

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

POSITIVE INTERVENTIONS TO STRENGTHEN THE CAREER DEVELOPMENT
PROCESS FOR INDIVIDUALS IN RECOVERY FROM SUBSTANCE ABUSE

A project submitted in partial fulfillment of the requirements

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Career Counseling

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ABSTRACT

POSITIVE INTERVENTIONS TO STRENGTHEN THE CAREER DEVELOPMENT PROCESS FOR INDIVIDUALS IN RECOVERY FROM SUBSTANCE ABUSE

By

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Master of Science in Counseling,

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The population of individuals in recovery from substance abuse frequently confronts a number of challenges and issues in their career development process. These issues can include: low self-efficacy, negative outcome expectations, significant transitional events, and underdeveloped adaptive career behaviors. As a result, these individuals frequently struggle to obtain and sustain fulfilling and lasting employment. The proposed workshop series is aimed at identifying and meeting the specific needs of this population with selected, targeted career interventions. Theoretical frameworks, which provide a rubric for identifying the specific characteristics and challenges common to this population, are outlined in detail. Support materials, intended for usage during the workshop series, are provided in the appendices.

Chapter One

Introduction

Background

During my time as both an intern and, later, a Career Specialist, in the Career Center of a large addiction recovery treatment center in Los Angeles, I have noticed similar characteristics, attitudes, and challenges among residents of the program. The majority of residents' career trajectories did not arc in the same manner as many of their (non-alcoholic/non-addict) peers' trajectories. That is, their vocational paths have proven to be nonlinear and jagged, interrupted at varying points by excessive drinking and drug usage.

Feelings of low self-efficacy, negative outcome expectancies, and perceived insurmountable barriers are topics that arise, in various forms, during career groups, as well as individual career development sessions with this population. When these topics are brought up during a group format, the other group participants will nod their heads in identifying agreement. This collective nodding shows participants that their difficulties are not unique, but rather a shared experience. This paper and workshop is inspired by and designed to address those clients' shared experiences, strengths, and challenges.

Statement of the Problem

Graham (2006) stated, “[s]ubstance misuse significantly limits employment and career trajectories. The relationship between substance misuse and employment is complex, multidimensional, and mutually influencing” (p. 168). Likewise, Slaymaker and Owen’s 2006 study found that adults who had successfully completed a recovery treatment program still experienced more days of employment problems than those of a

non-clinical community sample population. Additionally, individuals in recovery from drug and alcohol addiction face a range of barriers to employment, such as criminal records and emotional / psychological issues (Schottenfeld, Pascale, & Sokolowski, 1992).

Furthermore, individuals in recovery from addiction face difficulties when attempting to sustain employment. This is demonstrated in Kang et al.'s (2006) study of employed methadone patients who had received employment services, as part of their treatment program. At the 33-month follow-up assessment, only 10% of those interviewed were still employed. In summary, then, the career paths of individuals within the focus group population are often significantly limited by that person's history of addiction and alcoholism. Even after sobriety has been achieved, those individuals still experience more vocational and employment difficulties than do persons without addiction problems.

This project seeks to identify the problems and issues faced by the targeted population, as outlined in the existing literature. This will be followed by an in-depth description of a workshop program that aims to strengthen identified career behaviors and traits within the focus group. It is intended that these strengthened behaviors and traits will translate to higher probability of workshop participants seeking, obtaining, and sustaining lasting and secure employment.

Characteristics of the Population

Demographics. According to the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Survey on Drug and Health: Summary of National Findings (2013), 23.1 million persons, age 12 and older, were in need for treatment for an

illicit drug or alcohol problem. Of these 23.1 million, only 2.5 million received treatment at a treatment facility. Therefore, 20.6 million persons that may have benefitted from treatment for illicit drug use or alcohol abuse, did not receive it. A combined 2009 through 2012 data, shows that the primary reasons for not receiving treatment was a lack of insurance coverage and the inability to pay the costs of a treatment facility.

According to the National Institute on Drug Abuse (retrieved from <http://www.drugabuse.gov/sites/default/files/treatmentstats.pdf> on December 6, 2014), the percentage of alcohol-related admissions to publicly funded substance abuse treatment programs in 2008 was 23.1%. The percentage of illicit drug admissions at rehabilitation facilities was as follows: 18.3% alcohol plus another drug, 17.0% marijuana, 14.1% heroin, 8.1% smoked cocaine (crack), 6.5% stimulants, 5.9% opiates (not heroin), 3.2% non-smoked cocaine, and 0.6% tranquilizers.

The majority of individuals admitted for treatment were White (59.8%). The following are the non-majority demographics: African-American (20.9%), Hispanic (13.7%), American Indian / Alaska Native (2.3%), Asian / Pacific Islander (1.0%) and “Other” (2.3%). The age range with the highest reported treatment admissions was the 25-29 age group (14.8%). The next highest age group was 20-24 (14.4 percent), followed by the 40-44 age group (12.6%).

Practically speaking, the socio-economic status for admitted patients into treatment facilities is dependent on the treatment center itself. Treatment facilities in Los Angeles have a wide range of fees, from sponsored beds (e.g., free for the patient) to thousands of dollars for one week’s stay in an upscale rehabilitation facility. Therefore,

the cost of admission and stay in a rehabilitation facility determines the financial status of a treatment center's resident population.

Bottoming-out experience (BOE). As described in the Big Book of Alcoholics Anonymous (2001), the "hitting bottom" experience is, usually, a demoralizing, lonely event. As the book describes it, "...the chilling vapor that is loneliness settled down. It thickened, ever becoming blacker...then would come oblivion and the awful awakening to face the hideous Four Horsemen-Terror, Bewilderment, Frustration, Despair" (p. 151). This hitting bottom experience is also detailed in the research as well.

In DePue, Finch, and Nation's (2014) study of six individuals (three men and three women), who all reported to have been sober for a mean sobriety time of 15.67 months, the authors found many reported commonalities to the "bottoming out" experience. All of the participants described various ways in which they attempted to control their drinking and using. They each, also, stated that their using stopped working at some point. Many of the participants reported suicidal ideation after the drugs or drink no longer worked. Some even attempted suicide by overdosing.

After the bottoming out experience, the participants spoke of a turning point, where they each experienced a profound shift in cognitive thinking. This turning point pushed them to change. It is reasonable to assume that many of the individuals in a rehabilitation facility have experienced the above processes, or, are in the process of experiencing a turning point, following a bottoming out phase.

Impulsivity. Individuals with substance abuse issues frequently demonstrate an inability to delay gratification. This desire for instant gratification was a constant during their many years of using substances. As Kirby, Petry, and Bickel (1999) suggest in their

study of 56 individuals suffering from heroin addiction, individuals with addiction issues favor short-term payoffs, rather than greater, yet delayed rewards. It can be assumed that an individual who is unable to delay gratification and who is also prone to impulsivity, may experience additional, workplace issues, due to these traits.

Self-Schema. As Targuinio, Fischer, Gauchet, and Perarnaud (2001) determined in their study of 40 French males in recovery from alcoholism issues, the individual who is new to recovery tends to take a longer time to attribute positive traits to themselves. Alternatively, they also take a longer time to reject a negative descriptor. In conclusion, the authors determined that this attachment to negative self-judgments could be attributed to these individuals' long experiences with addiction, whereby they had internalized a set of maladaptive norms and values, which negatively impacted their self-image. Also, individuals in recovery from substance abuse have a long history of social interactions, whereby their addiction was negatively judged and stereotyped by those around them. Those judgments were then internalized and incorporated into that individual's overall assessment of self.

As O'Mahony and Smith (1984) determined in their study, individuals who were incarcerated and suffering from heroin addiction deceived others at a higher rate than did individuals who were not incarcerated or suffering from addiction. These negative behaviors, coupled with deleterious social judgments, can have a significant impact on an individual's self-schema and overall self-assessment. It can be assumed that these traits would also have a significant impact on an individual's career development and employment trajectory.

Importance of the Problem

Schottenfeld, Pascale, and Sokolowski (1992) report that individuals in recovery from substance abuse disorders, who are also enrolled in substance abuse treatment programs, are confronted by a litany of challenges when seeking employment. These challenges include: lack of educational skills, vocational training deficits, underdeveloped job obtainment skills (e.g., job search and interviewing skills), emotional and psychological problems (e.g., lack of clear vocational goals, depression, low self-esteem), erratic employment history, criminal records, practical limitations (e.g., lack of childcare, transportation), and by poor health.

In addition, this population has frequently experienced an impactful transition and traumatic bottoming-out experience (DePue et al., 2014). As they transition into sobriety, they confront negative self-schemas, due to years of maladaptive behaviors in their addiction. These self-schemas arose, in reaction to negative stereotypes and judgments by those around them. In addition, the focus group population is prone to impulsivity and an inability to delay gratification (Kirby et al., 1999).

Likewise, Graham (2006), lists the following as barriers to employment for client with histories of substance abuse:

...a client's inability to control substance use, concern about keeping secrets, family problems, lack of social skills, lack of work experience, unrealistic goals for employment, problems with reliable transportation, and the reluctance of employers to hire or maintain the employment of people with addictions (Graham, 2006, p. 169).

Once an individual with a history of substance abuse is employed, they are

confronted by additional challenges. The sustainment of employment can be thwarted by interpersonal issues with co-workers and supervisors. Specifically, this population can be challenged by the inability to accept criticism or take direction in the workplace.

Individuals with a history of substance abuse can also experience work adjustment problems. For example, they may frequently arrive late to work, or not show up for their scheduled workday. Likewise, they may fail to complete assignments or walk off the job when frustrated, angry, or upset. Additionally, competing demands, such as familial obligations or childcare expenses can challenge these individuals. Social pressures from peers who engage in drug-use or drinking threaten employment, as does a drug/alcohol/criminal activity relapse (Schottenfeld, Pascale, & Sokolowski, 1992).

As is apparent, persons who are in recovery from substance abuse face a multitude of challenges, in terms of gaining and subsequently maintaining employment.

This project will focus on, and workshops will be constructed for, adults with histories of drug and alcohol addiction. The participants will be between the ages of 28 to 45. Participants will be in residential care within a drug and alcohol rehabilitation facility. They must be in early recovery (e.g., between three to nine months). Lastly, they must be striving to re-enter the workforce after at least six months of unemployment.

Consequences of the Problem to the Focus Group

As is detailed above, individuals recovering from addiction issues are confronted by several challenges when seeking to gain employment. As Zarkin, Dunlap, Bray, and Wechsberg determined in their 2002 study, only 0.63% of individuals who had completed out-patient substance abuse treatment were employed when interviewed 41.7 weeks after leaving those treatment programs. In other words, 17% of individuals who had completed

the program were unemployed at the time of the follow-up interview. According to the United States Department of Labor, the 2014 unemployment rate for the general population in the United States, varied between 5.8 and 6.7 % (retrieved from <http://data.bls.gov/timeseries/LNS14000000> on November 27, 2014). It is therefore evident that persons who have completed recovery programs are employed at a significantly lower rate than the general population. This not only impacts the individual and his/her ability to live a constructive, rewarding life, but, also the local economy and surrounding community as well.

Theoretical Approaches

Two theoretical frameworks, Social Cognitive Career Theory and Transition Theory, were chosen to assist with identifying career development and career transition issues encountered by this population. In addition, another theory, Positive Psychology, was chosen, in order to provide interventions, which aim to strengthen this population's adaptive career behaviors and career transition coping abilities. The chosen theories are outlined in the following few paragraphs.

Social Cognitive Career Theory. Lent, Brown, and Hackett (1994) authored the framework of Social Cognitive Career Theory (SCCT), which derived its core ideas from Albert Bandura's (1986) Social Cognitive Theory (SCT). As posited by SCT, such traits as self-efficacy, barrier perception, and outcome expectations play an important and potent role in the development of an individual's interest development and goal attainment. As put forth by Lent, et al. (1994), SCCT is postulated on the notion that positive career development is dependent upon individual experiences interacting between environment and personal makeup. The theory highlights factors that can either

enable or impede an individual's career development. SCCT also emphasizes how an individual's capabilities, past accomplishments (or failures), self-efficacy, and outcome expectations can influence the subsequent development of interests, as well as educational and career choices and persistence in goal attainment.

Social Cognitive Career Theory underscores the influential role an individual's outcome expectancies can have upon the development of educational and vocational goals. Whereas self-efficacy beliefs are concerned with an individual's assessment of their abilities, outcome expectations refer to the imagined consequences of an individual's particular actions (Yakushko, Backhaus, Wason, Ngaruiya, & Gonzalez, 2008). According to SCCT, these two factors, self-efficacy and outcome expectations, play a profound role in an individual's career development.

Additionally, the theory's authors outlined a new model, entitled the Social Model of Career Self-Management (Lent & Brown, 2013). The new model examines the ways in which individuals "adapt to both routine career tasks and unusual career challenges, both within and across educational/vocational fields" (Lent & Brown, 2013, p.557). The Social Cognitive Model of Career Self-Management has been suggested for application to the criminal justice population (Brown, Lent, & Knoll, 2013). The criminal justice population shares many of the same features as the focus group (substance use, psychological and emotional issues, criminal records, maladaptive behaviors, and interrupted career histories), which is why its framework has been selected for application to the project's intended focus group.

Transition Theory. Transition Theory was developed by Nancy Schlossberg, in order to provide a systematic framework for professionals to utilize with clients who were experiencing a transition within their lives. A broad definition of a transition states that a transition is any event, or non-event, that results in changed relationships, daily routines, assumptions, and life roles. A transition is not necessarily a crisis. A transition may include losses, as well as gains and is not, by definition, a negative occurrence (Schlossberg, Waters, & Goodman, 1995).

Transition Theory puts forth the 4S System, as a way for individuals to identify their coping resources as they progress through a transition. The 4S's refer to the following: situation, self, supports, and strategies (Schlossberg et al., 1995). Schlossberg (2011) encouraged employment counselors to assist clients with identifying the categories in the 4S system, in order to demystify the transition process. Frequently, the population of individuals who are newly sober have experienced, and are in the process of experiencing, profound, impactful life changes and transitions. It is, therefore, useful to provide a framework for examining and identifying the nature of these significant transitions.

Positive Psychology. Positive Psychology, developed and introduced in 1998 by Martin Seligman, then president of the American Psychological Association, is the “scientific study of positive experiences and positive individual traits, and the institutions that facilitate their development” (Duckworth, Steen, & Seligman, 2005, p. 630). Mainstream clinical psychology has long focused on the reasons for psychopathology and mental disorder, a “fix-what's-wrong” (Duckworth, et al., 2005, p. 631) approach.

Positive Psychology, on the other hand, aims to employ a “build-what’s-strong” (Duckworth, et al., 2005, p. 631) methodology for working with human mental health.

Positive Psychology assumes that even the most psychologically damaged individual is more than an aggregate of their disordered parts (childhood trauma and psychological maladies). Positive Psychology focuses on an individual’s strengths: character strengths, positive life experiences, and individual bulwarks against mental distress (Duckworth et al., 2005). Akhtar and Boniwell (2010) demonstrated that, not only did an eight-week Positive Psychology intervention increase positive emotion and decrease substance abuse, but the intervention also facilitated the unintended consequences of participants gaining new employment.

The theory of Positive Psychology is a complementary modality to most treatment center’s traditional 12-step philosophical orientations. As the Big Book of Alcoholics Anonymous (2001) states, “But we are not a glum lot. If newcomers could see no joy or fun in our existence, they wouldn’t want it. We absolutely insist on enjoying life” (p. 132).

The theory offers a corresponding philosophy to the many hours of individual and group therapeutic discussions provided to residents of substance abuse treatment facilities. As Wormith, Althouse, Simpson, Reitzel, Fagan, and Morgan (2007) state in their examination of correctional psychology and the rehabilitation of offenders, “Positive Psychology may provide a meaningful alternative to traditional modes of offender treatment” (p. 886). As such, Positive Psychology interventions have been selected to target identified adaptive career behaviors and traits of the focus group.

Limitations of this Project

This workshop will not be designed to assist with participants' ability to abstain from abusing alcohol or other substances. This workshop was solely designed to enhance each participant's individual career development. However, the effects of the workshop series will be influenced and partially determined by the following: participants' individual characteristics, attitudes, belief systems, intellectual abilities, socio-economic status, previous education and employment experiences, and subsequent maintenance of sobriety.

Additionally, the proposed workshop will not promise that its participants will secure employment upon completion of the program. The project is not a job placement program and its participants should not, therefore, anticipate placement in the workplace upon conclusion of their participation. Moreover, the facilitator will not be making referrals to potential employment opportunity locales.

Defining Technical Terms

The following paragraphs define technical terms that are significant to this paper and proposed workshop series. These terms provide much of the framework and justification for the project. In addition, the terms are derived from varying sources and theoretical frameworks.

Outcome expectations. Bandura's (1986) Social Cognitive Theory first introduced the concept of outcome expectations. Outcome expectations refer to the envisioned consequences of a particular behavior or action. Social Cognitive Theory posits that "people act on their judgments of what they can do, as well as on their beliefs about the likely effects of various actions" (Bandura, 1986 p. 231). Bandura (1986),

however, maintained that, while both self-efficacy beliefs as well as outcome expectations played a potent role in the execution of certain behaviors, self-efficacy was a more dominating factor. However, as posited by Bandura (1989), in situations where the outcome was not closely connected to the quality of performance, outcome expectations may make more of an independent contribution to an individual's motivation and behavioral choices.

Positive Psychology. The field of Positive Psychology was initially developed and published by Martin Seligman, former president of the American Psychological Association (APA). Positive Psychology is the science and study of “positive subjective experience, positive individual traits, and positive institutions...” (Seligman & Csikszentmihalyi, 2000, p. 5). By the time Martin Seligman assumed the role of presidency for the APA in 1998, the field of traditional psychology had long since focused primarily on fixing and classifying human pathologies, mental disorder, and distress. Positive Psychology offers a complementary paradigm to the traditional field of Psychology. Positive Psychology seeks to classify, study, and build upon inherent human strengths (Seligman & Csikszentmihalyi, 2000).

Self-efficacy. Social Cognitive Theory also emphasizes the importance of self-efficacy beliefs and their influence on the exercise of agency (Bandura, 1989). Self-efficacy is defined as follows: “people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986, p. 391). As delineated in Social Cognitive Theory, self-efficacy plays a potent and fundamental role in the exercise of personal agency. Self-efficacy helps formulate an individual's motivation, affect, and subsequent action (Bandura, 1989).

Social Cognitive Career Theory (SCCT). Social Cognitive Career Theory was introduced by Lent, Brown, and Hackett (1994) in their foundational article, *Toward a Unifying Social Cognitive Theory of Career and Academic Choice, and Performance*. Social Cognitive Theory bases its conceptual framework on Bandura's (1986) Social Cognitive Theory (SCT). Some of the concepts derived from SCT, which are also central to the model of SCCT, are: self-efficacy, outcome expectations, and goal attainment. As a model, Social Cognitive Career Theory strives to "outline a conceptual framework that attempts to explain central dynamic processes and mechanism through which (a) career and academic interests develop, (b) career-relevant choices are forged and enacted, and (c) performance outcomes are achieved" (Lent, Brown, & Hackett, 1994, p.80). Additional posited models, such as the Social Cognitive Model of Career Self-Management, strive to explain the dynamic ways in which individuals "adapt to both routine career tasks and unusual career challenges, both within and across education/vocational fields" (Lent & Brown, 2013, p.557).

Socio-economic status (SES). According to the American Psychological Association (2014), Socio-economic status refers to an individual's social standing or class within a society. Frequently, it is a measurement of a few different factors: education, occupation, and income. SES can determine access to resources, as well as an individual's power and control within a society (Retrieved from <http://apa.org/topics/socioeconomic-status/index.aspx> on October 15, 2014).

Facilities in the Los Angeles Area Providing Similar Services

Listed below are the residential treatment facilities, located within the Los Angeles area, which provide employment services to their resident populations. Each

program offers its own, unique program of career development/employment services. However, none of the programs listed below aim to strategically address the identified issues and characteristics, of the focus group population, as outlined in this paper's review of the literature.

Beit t'shuvah. (Hebrew; pronounced in English: "Bait T-shoova"). According to their organization's website (retrieved from <http://www.beittshuvah.org/> on October 30, 2014), Beit T'Shuvah (BTS), which means "House of Return", is a large, faith-based residential treatment center, located near downtown Culver City. Beit T'Shuvah provides a unique combination of modalities upon which it bases its treatment philosophy. The organization combines a spiritual community model, along with a Jewish faith-based recovery model.

Upon entry, each resident is assigned a "treatment team" that monitors and guides their progress as they advance through the various "recovery tasks". A resident's treatment team includes: a counselor, spiritual counselor, and therapist. A career counselor is added to the team once a resident achieves approximately three months of sobriety.

Beit T'Shuvah offers several different levels of care. Primary residential treatment is tailored for residents in their first 90-120 days of recovery. After 90-120 days in treatment, residents graduate on to the Extended Residential Treatment program. Participants of the Extended Residential Treatment program live in a designated floor of the facility and enjoy greater autonomy, while still engaging in certain aspects of the recovery program such as groups and individual counseling sessions.

In addition to the Beit T'Shuvah primary site, the organization manages several transitional living centers, which are sober livings for residents who have completed the residential treatment program in order to support their maintaining recovery.

Additionally, BTS offers a day patient program (for residents living off-site), as well as alumni after care (for those residents who have completed the program and have since moved to a different location).

Residents' daily schedules include individual meetings with members of their treatment team, as well as a variety of group instruction. Group topics may include (but are not limited to): 12-step recovery, Jewish ethics, art, drama, relationships, life skills, health, anger, and parenting.

Residents are assigned to the career center once they are nearing the end of the second recovery task of "Surrender / Awakening" and are looking to move into the third recovery task of "Moral Engagement". This typically occurs after the resident has been at BTS (and has sustained sobriety) for at least 90 days. Once assigned to the career center, the resident attends three required career groups, which focus on examining various influences that have helped shape individual career paths.

During this time, residents complete an intake with one of the career center staff. It is during the intake that the resident's individual career needs are determined and a plan is formulated for future career services to be rendered. The career center offers a range of services, including: resume creation/editing, interview preparation, career exploration, assessments, and job search skills. Additionally, the career center also facilitates an intern/externship program. Participants either find internships within the organization itself or they locate externships in various outside organizations. The career

center serves to complete Beit T'Shuvah's mission of assisting residents to recover their passion and discover their purpose.

The Salvation Army. Another organization that offers employment assistance to its clients is the Salvation Army. This organization reports that its many Adult Rehabilitation Centers (ARC) make up the largest residential treatment facility within the United States. Five of its centers are located within Southern California. Its programs are long-term, free to the public, and are founded upon a model of social recovery.

In contrast to BTS, the Salvation Army emphasizes a Christian approach by requiring its members to participate in active, Christian service. Each program participant is provided with a healthy living environment, nutritious food, group therapy, individual counseling, spiritual direction, recreational activities, and work therapy assignments. Although it states that employment services are offered to its clients, the Salvation Army does not specify in their literature which types of services are provided, nor does the organization specify what sort of training, credentials, and education it requires of its professionals (retrieved from <http://satruck.org/national-rehabilitation> on October 30, 2014).

Passages Malibu. According to its company website (retrieved from <http://www.passagesmalibu.com/> on October 30, 2014), Passages Malibu offers luxurious residential treatment services to its clientele. Upon entry into the program, clients are assigned a team of professionals, including, but not limited to: nurses, psychologists, family therapists, trainers, acupuncturists, hypnotherapists, and spiritual counselors. Also from the same website, Passages Malibu does not base its program on the 12-step philosophy that addiction is a disease. Instead, Passages adheres to the belief that

addiction arises out of one of four causes. Those four causes are as follows: chemical imbalances, unresolved past events, an individual's system of beliefs, which are inconsistent with reality, and an inability to cope with present circumstances/situations.

The Passages program also provides its clients with Life Purpose counseling. The aim of this type of counseling is to assist the client with identifying behaviors, interests, and activities, which they find exciting, creative, and productive. Additionally, this program strives to connect each client with his or her innate strengths and talents. The end result is that the client will be reconnected with him or herself.

Each of these programs serves a useful and invaluable purpose in its organization's provision of services. However, none of the above-mentioned programs offers such specific, targeted interventions as the proposed workshop in this project. The proposed workshop is designed to address the identified characteristics, challenges, and issues of this population, as identified in the research, which is outlined in chapter two.

Transition To Chapter Two

Individuals who struggle with addiction and alcoholism issues experience significantly limited employment and career trajectories (Graham, 2006). Additionally, adults who have completed a substance abuse treatment program encounter a higher rate of employment problems after exiting that program (Slaymaker & Owen, 2006). The career paths of individuals who suffer from addiction are negatively impacted by that person's addiction. Even after sobriety has been achieved, those individuals still experience more vocational and employment difficulties than do persons without addiction difficulties.

In order to effectively identify the focus group's targeted career behaviors and traits that the workshop will strive to strengthen through strategic interventions, it is necessary to first conduct a comprehensive examination of the existing literature. Chapter two will examine previous studies, looking at the effectiveness of identified employment programs and vocational services utilized with the focus group. The examined literature will also be expanded to include studies that review the impact employment counseling and services have had on patients enrolled in methadone clinic programs. Methadone clinics are clinics that dispense methadone to patients who abuse heroin or other opioids, with the intention to eliminate/reduce usage of the drug. It is acknowledged that the population of methadone clinic patients differs in notable ways from the focus group of this program's population. That is, methadone patients are not "sober", as defined by most drug and alcohol rehabilitation facilities. However, due to the many similarities between the two groups, the literature on methadone patients is included.

In addition, Chapter two will also present a more comprehensive examination of the theories that provide the framework for the proposed workshop series. Those theories are: Social Cognitive Career Theory and Transition Theory. The theory of Positive Psychology, as well as its accompanying interventions, will be utilized to target and strengthen the focus group's identified adaptive career behaviors, traits, and career transition coping strategies.

Chapter Two

Literature Review

The following chapter will provide a comprehensive discussion of theoretical frameworks, as well as research conducted on the career development issues, processes, and barriers, as they relate to the focus group population.

Social Cognitive Career Theory

Career development theory is a posited framework that seeks to provide a construct and rationale for the actions executed and decisions made by an individual over the course of their career development. For the purposes of this project, Social Cognitive Career Theory has been selected to provide a framework, from which to explain the career development issues, challenges, and processes of the focus group population. Social Cognitive Career Theory (SCCT) was first introduced by Lent, Brown, and Hackett in their seminal 1994 article, *Toward a Unifying Social Cognitive Theory of Career and Academic Interest, Choice, and Performance* (Lent, Brown, & Hackett, 1994). Social Cognitive Career Theory was founded upon Bandura's (1986) theory: Social Cognitive Theory (SCT). In order to best explain the concepts behind Social Cognitive Career Theory, the main ideas of SCT will be described below.

Social Cognitive Theory. Social Cognitive Theory (Bandura, 1986) posited that individuals are neither completely unaffected by their environment, nor are they wholly influenced by their environmental happenings. Rather, individuals contribute to their motivations and actions through a mutually influencing system of factors, termed *triadic reciprocity*. According to this scheme, the following factors operate interactively and bidirectionally: personal attributes, such as physical attributes and internal cognitive

states, external environmental factors, and overt behavior. While each of these processes of SCT is assumed to play an important role in influencing psychosocial functioning, Social Cognitive Career Theory deems three social cognitive mechanisms as being particularly applicable to the career development process: 1) self-efficacy beliefs, 2) outcome expectations, and 3) goal representations (Lent et al., 1994).

Self-efficacy. Social Cognitive Theory emphasizes the import of self-efficacy beliefs and their influence on the exercise of agency (Bandura, 1989). Self-efficacy is defined as follows: “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986, p. 391). Individuals’ beliefs about their personal agency and ability to affect change in their lives, play a potent role in influencing human motivation, action, and affect (Bandura, 1989).

As described by Social Cognitive Career Theory, self-efficacy beliefs are acquired and adapted primarily through four informational sources: 1) personal performance accomplishments, 2) vicarious learning, 3) social persuasion, and 4) physiological states and reactions. Social Cognitive Career Theory posits that personal performance accomplishments are the most influential on self-efficacy beliefs. Goal attainments (personal accomplishments) provide a positive feedback loop, which reinforce and strengthen an individual’s belief in their ability to affect change (Lent & Brown, 1996).

In Sullivan and Mahalik’s (2000) study, targeted career self-efficacy interventions were applied to 31 women enrolled in universities (at the undergraduate and graduate levels). They compared the results to a control group of 30 women, who did not receive

interventions. The results indicated that the participants in the career group that employed targeted interventions, increased in their career decision-making self-efficacy, as well as their vocational exploration and commitment. The authors further contended that this type of group treatment would have a positive impact on other aspects of an individual's career development.

Outcome expectations. Outcome expectations refer to the envisioned consequences of a particular behavior or action. Social Cognitive Theory posits that “people act on their judgments of what they can do, as well as on their beliefs about the likely effects of various actions” (Bandura, 1986, p. 231). Bandura (1986), however, maintained that while both self-efficacy beliefs, as well as outcome expectations, played a potent role in the execution of certain behaviors, self-efficacy was a more dominating factor. However, in situations where the outcome was not closely connected to the quality of performance, outcome expectations may make more of an independent contribution to an individual's motivation and behavioral choices (Bandura, 1989).

Goal attainment. Social Cognitive Theory states that goals play a significant role in the organization and sustainment of behavior. People anticipate the likely consequences of an action (outcome expectancies), set goals for themselves in order to achieve those outcomes, and delineate courses of action, which will then bring about the envisioned results and avoid detrimental ones (Bandura, 1989). Attaining goals and meeting internally-set standards of behavior serve to increase an individual's intrinsic motivation. Social Cognitive Theory puts forth that important bidirectional relationships exist between self-efficacy, outcome expectations, and goals (Bandura, 1986).

Social Cognitive Career Theory. As stated above, Social Cognitive Career Theory finds its principles upon the platform of SCT. Lent et al. (1994) outlined a theoretical framework, that attempts to explain fundamental processes, by which an individual develops their academic and career trajectories. Social Cognitive Career Theory addresses the following: 1) an individual's development of academic and career interests, 2) the way in which an individual makes and acts upon career-relevant choices, and 3) the process by which performance outcomes are achieved.

Lent et al. (1994) posited a Model of Interest Development, which theorizes that children and adolescents form interests through vicarious and direct exposure to activities, positive reinforcement, and performance achievement. Children develop interests, improve their skills, set behavioral standards, grow self-efficacy in particular activities, and develop expectations about the outcomes of their performances through the following behaviors: repeated activity engagement, observing others, and receiving feedback from central figures in their lives. Individuals develop sustaining interests in activities in which they view themselves as efficacious and positive outcome expectations are anticipated.

Social Cognitive Career Theory outlines a Model of Career Choice, which closely follows the sequence of the Model of Interest Development. The only difference in this model is that activity goals/selection variables now represent specific academic/career goals and their enactment. Again, self-set goals, which arise from the interaction between self-efficacy, outcome beliefs, and interests, contribute to an individual's development of personal agency and future career pursuits.

SCCT's Model of Performance states that goals affect performance, in that they promote the initiation and sustainment of behavior aimed at achieving tasks. Likewise, self-efficacy plays a significant role in the process of performance attainment. Self-efficacy influences the organization and application of skills, as well as indirectly affects goals and actions (which, in turn, directly affect performance attainment) (Lent et. al, 1994).

Model of Career Self-Management. Lent and Brown (2013) extended Social Cognitive Career Theory to a new model, termed the "Model of Career Self-Management". This model focuses on the many aspects of career development, concentrating on the dynamic ways in which people adapt to both routine tasks and unforeseen challenges in their career. The model is of particular relevance to this paper's population, as is demonstrated in the literature, whereby an individual in early recovery from addiction may obtain employment, but is then unable to sustain the employment for long periods of time. Therefore, it is not just the job search process that poses the issue, it is also the retention and management of obtained employment. For example, Kang, Magura, Blankertz, Madison, and Spinelli's (2006) study of vocational services among methadone patients demonstrated that, although vocational services assisted clients with obtaining employment, the percentage of employed clients dropped drastically (to 10%) at the 33-month follow-up assessment.

Brown, Lent, and Knoll (2013) applied this new Model of Career Self-Management to the criminal justice population. As they outlined in their article, this new process model focuses on *how* individuals make choices, rather than *what* choices they make. This process is particularly salient to the criminal justice population, as it focuses

on how people behave across varying educational and vocational fields and industries, in conjunction with various factors (such as: their environment, learning experiences, individual personality traits, other variable) when managing routine, as well as unanticipated, career tasks and challenges. The criminal justice population shares many of the same traits and challenges as the population in recovery from addiction (e.g., substance abuse, criminal records, and maladaptive behaviors). A process model is concerned with *how* individuals make decisions, manage transitions, obtain and maintain employment, manage (vocational) challenges, and extricate themselves from work (Brown, Lent, & Knoll, 2013).

Of particular import to this model is the concept of *adaptive career behaviors*, which includes two conceptual groups of behaviors. The first group involves participating in tasks which provide a scaffolding for later career development, such as: such as: choosing elective academic courses and seeking entry-level employment after completing formal education. The second group includes coping skills and processes. These are typically behaviors that serve to do two things: 1) negotiate life-role transitions and 2) to adjust to work and life challenges, such as job loss and stress on the job.

As the prior SCCT models did, the Model of Career Self-Management (Lent & Brown, 2013) emphasizes the interactive roles of self-efficacy, outcome expectations, goals, and environmental supports and barriers. Prior models of SCCT focused on *task-specific self-efficacy* and/or *coping self-efficacy*. The Model of Career Self-Management focuses on what is termed *process self-efficacy*, as well as *coping self-efficacy*. *Process self-efficacy* refers to an individual's assessment of their ability to manage the necessary career tasks, in order to prepare, enter, adjust to, or change across varying vocational

paths (Lent & Brown, 2013). As defined by Lent, Brown, and Hackett (1998), *coping self-efficacy* refers to an individual's beliefs about their capabilities to navigate particular environmental challenges and obstacles.

Sung and Chu's (2011) article detailed their study of 760 individuals on probation or parole, who were enrolled in substance abuse treatment programs. The results demonstrated that high levels of self-efficacy correlated not only to post-treatment abstinence, but, also to employment. Furthermore, the authors contended that the study's findings indicated that developing clients' self-efficacy while they were enrolled in substance abuse treatment could also have the effect of increasing their coping self-efficacy. This coping self-efficacy could provide a protective factor for these individuals, in the face of such challenges as unemployment, regardless of the individual's criminal records or low educational attainment.

The Model of Career Self-Management highlights the influence self-efficacy has upon eventual goal attainment. Self-efficacy provides individuals with the ability to organize their actions and to persist in the face of barriers and other challenges. This, then, propels them towards ultimate goal attainment. As delineated by the Model of Career Self-Management, certain adaptive behaviors are more likely to be initiated and sustained if the individual possesses high self-efficacy, positive outcome expectations, and goals, in regard to those particular behaviors. Specific goals that direct specific actions increase the likelihood that an individual will attain desirable outcomes.

As put forth by the Model of Career Self-Management, people are more inclined to set and initiate goals, in order to participate in adaptive career behaviors when they have support (e.g., social, financial) and face little-to-no barriers (Lent & Brown, 2013).

It is important to interject here an outline of the role barriers may play in the career development process. Lent and Brown (2000) contended that coping efficacy may have a positive or negative impact on an individual's barrier perception. For instance, an individual with high coping efficacy may perceive fewer barriers in attaining a specific goal than an individual with low coping self-efficacy. Likewise, they may determine certain barriers are less challenging and may then feel less vulnerable in confronting expected barriers (Hackett & Byars, 1996).

Lent, Brown, and Hackett (2000) posited several possibilities in regards to the impact barriers may have upon coping efficacy beliefs and vice versa. Potentially, perceived barriers impact coping efficacy beliefs, which, in turn, influence choice behavior. They also theorized that coping efficacy beliefs and perceived barriers have a bidirectional influence on one another, in that the appraisal of coping efficacy beliefs may be impacted by the scale of anticipated barriers. Alternatively, the presence of supports and the absence of barriers may strengthen an individual's self-efficacy and outcome expectations (Lent & Brown, 2013).

Sheu, Lent, Brown, Miller, Hennessy, and Duffy's (2010) article examined 40 published and unpublished studies, which assessed SCCT variables related to choice in educational and vocational domains (and across Holland themes). Their findings suggested that barriers and supports influence self-efficacy and outcome expectations, which may then influence goal attainment. In other words, the presence of supports (and the absence of barriers) may strengthen self-efficacy and outcome expectations, which then influence the subsequent pursuit and attainment of goals. As put forth by Social

Cognitive Career Theory, barriers play an important role in the shaping of goals and efficacy throughout the career development process.

Transition Theory

Individuals in recovery from substance abuse have experienced significant change and are, generally, in the stages of some sort of impactful transition. Many of these individuals have experienced tremendous loss, such as the loss of: job/s, material possessions, and familial and peer support. It is, therefore, vital to examine the affect these transitions may have upon this population, as well as the various ways in which these individuals may cope with the changes they are experiencing.

Approaching transitions. Nancy K. Schlossberg (1995) developed the Transition Model in order to provide a comprehensive framework for professionals to utilize, when seeking to understand client perspectives on change and transitions. A transition can be said to have occurred if an event or nonevent results in a change or shift in assumptions about oneself or the outside world and, therefore, requires a subsequent change in how one behaves and relates to others (Schlossberg, 1981).

The transition model is comprised of three major, conceptual parts. The first part of the model is termed: “Approaching Transitions: Transition Identification and Transition Process” (Schlossberg, Waters, & Goodman, 1995, p. 26). This part of the model identifies the nature of the transition and provides a way to determine the best perspective for effectively dealing with it. As Schlossberg outlined, a transition may be anticipated, unanticipated, or a non-event.

Anticipated transitions are expected events. They may include such occurrences as: a marriage, the birth of a child, or a graduation from college. Unanticipated transitions

are unscheduled. Generally, unanticipated events involve crises and are outside of the normal life-cycle of events. Non-event transitions are those events that an individual had anticipated, but did not actually occur. For instance, an individual may have expected to buy a particular house, but the deal fell through. Or, a couple may have planned for a child, but, at a certain age, realized that that event would never occur for them (Schlossberg et al., 1995).

Additional concepts important to the understanding of an individual's transition are as follows: relativity, context, and impact. Understanding an individual's perspective on the transition (relativity) is key. For instance, does the individual regard the transition as a positive, negative, or neutral change? An individual's appraisal will have a significant impact on the way they cope with the transition or non-event (Schlossberg et al., 1995).

Context refers to the individual's relationship to the event or non-event. For instance, an individual may have just been diagnosed with cancer. They can, therefore, make active decisions, seek medical solutions, or seek a support group. If, however, the event is occurring to one's adult child, the individual's ability to make active choices and affect change is limited (Schlossberg et al., 1995).

Impact refers to the degree to which the transition affects an individual's daily life. How will the transition impact the individual's relationships, routines, assumptions about the world and self, and roles? The more impactful the transition, the more an individual is required to employ coping strategies and the longer it will take for that individual to adapt to the change (Schlossberg et al., 1995).

The 4S's system: taking stock of coping resources. Transition theory outlines four features common to all transition events and non-events. These features are termed the 4S's. They are as follows: *Situation*, *Self*, *Supports*, and *Strategies*. By identifying these factors, an employment counselor may take some of the mystery out of the process of change.

The first *S* is termed *Situation*. *Situation* refers to an individual's situation at the time of a transition (Schlossberg, 2011). Varying factors affect the significance of the situation to the individual. It is out of this paper's scope to detail all the factors involved in identifying the specifics of an individual's transitional situation. However, a brief overview of the some of the factors are outlined below.

Trigger identifies the occurrences that set off the transition. *Timing* refers to how the transition relates to an individual's social clock. *Control* refers to the determination of which pieces of a transition are within one's control. *Role change* denotes how the transition affects an individual's various roles within their life (Schlossberg et al., 1995).

The second *S* is the *Self*. The *Self* refers to an individual's inner strength and ability to cope. Is the individual resilient, optimistic, and able to manage ambiguity (Schlossberg, 2011)? Some of the characteristics of *Self*, which are important to assess when facing a transition, are as follows: 1) personal and demographic characteristics, such as socioeconomic status, gender, health, age/life stage, and ethnicity, and 2) psychological resources, such as ego development, optimism/self-efficacy, and values (Schlossberg et al., 1995).

Support refers to the supportive community, both personal and professional, an individual has to bolster them through the transition (Schlossberg, 2011). The varying

types of support an individual may receive are as follows: intimate, familial, friend, and communal/institutional. An individual's network of social support is said to be key in assisting them with successfully traversing the transition (Schlossberg et al., 1995).

Strategies refer to the various ways in which an individual may leverage coping techniques in order to change, reframe, or reduce stress in the situation (Schlossberg, 2011). Some questions a counselor may employ, in order to assess a client's strategies are as follows: Does the client have a variety of strategies to deal with the transition? Does the client, at times, take action in order to change the situation? Does the client sometimes try to change the meaning of the transition (Schlossberg, 2011)?

The transition model provides a framework, which can be utilized to analyze any transition experienced by an individual. In the context of substance abuse recovery, the model can be employed to assess a client's current reserves and supports, as they navigate their transition through the recovery process. When applying the model to the population of individuals in substance abuse recovery, the career counselor may suggest ways in which to strengthen a client's 4S's and, therefore, better their chances of a successful transition.

Empirical research and its application to the focus group. Transition Theory's principles were based upon a wide variety of previous studies, conducted by other adult development theorists (Schlossberg, 1981). For instance, Schlossberg drew upon Levinson, Darrow, Klein, Levinson, & McKee's (1977) well-known study of a small sample of blue-collar and white-collar men, between the ages of 18 to 45. The study identified many of the themes common to and underlying an individual's life transitions

Some of the identified themes were as follows: life structure, the import of mentorship, the dichotomies of young/old and feminine/masculine.

Schlossberg and Charner's (1986) study of clerical workers on a university campus examined the transitions encountered by the workers and the coping styles they utilized in response (to those transitions). The sample was conducted in 1982 and consisted of 50 (mainly white, female, under the age of 55) clerical and support workers at the University of Maryland. The data was gathered by way of interviews. The results demonstrated clear, thematic variations in the transition processes of clerical workers. Additionally, the results provided support to previous research, which demonstrated that individuals do not uniformly rely upon one, single coping strategy. Rather, individuals employ different outlooks, coping mechanisms, support systems, and options, when navigating various challenges.

The population of individuals in residential treatment facilities is usually in the process of experiencing impactful and profound life changes and transitions. While in substance abuse treatment, it can be assumed that the individual's transition is ongoing, as they make the cognitive role shift, from that of substance abuser, to sober individual. As stated by Schlossberg (1981), role changes can have a profound impact upon an individual's perception of, and adjustment to, their experience.

Hansen, Ganley, and Carlucci (2008) outlined the various themes common to an individual's history of substance abuse/addiction and their subsequent transition into sobriety. The details of this study are outlined in further detail later on in this chapter. Some of the transitional stages of addiction/addiction recovery, determined by their study, are as follows: "feeling trapped in addiction with no way out" (p. 264). In this

stage, participants described an internal battle, filled with feelings of guilt and/or shame. In a following stage, participants reported a theme of desperation and “looking for whatever would work” (p. 264). It was after this stage that participants then moved on to the theme of “a bittersweet goodbye to drugs and alcohol” (p. 266). It was during this period that participants detailed the beginning stages of holistic transformation, as well as an acceptance of imminent change. Participants then immersed themselves within 12-step meetings and sought spiritual advice from others (such as a sponsor). Residents within a drug and alcohol rehabilitation facility can be assumed to have experienced, or are currently in the stages of experiencing, the above-named thematic periods. It is, therefore, useful to apply Transition Theory to this population, in order to identify these individuals’ environmental/internal supports and coping strategies, as they navigate through these impactful changes in their lives.

Issues

Individuals who are active in their addiction/alcoholism face a myriad of challenges in seeking, obtaining, and retaining steady employment. Alcoholism and drug addiction frequently impair a person’s daily cognitive and functional abilities. This is indicated in the low percentage of employed individuals entering addiction recovery treatment: 15% - 35%, which is substantially lower than the national employment average (Platt, 1995). As is evident, the population of individuals in recovery from addiction is underemployed. It stands to reason, then, that this population would benefit from the application of strategic career intervention/s, aimed at assisting them with developing their job search and employment maintenance effectiveness.

Even once sobriety is obtained, individuals who are newly sober still face a litany of challenges and obstacles in obtaining steady employment. Schottenfeld, Pascale, & Sokolowski (1992) delineated the various, potential employment issues individuals in substance abuse recovery may face. They are outlined as follows: neuropsychological deficits, organic brain syndromes, or learning disabilities, emotional and psychological issues, including demoralization, depression, low self-esteem, lack clear employment goals and ambitions, interpersonal or negative attitude problems, unrealistic self-perceptions or expectations (either negative or positive) regarding the world of work, including inaccurate perceptions of job demands and skills required, erratic work histories, criminal records, and employer discrimination (based upon criminal record and ethnicity).

Laudet, Magura, Vogel, and Knight's (2002) study outlined the correlation between mental symptoms and perceived obstacles to employment, such as stigma and fear of failure. The researcher's longitudinal study spanned a one-year time period and employed a semi-structured interview protocol. The study's subjects were members of Double Trouble in Recovery (DTR), a dual-focus self-help program, which is modeled after the 12-step framework. The interviews gathered the following information: sociodemographic information, mental health status/history, mental health treatment history, substance use status/history, and history of participation in DTR and other 12-step programs. The study's results determined that mental health issues and obstacles to work, such as fear of failure, stigma, low educational/skills attainment, impulse control, need for treatment, and concerns about fitting in, were significant contributors to the participants' perceived difficulties in obtaining work.

French, Dennis, McDougal, Karuntzos and Hubbard (1992) cited the following as barriers for newly sober individuals seeking to obtain employment: familial problems, inflexible treatment schedules, social bias against substance abusers, labor market problems, and lack of funding for long-term training for persons in recovery from addiction. Likewise, individuals with a long history of alcoholism and substance abuse may have a lack of employment experience and/or training (French et al., 1992; Lidz, Sorrentino, Robinson & Bunce, 2004; Schottenfeld et al., 1992).

Although this population may frequently need employment/vocational services, they may never receive a proper referral (French et al., 1992). Even when employment services/assistance has been offered to this population, participation has typically found to be low (Kang, Magura, Blankertz, Madison, & Spinelli, 2006). These individuals may be hindered by poor interviewing and job-seeking skills (Holzer & Wissoker, 2001; Schottenfeld et al., 1992). They may also demonstrate low interest in and motivation to seek and retain employment (Schottenfeld, 1992). Frequently, they have difficulties with such logistical issues as transportation and childcare (Zanis, Coviello, Alterman & Appling, 2001; Schottenfeld et al., 1992). As is apparent, the individual who is in recovery from drug addiction and alcoholism faces a range of potentially limiting issues and barriers when seeking work.

Furthermore, once employed, the individual with alcoholism or substance abuse issues is still confronted with a number of challenges when attempting to retain employment. Lack of social skills and interpersonal problems may present as a problem on the job. These interpersonal issues, such as the inability to accept criticism/directions from superiors, as well as sensitivity to perceived insults, may present as conflicts with

co-workers and supervisors (French et al., 1992; Schottenfeld et al., 1992). Lack of “soft skills” and work adjustment issues, such as tardiness, absenteeism, and walking off the job when angry, pose another challenge (Holzer & Wissoker, 2001; Schottenfeld, 1992). Individuals who are newly sober may also face social pressures from addict and drinking friends, as well as possible relapses to drug and alcohol use. It is evident that newly sober individuals are confronted with a range of struggles and challenges when attempting to retain employment.

Kang et al.’s (2006) longitudinal study explored a broad array of factors associated with differential engagement in vocational services among methadone patients. The study spanned a duration of three years, from 2001 to 2004. The study’s 211 unemployed participants were all enrolled in a methadone program. They were then enrolled in one of two vocational services program, either standard or experimental. The results demonstrated that, although vocational services correlated with methadone patients obtaining employment, only 10% of the study’s participants were employed at the 33-month follow-up assessment. As is suggested in the study’s findings, individuals in recovery from addiction confront a range of issues and obstacles, in not only seeking, but, also, maintaining employment.

Approaches, Techniques, and Interventions

According to Platt (1995), much of the past research on employment interventions has focused solely on obtaining a job as the sole outcome variable. Almost 20 years later, Magura et al.(2004) reviewed and synthesized three decades of literature on the effectiveness of specialized vocational interventions for the population of individuals in addiction treatment. Their study determined that few of the many interventions reported

had been replicated. Likewise, the review determined that it was difficult to discern the common elements in the more versus less successful vocational interventions. Therefore, it appears the literature covers a wide range of studies, examining a breadth of interventions and models, with not a lot of replication, cohesion, or grouping. Some of the therapeutic models and interventions covered in the literature are outlined below.

Social Cognitive Career Counseling. Comerford (1999) reviewed the available literature on the roots of self-efficacy in substance abuse and vocational dysfunction. He proposed that substance abusers with vocational difficulties be provided with employment groups (for clients seeking employment, as well as clients already employed). Likewise, he recommended Social Cognitive Counseling theories, such as Social Cognitive Career Theory, be applied to sessions when working with this population.

Customized Employment Supports (CES). Staines et al., (2004) study presented data for an innovative vocational rehabilitation model, termed the Customized Employment Supports (CES) Model of Vocational Rehabilitation. In this model, a CES counselor works intensively with a small caseload of patients in order to overcome the employment/non-employment barriers that hinder their ability to gain work. The model was developed by integrating components from vocational models for seriously mentally ill clients, and by modifying those components for substance-abusing patients in general, and for methadone patients in particular. The CES model was implemented at two Manhattan methadone treatment programs as part of a randomized clinical trial comparing the model's employment outcomes to that of standard vocational counseling. The study's findings determined a positive correlation between the CES model of

vocational counseling and improved employment outcomes for its participants (in comparison to a group of methadone patients who were receiving standard vocational counseling).

Kang et al. (2006) also conducted a three-year study, looking at the CES Model, as compared to a standard vocational model. The study's participants were recruited from two methadone clinics in Manhattan and New York City. The criteria for inclusion was as follows: unemployed/underemployed, stabilized on methadone dose, negative urine tests for both opiates and cocaine for the patient's past four weekly urine tests, and no physical/mental/caretaker conditions that would present as potential obstacles to employment.

The 44 participants were divided into two groups. The control group received standard vocational counseling, while the experimental group was assigned to the CES Model. The study demonstrated that assignment to the CES Model was the strongest predicting factor of a client's subsequent engagement in vocational counseling.

Vocational Problem Solving Skills (VPSS). Coviello, Zanis, and Lynch (2004) examined the impact Vocational Problem Solving Skills (VPSS) had on 109 methadone treatment clients' motivation and employment-seeking/action-taking activities. The VPSS Intervention Program is a 10-session intervention based on the interpersonal, cognitive, problem-solving (ICPS) theory. The VPSS aims to help its participants achieve five main objectives: 1) help clients understand why they want to work, 2) help clients understand how to overcome personal employment barriers, 3) set realistic employment goals, 4) identify internal and external resources to locate employment opportunities and 5) to take appropriate actions to secure employment (p. 2312). The study, which spanned more than

a one-year period, assigned participants to one of two programs: either a 10-session vocational problem-solving intervention or a time and attention control condition. The findings determined that the VPSS intervention had no significant impact on its participants' motivation or employment-seeking/action-taking activities.

Employment counseling. Reif, Horgan, Ritter, and Tompkin's (2004) study demonstrated that clients who obtained employment counseling while in treatment for substance abuse had better overall treatment participation. However, the term "employment counseling" referred to any of the vocational services identified in either a client's treatment record or as reported by the client in a follow-up interview. No additional details of the employment counseling were noted. Any notation of employment counseling services rendered were coded as a "yes" in the study's database. The study did not specify any particular employment counseling techniques, theories, or interventions utilized in the employment counseling.

Vocational rehabilitation. Shepard and Reif (2004) reviewed the value and cost-effectiveness of vocational rehabilitation (VR) as an integrated part of addiction recovery facilities' treatment programs. The authors delineated a framework for evaluating the cost-effectiveness of VR, along with data from the Alcohol and Drug Services Study (ADSS, 1996-1999). They determined that vocational rehabilitation is a cost-effective contributor to other goals of substance abuse treatment. In addition, the authors put forth a revised and more comprehensive model of VR, which examined additional (positive) outcomes of vocational rehabilitation, aside from employment. Some of these other outcomes were: an improvement in relationships, a strengthening of "soft" skills, and abstinence.

Therapeutic Workplace. Sigurdsson, DeFulio, Long, and Silverman (2011) compared rates of employment before, during, and after participation within an intensive training/employment-based treatment program called the *Therapeutic Workplace*, located in Baltimore, MD. The study included a total of 125 participants, 103 of which completed participation within the program. The participants were paid \$10 per hour for working and worked between four to six hours everyday, for a period of up to six months. The program required that participants engage in selected behaviors (e.g., maintenance of sobriety and adherence to medication), in order to sustain their participation in the program. The study's results suggested that drug abusers would attend work when provided an opportunity to engage in paid employment. The study's findings also indicated that barriers to employment, such as access to childcare services and transportation problems, do not necessarily affect an individual's attendance at work.

Human resources perspective. Gedro, Mercer, and Iodice's (2012) article presented three issues regarding alcoholism, recovery, and development. The authors first established that alcoholism is a disease that creates significant life issues for its sufferers. Also, alcoholism is stigmatized. In addition, they determined that there is a dearth of literature on the subject in the current HR management literature. Generally speaking, any HR literature on the subject views alcoholism from a *problem*-perspective, or something that needs to be "solved". The authors called for a more comprehensive understanding of the population of individuals in recovery from addiction and alcoholism.

As is now apparent, the literature examining career counseling/vocational rehabilitation techniques and the substance abuse treatment population, spans a range of

modalities, treatment models, and employment interventions. For the purposes of cohesion, this project will focus solely on those variables within the substance abuse treatment population that directly correlate with factors impeding the career development process, as outlined by Social Cognitive Career Theory and Transition Theory.

Focus Group Characteristics/Issues, as They Pertain to SCCT/Transition Theory

In their application of the SCCT Model of Career Self-Management, Brown, Lent, and Knoll (2013), suggested that an SCCT-based intervention could start by listing specific adaptive behaviors, which would promote success in obtaining and maintaining employment for the criminal justice population. As outlined by the authors, those adaptive behaviors and attitudes are as follows:

1. Developing work readiness and employability skills
2. Developing positive work habits and attitudes (e.g., willingness to work)
3. Identifying work-related interests, values, and skills
4. Developing decision-making skills
5. Building employment supports
6. Overcoming employment barriers
7. Searching for and obtaining work (including willingness to accept entry-level jobs)
8. Acquiring job maintenance behaviors
9. Managing emotions
10. Strengthening pro-social behaviors (including avoiding criminal contacts)
11. Developing work-specific problem-solving and communication skills
12. Overcoming antisocial attitudes (Brown et al., 2013, p. 1056)

This paper utilized the above list of adaptive career behaviors and attitudes in order to determine corresponding issues and characteristics of the population of individuals in recovery from drug and alcohol addiction. The population issues and characteristics, as delineated by SCCT, were also combined with the 4S's, as outlined by Schlossberg's (2011) Transition Theory. Those issues and characteristics, as found in the reviewed literature, are as follows:

- 1) Lack of work skills, training, education, and work history
- 2) Lack of job maintenance and professional behaviors ("soft skills")
- 3) Lack of clear self-knowledge of work-related interests / values / skills
- 4) Lack of a supportive environment (SCCT and 4S's: *Supports*)
- 5) Many barriers to employment
- 6) Lack of job search skills and interviewing skills
- 7) Lack of problem-solving and interpersonal skills; emotional and psychological problems; inability to manage emotions (SCCT and 4S's: *Self, Strategies*)

This paper focuses on three additional issues encountered by this population and listed in the literature. They are as follows:

- 8) Negative outcome expectations (SCCT and 4S's: *Self, Strategies*)
- 9) Low self-efficacy (SCCT and 4S's: *Self*)
- 10) Transitional situation (4S's: *Situation*)

Barriers. Individuals are more likely to set and implement goals to engage in adaptive career behaviors when they are uplifted by environmental supports and relatively free of barriers that can constrict their exertion of agency (Lent & Brown,

2013). Individuals in recovery from substance abuse and alcoholism confront a number of barriers, both perceived and actual, when seeking to obtain and sustain employment. For those individuals who are dually diagnosed (i.e., those who have been substance dependent as well as have a mental health disorder), the stigma of mental illness serves as a barrier to employment (Laudet et al., 2002). Likewise, there exists a lasting stigma and, consequently, employer discrimination around alcoholism and substance abuse. For this reason, individuals in recovery from alcoholism may feel hesitant to disclose this in the workplace (Gedro et al., 2012; Schottenfeld et al., 1992).

Furthermore, Laudet et al. (2002) determined in their study that the need to stay in treatment served as a barrier to seeking employment. Treatment schedules and programs potentially conflict with an individual's ability to seek out vocational rehabilitation services, as well as the ability to seek and maintain employment. Lastly, the literature listed the following issues as barriers to employment for the population of individuals in recovery from drug addiction and alcoholism: criminal records, competing child/family care, lack of transportation, unstable housing, financial resources, and physical health issues (Blankertz et al., 2004; Schottenfeld et al., 1992; Staines et al., 2004).

Low self-efficacy. As outlined in Social Cognitive Career Theory, self-efficacy plays a significant role in SCCT's model of Career Self-Management. *Process efficacy* refers to the "perceived ability to manage specific tasks necessary for career preparation, entry, adjustment, or change across diverse occupational paths" (Lent & Brown, 2013, p. 561). In 2004, Blankertz et al.'s study supported the idea that self-efficacy plays a vital role in this population's transition back to work. Their research demonstrated that

individuals in early recovery, who experience low self-efficacy, are unable to initiate behaviors that will then assist them with transitioning back into the workplace.

Negative outcome expectations. As delineated in the literature, outcome expectations play a key role in an individual's pursuit of a specific behavior or goal (Lent et al., 1994). In addition, Schlossberg (2011) stated, in regards to providing employment counseling to clients, "the power of optimism cannot be underestimated" (p. 160). The population of newly sober individuals frequently experiences negative outcome expectations (low optimism), which can adversely impact their pursuit of obtaining work. For instance, Laudet et al. (2002) listed fear of failure as a perceived difficulty in obtaining work for dually diagnosed individuals in treatment for substance abuse.

Additionally, many of the methadone patients, involved in Staines et al.'s (2004) study of vocational programs, communicated to their counselors that they feared leaving their substance-abusing lifestyle in order to join the professional world of work. They expressed a fear of being judged against other individuals in the workplace. They perceived those other individuals as having years and years of workplace experience, in comparison to their relatively low attainment of professional experience.

Interpersonal and psychological issues. Schlossberg (1981) emphasized the importance of an individual's psychosocial competence, when adapting to change. The research on the focus group population has demonstrated a breadth of psychological and interpersonal issues, which have the potential to interfere with this population's ability to obtain and retain employment. Lack of interpersonal skills and the ability to successfully navigate workplace relationships with supervisors and co-workers can present as a

challenging issue for individuals new to recovery (Blankertz et al., 2004; French et al., 1992; Schottenfeld et al., 1992).

Likewise, emotional and psychological problems, such as depression, are also seen as problems when this population initiates the job search process, as well as attempts to maintain employment (Schottenfeld et al., 1992). Laudet et al. (2002) listed impulse control as a perceived difficulty in obtaining work for dually diagnosed individuals in treatment for substance abuse. Likewise, Platt (1995) posited that lack of adequate problem solving-skills could result in work failure for this population. As outlined in the literature, lack of social and problem-solving skills, as well psychological issues, can present as challenges for this population when initiating the job search process, as well as attempting to sustain existing employment.

Unsupportive environment. As put forth by the Career Model of Self-Management, individuals are more likely to establish and initiate goals when their external environment provides support to them. The presence of these supports serves to increase both self-efficacy, as well as outcome expectations (Lent & Brown, 2013). Schlossberg et al. (1995) also emphasized the import of an individual's social supports, when navigating transitions.

As Staines et al. (2004) determined in their study of the effectiveness of the CES Model of Vocation Rehabilitation, unemployed methadone patients faced many personal barriers to the world of legitimate work, including unstable familial relationships and inadequate peer support. Likewise, Schottenfeld et al. (1992) listed social pressures from previous drinking and using friends as potentially deterring individuals from successfully obtaining and maintenance of legal employment. It is apparent, then, that this

population would benefit from interventions, which aim to expand upon and strengthen their supportive environments.

Limited skills, education, and work history. Due to their many years of delinquency and substance abuse, many individuals new to recovery have very little (or no) vocational skills, possess low levels of education, and have an erratic or limited work history (Blankertz et al., 2004; French et al., 1992; Laudet et al., 2002; Schottenfeld et al., 1992; Staines et al., 2004). These characteristics indicate a lack of skill attainment and make it difficult for this population to compete in the job market (Blankertz et al., 2004). It follows, then, that an individual with a limited employment history would not have had the chance to develop effective job search and interviewing skills. As such, Schottenfeld et al. (1992) listed inadequate job search and interviewing skills as potential challenges for this population.

Unprofessional behavior. Sigurdsoon et al. (2011) posited that soft skills were necessary for drug users to acquire, in order to successfully sustain employment. As was demonstrated in their study of the Therapeutic Workplace, Carpenedo et al. (2007) determined that participants were found to regularly demonstrate unprofessional behavior. Likewise, Schottenfeld et al. (1992) listed the following as preventing an individual (in recovery from addiction) from sustaining employment: unreliable work habits, tardiness, absenteeism, failure to finish assigned tasks, failure to communicate on-the-job issues to supervisors, and walking off the job when upset.

Lack of knowledge. Brown et al. (2013) put forth that a clear understanding of one's own work-related interests, values, and skills served to promote successful work outcomes. As outlined by Schottenfeld (1992), however, the population new to recovery

frequently demonstrates a: lack of clear vocational goals, inaccurate self-perception or expectations about the world of work, as well as an inaccurate perception of their own skills and abilities. This population may under or over-estimate the demands and skills required for the job. Likewise, they may make inaccurate determinations about the fit between their set of skills and abilities and those that the job requires.

Transitional situation. DePue et al. (2014) sought to illuminate the transitional features of “hitting bottom” (and subsequent cognitive shift) for this population. Their sample population consisted of six (Caucasian) men and women. The study’s participants each reported being in recovery from alcohol or drug addiction, with a mean sobriety time of 15.67 months. Inclusion criteria were as follows: membership within Alcoholics Anonymous, 18 years or older, and less than five years of sobriety. Data was collected by way of semi-structured interviews.

The study’s researchers found commonalities between all of the bottoming-out experiences. Each of the participants’ stories had the following similar features: heavy using, inability to function, guilt, drugs/alcohol taking priority, and a violation of their individual values systems. In addition, each of the study’s participants reported a “turning point”, or a cognitive shift from drinker/substance abuser to nondrinker/substance abuser. Lastly, the users’ stories had additional commonalities, such as early drinking histories, a trauma history, and suicidal ideation. As is apparent through the participants’ stories, individuals in substance abuse recovery have experienced, or are in the process of experiencing, a profound transition in daily life patterns/roles/cognitive thinking.

Hansen et al. (2008) also examined the thematic occurrences/similarities in these individual’s transitions from addiction to recovery. The study was limited to nine

individuals who reported over 10 years of sobriety. The participants were each members of the 12-step group Narcotics Anonymous. The study utilized a questionnaire, along with a one-to-two hour interview, in order to determine socio-demographic information and thematic occurrences in participants' stories.

The study's findings revealed several themes and stages that were common to the participants' reported using experiences, early recovery, and present sobriety. It is out of this paper's scope to list all the themes reported by the study's participants. However, some of the most relevant, in regards to understanding the details of this population's early sobriety circumstances/situations, are outlined below.

Participants reported a theme of having their life completely consumed by their need for the drug. Each of the nine participants reported a stage of overwhelming hopelessness about their situation and an inability to affect change. Additionally, each of the study's participants reported a realization that they needed to stop using, that they had violated personal boundaries and had acted shamefully. This began an inward reflection, as they attempted to change. Many of the study's respondents reported turning to 12-step recovery, out of desperation and a fear for their lives. Each of the participants used drugs one last time, as their ambivalence about sobriety began to resolve and their priorities shifted. After this time, many of the individuals immersed themselves in 12-step meetings and began to integrate the group discourse. It can be assumed that, given the focus group's specified amount of sober time (three to nine months of sobriety), they have recently experienced, or are currently experiencing, many of the themes outlined above.

Themes within the Literature

In 1992, Schottenfeld stated that individuals in recovery from substance abuse may demonstrate a low motivation to work, which would then act as a barrier to employment for this population. However, the subsequent literature demonstrated that low interest in work was not a common trait for this population. For instance, Laudet et al., in their 2002 study of individuals who were dually diagnosed and in treatment for substance abuse, found that interest in obtaining employment was generally high, with 36% of their study's respondents reporting extremely high interest in working and only 16% reporting no interest in work.

Additionally, Sigurdsson et al. (2002) determined that individuals in recovery from substance abuse would attend work when offered the opportunity to engage in paid employment. This was demonstrated by these individuals' engagement in the Therapeutic Workplace, a vocational employment program. Sigurdsson et al. concluded that individuals' involvement in the Therapeutic Workplace demonstrated that, while an individual in recovery from substance abuse might be interested in obtaining work, they may have other barriers preventing them from successfully securing employment.

Potentially, the literature is overlooking the role self-efficacy plays in these individuals' high or low interest in work. As Blankertz et al. (2004) stated, "substance abuse patients' low self-efficacy discourages the initiation of productive behaviors needed to make the transition into the conventional workplace. As a result, substance misusers who wish to work may feel unable to change their behaviors" (Blankertz et al., 2004, p. 2243).

Specific Life Experiences Impacting the Career Development Process

Clients who are in recovery from substance abuse frequently demonstrate negative outcome expectancies and low self-efficacy, as a direct result of their long history of alcohol and/or substance abuse. As Blankertz et al. (2004) determined, years of substance abuse and maladaptive addiction behaviors prevent these individuals from developing an ability to manage conflicting emotions/feelings. In addition, these individuals' histories of substance abuse/alcoholism have prevented them from learning to cultivate and sustain long-term relationships. These characteristics make it difficult for this population to then interact in a positive manner with supervisors and co-workers.

In addition, drug-seeking activities focused on instant gratification and feeling good, with minimal effort. The addiction lifestyle does not, generally speaking, encompass the usual time limits and daily life structure (of the non-addicted population). Many in this population are stymied by fear of failing at modifying their behaviors, attitudes, and interpersonal relationships. These underdeveloped interpersonal relationships then present as barriers to the obtainment and maintenance of long-term employment. Additionally, clients' impulsivity and desire for instant gratification can present as a challenge in the workplace, where professional behavior is expected and raises and promotions are predicated upon patient, hard work.

As Blankertz et al. (2004) contended, low self-efficacy discourages the implementation of productive behaviors that facilitate the transition back into the workplace. Self-efficacy is based upon prior experiences. For drug users, those experiences include internalized stigma, failure, and passivity. Drug users base their self-efficacy upon their negative experiences. As outlined by Social Cognitive Career Theory,

low self-efficacy will negatively impact an individual's career development process. Additionally, Transition Theory places import on an individual's sense of optimism and internal ability to navigate ambiguity. As is demonstrated above, the population of individuals in recovery from addiction are lacking in these vital areas.

Positive Psychology

Martin Seligman, who assumed the position of President of the American Psychological Association in 1998, articulated and developed the theory of Positive Psychology (retrieved from <http://www.apa.org/about/governance/president/bio-seligman-martin.aspx> on December 2, 2014). Positive Psychology was developed as a complement to the field of traditional psychology. By the time Seligman had assumed the role of presidency, the field of psychology had, since World War II, focused exclusively on repairing and healing human pathologies. This sole focus on pathology, then, neglected a study of positive human and communal traits, experience, and emotion.

On the individual, subjective level, positive psychology is about valued, subjective experiences. They are as follows: a) past experiences of: wellbeing, contentment, and satisfaction, b) present experiences of flow and happiness, and c) future expectations of hope and optimism. At the individual level, positive psychology focuses on positive, individual characteristics, such as the capacity to love and be engaged in work, interpersonal skills, authenticity, talents, and wisdom. At the group level, it is about civic values and the institutions that facilitate the movement of individuals toward engaged citizenry, responsibility, philanthropy, civility, moderation, acceptance, and strong work ethos (Seligman & Csikszentmihalyi, 2000).

Basis of Positive Psychology. Positive Psychology, then, is the study of human strengths and virtues. It is the converse of the traditional paradigm of mainstream psychology. Instead of focusing on individuals' brokenness, Positive Psychology aims to strengthen and build upon positive traits and emotions. "It is about work, education, insight, love, growth, and play" (Seligman & Csikszentmihalyi, 2000, p. 7).

Additionally, researchers have determined that human strengths can act as bulwarks against human distress and mental illness. Some of those strengths are: courage, future mindedness, optimism, interpersonal skill, perseverance, and capacity for flow and insight. Positive Psychology looks to encourage these strengths, in order to foster resilience in individuals.

Positive Psychology outlines three different types of so-called happy lives. They are as follows: 1) the pleasant life, 2) the engaged life, and 3) the meaningful life. The three different lives, however, are not mutually exclusive, or comprehensive.

The pleasant life is concerned primarily with positive emotion in the past, present, and future. This type of life maximizes positive emotion and seeks to minimize negative emotion. The engaged life aims to utilize positive, individual traits (such as valor, leadership, or kindness). The traits employed in the engaged life are considered to be virtuous across all cultures and historical periods. An individual who is living an engaged life is absorbed, in flow, and engaged. Lastly, the meaningful life connotes a life that is belonging to and serving positive institutions. Positive institutions seek to promote ideas, such as mentorship and strong communities (Duckworth, Steen, & Seligman, 2005). By this definition then, the self-help addiction recovery community of Alcoholics

Anonymous (retrieved from <http://www.aa.org/> on December 5, 2014) could be considered a positive institution (Krentzman, 2013).

Interventions in Positive Psychology. Positive interventions are therapeutic interventions that will help the client to build the three happy, positive lives (pleasant, engaged, and meaningful). As Duckworth, et al. (2005) outlined, positive interventions are effective in therapy for two reasons. First, positive interventions build pleasure, engagement, and meaning. Secondly, positive emotion, engagement, and meaning act as bulwarks against mental disorder and stress.

As Koehn, O'Neill, and Sherry (2011) contended, hope is a critical component in the substance abuse population's recovery process. The authors emphasized the effectiveness of utilizing hope-based interventions, such as those inspired by Positive Psychology, when counseling individuals from this population. As the authors asserted, positive outcome expectations, or hope, are important characteristics of this population to identify, target and strengthen.

Akhtar and Boniwell's (2010) study evaluated a pilot application of Positive Psychology interventions to alcohol-abusing adolescents. Participants were adolescents enrolled in a young people's drug/alcohol treatment facility. The eight-week workshop sought to strengthen participants' feelings of happiness, strength, optimism, and gratitude. The results demonstrated a significant increase in participants' reported feelings of happiness, optimism, and positivity. As reported by the authors, gratitude was the most successful intervention, in its demonstrated impact on the group's positive emotions.

By the end of the workshop series, participants had reported a substantial decrease in their alcohol abuse. The interventions also positively impacted the participants' supportive community, workplace interpersonal relations, goal-setting abilities, future orientation, and re-engagement in education. As was demonstrated in the above-listed studies, Positive Psychology interventions can be effective tools in order to target and strengthen the unique set of circumstances, issues, challenges, and characteristics facing this population.

Combining Positive Psychology, Transition Theory, and SCCT

Social Cognitive Career Theory and, specifically, the Model of Career Self-Management, will provide the rubric from which key issues for this population are identified and targeted. In addition, the principles of Transition Theory will be utilized to determine the unique characteristics of the focus group population's situational and transitional circumstances. The identified characteristics and issues are as follows:

- Lack of work skills, training, education, and work history,
- Lack of job maintenance and professional behaviors (“soft skills”)
- Lack of clear self-knowledge of work-related interests / values / skills
- Lack of a supportive environment
- Many barriers to employment
- Lack of job search skills and interviewing skills
- Lack of problem-solving and interpersonal skills; emotional and psychological problems; inability to manage emotions
- Negative outcome expectations
- Low self-efficacy

- Transitional situation

The proposed series of workshops employ Positive Psychology interventions, which will target and strengthen the identified career development issues, characteristics, and concerns of the focus group population.

Career Interventions

The following paragraphs will briefly summarize the proposed assessments and interventions to be utilized in the workshop series. The assessments, along with a detailed justification for utilizing them, will be covered in more detail in chapter three. The proposed interventions, along with a justification for their usage in the workshop series, will also be covered in more detail in chapter three.

Assessments. These workshops will utilize a variety of interventions in order to target identified career development issues, concerns, and challenges faced by the focus group. In order to increase self-knowledge, participants will each complete an online VIA Character Strengths assessment (retrieved from <http://www.viacharacter.org/survey/Account/Register> on December 2, 2014). They will then be assigned the Positive Psychology exercise of “using signature strengths in a new way” (Seligman, Steen, Park, & Peterson, 2005, p. 10). In addition, they will also each complete an online Knowdell Motivated Skills cardsort (retrieved from <http://www.careerplanner.com/Knowdell-Motivated-Skills-CardSort.cfm> on December 2, 2014). Participants will then create a timeline, identifying the specific periods in their lives where they leveraged their skills and character strengths.

Interventions. Specific interventions, founded upon the principles of Positive Psychology, have been selected to target clients’ self-efficacy and outcome expectations,

as well as the above-listed adaptive career behaviors. In addition, the proposed project employs creative, interesting activities and art projects, in order to fully engage participants and capture their attention. Positive Interventions can be an effective tool for professionals working with this population of individuals (Akhtar & Boniwell, 2010). For this reason, the proposed workshop seeks to create an engaging, and creative atmosphere, which focuses on participants' strengths and positive attributes. Chapter three will identify the proposed interventions, as well as devote more in-depth justification for their usage.

Transition to Chapter 3

Chapter three will provide a justification for the program's content, structure, and sequencing. The chapter will outline the assessments and interventions, intended for utilization in the proposed workshop series. In addition, chapter three will outline the procedures necessary to implement the proposed workshop series.

Chapter Three

Justification of the Career Development Program

As outlined in the preceding chapters, the population of individuals who are recovering from addiction/alcoholism can potentially experience a range of limiting career development issues, concerns, and challenges. As outlined in the demographic statistics in chapter one, addiction and alcoholism can negatively impact the lives of a wide range of individuals from varying cultural, ethnic, and socioeconomic backgrounds. Due to the diverse breadth of individuals who suffer from the disease of alcoholism, it is impossible to make definitive, generalized statements about the career development challenges confronting this population. However, there are some characteristics and issues, which have been demonstrated to be common to many individuals within this population (low self-efficacy, negative outcome expectations, impactful transitional circumstances). This workshop was designed to target these identified career development issues, challenges, and concerns.

General Program Goals and Program Justification

The proposed workshop series seeks to achieve the following goals:

1. Strengthen specific, adaptive career behaviors, as outlined by the framework of Social Cognitive Career Theory.
2. To strengthen participants' feelings of self-efficacy, positive outcome expectations, and supportive community.
3. To strengthen each of the 4S's, as outlined by Transition Theory (Schlossberg et al., 1995)

Targeted characteristics and adaptive career behaviors. The proposed workshop targets (and seeks to strengthen) two important components of successful career development, as outlined by Social Cognitive Career Theory. Those two components are: self-efficacy and outcome expectations (Lent, et al., 1994). Transition Theory delineates the importance of providing effective assistance to individuals who are experiencing impactful transitions (Schlossberg, et al., 1995). As suggested by this theory, the workshop seeks to assist participants with recognizing and identifying the circumstances and impact of their individual transitions.

In addition to these targeted areas, the program also aims to strengthen identified adaptive career behaviors, as outlined by the Social Cognitive Career Theory Model of Career Self-Management (Brown, et al., 2013). Those adaptive career behaviors have been modified, in recognition of the specific challenges confronting the population of individuals who are new to addiction recovery. In addition, the adaptive career behaviors encompass the Transition Model's 4 S's System for Coping with Transitions (Schlossberg, 2011). The adaptive career behaviors are as follows:

- 1) Strengthening soft skills
- 2) Increasing self-knowledge of interests and skills
- 3) Developing a supportive environment
- 4) Overcoming barriers to work
- 5) Job search and interviewing skills
- 6) Strengthening job maintenance behaviors
- 7) Effectively managing emotions in the workplace and increasing pro-social behaviors

- 8) Developing problem-solving, interpersonal, communication skills in the workplace

Staffing. The facilitator of the workshop series will be required to have a Master's degree in the field of Counseling with a specialization in Career Development. In addition, the facilitator will need to have at least one year's experience working with the population of individuals in recovery from substance abuse. The facilitator will be required to communicate with the rest of the rehabilitation facility's staff/treatment teams, in order to ensure the proper selection of workshop participants. The facilitator will also be required to engage in ongoing communication with the rest of the treatment facility staff, in order to accurately convey client progress to other professionals on that client's treatment team.

Assessments. This workshop will utilize a variety of interventions, to target identified career development issues, concerns, and challenges faced by the focus group. In order to increase self-knowledge, participants will each complete an online VIA Character Strengths assessment (retrieved from <http://www.viacharacter.org/survey/Account/Register> on December 2, 2014). This assessment was selected as a particularly valuable tool, as it will assist participants with determining their inherent character strengths (Top Five Character Strengths). Additionally, it will help participants to begin to orient themselves to a more positive paradigm of their value/self-worth.

Workshop attendees will also each complete an online Knowdell Motivated Skills Card Sort (retrieved from <http://www.careerplanner.com/Knowdell-Motivated-Skills-CardSort.cfm> on December 2, 2014). This assessment will further participants' self-

knowledge of those skills in which they are competent and are motivated to use.

Participants will again examine prior instances in which they utilized these skills in order to actualize goals, as well as ways in which they might leverage these skills in order to achieve their future ambitions.

Positive interventions. At the end of almost every session, participants will be required to list two-to-three goals and concrete, measurable steps they will take to achieve those goals. Participants will strive to achieve those goals during the week, between sessions. As Akhtar and Boniwell's (2010) study demonstrated, goal-setting facilitated the development of a future orientation among the study's adolescent participants. In addition, Social Cognitive Career Theory emphasizes the important role goal attainment plays in the development and strengthening of an individual's self-efficacy beliefs (Lent & Brown, 1996).

Also, at the end of almost every session, participants will share "three good things" which occurred either during the week, or during the workshop session. This is modeled after the positive intervention "three good things in life", which was shown to decrease depressive symptoms for a significant duration of time (Seligman, et al., 2005). During the first workshop session, participants will be assigned an "Accountability Partner". The "Accountability Partner" will serve to add to their supportive community and strengthen their resolve in completing weekly assignments. The value of an individual's supportive community is emphasized in both Social Cognitive Career Theory, as well as Transition Theory (Lent & Brown, 1994; Schlossberg, 1995).

One of the weekly homework assignments will be to list, everyday, five things participants are grateful for. As was demonstrated in Akhtar and Boniwell's (2010) study

of positive interventions applied to adolescents with alcohol abuse issues, gratitude is a particularly effective intervention for this population. Gratitude serves the purpose of substantially increasing participant's overall positive emotions. An increase in positive emotion leads to upward spirals of increasing feelings of emotional wellbeing (Fredrickson and Joiner, 2002).

Participants will write about their "best future selves". Vision boards will be utilized to concretize participants' positive outcome expectations and concept of their "best future selves". King (2001) outlined the benefits of writing about life goals. Her study included 80 undergraduate participants who were given one of the following assignments: to write about their most traumatic life event, their best future self, both of these topics, or a non-emotional control topic. Writing about one's best possible (future) self was found to be associated with feeling less upset, increased happiness, and less physical illness.

Workshop attendees will engage in the exercise of writing a gratitude letter. As Seligman et al. (2005) demonstrated in their study of the application of positive interventions to study participants, the gratitude visit produced the largest positive changes, in comparison to all the other positive interventions employed in the study. Due to practical limitations (e.g., transportation and residential treatment facility rules), the gratitude visit exercise has been modified, so that participants will each be composing and sending a gratitude letter to a selected individual (who has positively impacted either their educational or professional lives).

Additional career interventions. Workshop attendees will each utilize knowledge of their skills, character strengths, and future goals to construct and present an

elevator pitch. In addition, participants will engage in interview question preparation and mock interview practice. Lastly, participants will collaborate on, create, and perform skits, which demonstrate healthy interpersonal relationships within the workplace.

Individual career counseling sessions have been scheduled for after the conclusion of the workshop. These sessions will seek to provide clients with helpful resources, educational/career exploration, and strategic steps to attain their educational and professional goals. In addition, the individual career counseling sessions will address clients' underlying fears and emotional barriers, which may be presenting as obstacles to the successful attainment of those goals/aspirations.

Workshop Sequencing Justification.

Workshop evaluations will be administered before the commencement of the workshop, as well as on the final day of the workshop series. The evaluations will measure those participant characteristics and traits that have been previously identified and selected for strengthening by the workshop series. The evaluations will be administered before the commencement of the workshop and at its conclusion, in order to ascertain the progress and development of these specified traits and behaviors in workshop attendees, over the course of the eight-week series duration.

The workshop will begin with an examination of participants' character strengths and transferable/motivated skill sets. Participants will each be required to complete the online VIA Character Strengths assessment (retrieved from <http://www.viacharacter.org/Survey/Account/Register> on December 3, 2014). Participants will have completed the assessment the week prior to the commencement of the workshop series, so as to save valuable workshop time for more engaging group

activities. In addition, participants will also complete the online Knowdell Motivated Skills Card Sort (retrieved from <http://www.careerplanner.com/Knowdell-Motivated-Skills-CardSort.cfm> on December 3, 2014) during the second workshop session.

The assessments were scheduled for the beginning of the workshop series, so that participants could begin to form a broader, more positive self-understanding. After completing each of the assessments, participants will engage in various, reflective activities, which will require them to examine their past for ways in which they have effectively employed their inherent characters strengths and skillsets. For instance, participants will create collages that illustrate the ways in which they utilize(d)their character strengths in their past and present. In addition, their collages will demonstrate how they hope to apply their strengths to future endeavors. Participants will also create timelines that will illuminate specific situations in their past in which they leveraged these character strengths and skillsets.

The above-described exercises will lay the groundwork for engagement in activities that request participants to start contemplating their future goals and dreams. Participants will write about their “best future selves” before constructing a vision board, which will illustrate their visions. These two activities will draw upon their understanding of their character strengths and skillsets – and how they perceive they can leverage these traits, in order to achieve their goals.

In session five, participants will compose and send out a gratitude letter to a selected individual in their life, who positively impacted their educational/vocational paths. This activity will draw upon previous workshop exercises, in which participants were requested to reflect on their past. The second half of workshop five will require that

participants construct elevator pitches. Again, the elevator pitch composition will draw from the self-knowledge cultivated in previous activities, in which participants recognized and identified their inherent strengths, cultivated skillsets, and specific educational/career achievements. Likewise, the elevator pitches will draw upon participant aspirations, as illustrated in their vision boards.

Sessions six and seven focus primarily on interview preparation. Interview preparation will build upon the previously assigned activities and exercises. Effective interviewing requires individuals to have a thorough understanding of past accomplishments, inherent strengths, transferable skillsets, previous employment/academic experience, as well as future (professional/career) goals. For this reason, interview preparation/practice was placed near the end of the workshop sessions.

The skits, which demonstrate effectual management of interpersonal behaviors in the workplace, were selected as the final workshop activity for two reasons. First, the skits demonstrate behaviors in the workplace. The workshop series began with a cultivation of participant self-knowledge. The sessions then moved on to strengthening employment-seeking skills and behaviors. The skits are the culmination of the workshop series, in that they illustrate effective behaviors within the workplace (after employment has been successfully obtained). In addition, the skits were chosen for the final activity, in that they are intended to close out the series in an enjoyable way. The skits will precede the serving of refreshments, written workshop evaluations, and closing group discussion about participants' experiences during the workshop sessions.

Lastly, individual career counseling sessions are scheduled for after the workshop conclusion, so as not to over-burden clients during the weeks in between sessions. Clients

will be receiving numerous, weekly homework assignments, which will each require a sizeable amount of their time. Therefore, clients will be required to meet with the facilitator for individual career counseling sessions after the conclusion of the workshop series.

Necessary Materials

Itemized lists of the space/room requirements, assessments, art/writing materials, and workshop evaluation forms/handouts are detailed below. Facilitators need to be aware that they must determine what materials are required for each workshop, in advance of the commencement of that workshop session.

Workshop series room requirements. Below is a list of the requirements for the workshop space/room.

- 1 room, which can accommodate at least 10 individuals
- 10 chairs
- 9 computers
- 9 computer workstations/desks
- 1 printer, which can be accessed by all the computers in the room

Assessments. Listed below are the two assessments that will be utilized in the workshop series.

- VIA Character Strengths assessment (retrieved from <http://www.viacharacter.org/Survey/Account/Register> on December 3, 2014)
- Access to the: Knowdell Motivated Skills online card sort ((retrieved from <http://www.careerplanner.com/Knowdell-Motivated-Skills-CardSort.cfm> on December 3, 2014)

Practical/art supplies. Listed below are the necessary supplies for the group activities/projects/writing assignments.

- 1 package of printer paper
- 3 packages of lined paper
- 4 packages of pencils
- 5 packages of pens (10 pens per package)
- 25 poster boards
- 85 magazines (wide variety of)
- 6 packages of markers
- 3 sets of paint/water colors
- 5 packages of glue sticks
- 3-4 balls of different colored yarn
- 5 packs of stickers
- 1 package of colored paper
- 1 package of glitter
- 3 packs of Thank You cards (different varieties), with envelopes
- 8 stamps

Handouts/evaluations. Listed below are the required handouts/evaluation forms for the workshop series. For those handouts that were copied or adapted from other sources, the appropriate citations will be provided. Handouts that do not include such notations were composed and constructed by the author.

- 20 copies of the workshop evaluation forms (Appendix A)
- 80 copies of the goal-setting worksheets (Appendix B)

- 10 copies of the homework instructions for session one (Appendix C)
- 10 copies of the Knowdell Motivated/Transferable Skills Online Card Sort instructions (Adapted from <http://www.careerplanner.com/Knowdell-Motivated-Skills-CardSort.cfm> on December 3, 2014) (Appendix D)
- 10 copies of the Motivated Skills worksheets (Appendix E)
- 10 copies of the timeline worksheets (Appendix F)
- 10 copies of the timeline instructions (Appendix G)
- 10 copies of the sample timelines (Appendix H)
- 10 copies of a sample gratitude letter (Appendix I)
- 10 elevator pitch worksheets (Adapted from Michele DeRosa) (Appendix J)
- 10 copies of elevator pitch samples (Appendix K)
- 24 different frequently-asked interview questions, on separate pieces of paper (Appendix L)
- 10 copies of handouts on best interviewing practices. Adapted from Randall S. Hansen, Ph.D., at: http://www.quintcareers.com/job_interview_tips.html (Retrieved on November 25, 2014) (Appendix M)
- 10 copies of proper interview attire guidelines (With permission to use. Reprinted from <http://www.personalcareermanagement.com/what-to-wear-at-an-interview.php> on November 27, 2014) (Appendix N)
- 10 copies of excerpts from the book *Dealing with Difficult People*. (With permission to use. Cava, 2013) (Appendix O)
- 5 copies of workplace scenario one (Appendix P)
- 5 copies of workplace scenario two, with instructions (Appendix Q)

Additional supplies. Below are any additional, needed supplies.

- 1 box, hat, or bag
- Pizza (for 10 people)
- Drinks (for 10 people)
- Any additional refreshments that the group might enjoy

Procedures to Implement the Workshop

The treatment teams within the substance abuse facility would be informed of the intended implementation of the workshop series, well in advance (approximately a month and a half) of the workshop's commencement date. Facilitators would inform the rehabilitation center's staff that they were seeking the following criteria in eligible clients:

- Between the ages of 28-to-45
- Sober from drugs and alcohol (all substances) for three-to-nine months
- A client must have demonstrated active participation in a recovery program (i.e., by attending anonymous meetings, obtaining a sponsor, doing step work with their sponsor)
- Actively participates in other facility groups; readily completes other group assignments and other activities
- Has not been employed for at least six months

The treatment teams would collaborate with the workshop facilitator in order to provide appropriate referrals for selected clients to participate in the workshop series.

After the referrals have been made, clients will then be further vetted through an interview screening process with the workshop facilitator. The facilitator will schedule a

15-to-20 minute session with the client in order to ensure he or she meets the criteria for participation. The facilitator will ask the following questions, in order to verify the appropriateness of the referral:

- What is your age?
- When were you last employed?
- How long have you been sober?
- Tell me about your past experiences of fulfilling assignments outside of the workshop sessions.
- Tell me about your ability to effectively participate in group activities/assignments.
- If you are selected to participate in this workshop series, what would you expect to get out of your participation? (Facilitators are advised to be screening out clients who would be extremely disappointed if they were not to obtain paid employment as an outcome of their participation in the workshop series.)

If the facilitator has any additional questions or concerns, after the client interview/screening process, they are advised to communicate with the client's treatment team, in order to address their concerns/questions.

As is listed above, facilitators will need to consult the workshop series' outline, before each weekly session, in order to determine which handouts/materials are required for that upcoming session. The handouts for each session are listed in the appendices of this project. Facilitators will be required to prepare the appropriate amount of photocopies for the handouts/evaluation forms, as detailed in the series' outline.

Transition to Chapter Four

The following chapter will outline a suggested workshop series, based upon the characteristics and career development needs of this population, as determined by the theoretical frameworks of Social Cognitive Career Theory and Transition Theory.

Positive Psychology interventions will be utilized to target and strengthen those specified characteristics and career development needs of the focus group.

Chapter Four

The Proposed Career Development Workshop Series

The following chapter will provide an outline for the proposed workshop series. Each workshop session in the following outline will identify specific career interventions to be utilized. Specific handouts, to be used with each activity, will be identified. Handouts are located in the appendices section.

Pre-Workshop Appointments

Once individuals have been selected for participation in the workshop, they will need to schedule individual appointments with the facilitator. Ideally, the appointments would be set for the week prior to the commencement of the first workshop. The appointments should be scheduled for approximately an hour and a half each. The facilitator will first give the participant a pre-workshop assessment to complete. Following that, the participant will complete the online VIA Character Strengths survey.

Evaluations. Two evaluations will be administered. The pre-workshop evaluation will be administered during the week prior to the commencement of the workshop. Participants will complete the post-workshop evaluation during the final workshop session. The evaluations will be based upon the traits and skills targeted in each workshop's listed learning objectives. Participants will self-assess the following factors:

- Self-efficacy: How do participants measure and assess their ability to create agency in their own lives?
- Outcome expectations: How positively or negatively do participants regard their futures, in terms of their future career development and/or potential employment opportunities?

- How do participants measure their ability to successfully navigate their current career transition?
- How do participants measure their understanding of the events surrounding their current career transition?
- How do participants measure their self-knowledge (e.g., values, skills, employment history, future career direction/paths)?
- How do participants assess and measure their ability to engage in positive behaviors in the workplace (behaviors which would help to sustain employment)?
- How do participants measure their overall positive emotion and outlook on life?
- How do participants measure their ability to persist in their pursuit of goals, even in the face of challenges and barriers?
- How do participants measure their current supportive environment (i.e., individuals who provide support to them, as they move toward attaining goals)?
- How do participants measure their ability to successfully navigate interpersonal relationships in the workplace?
- How do participants measure their knowledge of proper interviewing skills and etiquette?
- How do participants measure their ability to effectively interview?

VIA character strengths online. Participants will also complete the online VIA Character Strengths assessment during the same session that they filled out the pre-workshop evaluation form. The website for the survey is as follows:
<http://www.viacharacter.org/Survey/Account/Register> (retrieved on November 24, 2014). Facilitators will assist the participant with creating an account with the website. Then, facilitators will read the instructions for taking the assessment to the participant, ensuring that the participant understands how to answer the assessment questions. Once participants have completed the assessment, the facilitator will assist them with retrieving their results from their e-mail. The facilitator will assist the participant in printing their results as needed. The facilitator will then store the results until session one of the workshop series. The facilitator will remind the participant of the workshop start date and time. He/she may also indicate how he/she is looking forward to the participant's engagement and involvement in the workshop series.

**Session 1: Workshop Introduction, VIA Character Strengths Inventory and
Strengths Application**

Time allotted: 2 hours 30 minutes

Overall Goal/s:

1. To introduce leader and participants, as well as to introduce and outline the reasons for the career workshop, and to establish group norms.
2. To introduce Schlossberg's Transition Theory and its applicability to the participants' career development process and present experiences.
3. To introduce the theory of Positive Psychology, as well as the concept of "strengths".
4. Participants will have already completed the online Values In Action (VIA) Character Strengths survey (during the week prior to the start of the workshop).

Learning Objective:

1. By the end of the first session, participants will be able identify and name their Top Five Character Strengths. (Identify strengths. Increase self-knowledge.)
2. The individual will be able to talk about how they leveraged their Top Five Character Strengths in the past, how they are currently utilizing this character strength in their recovery or personal lives, and how they would like to apply this character strength to their future job search and professional lives. (Increase self-knowledge, outcome expectations. Increase job maintenance behaviors. Increase inner strength, for coping with transition.)
3. Participants will set small goals to achieve by next session. (Increase self-efficacy.)

4. Participants will be able to increase their positive feelings, by writing down Three Good Things that occurred during the duration of the workshop. (Increase positive emotion; decrease emotional issues. Increase barrier resiliency.)
5. Participants will each do the Positive Psychology exercise of applying their Character Strengths in a new way. (Increase positive emotion; decrease emotional issues. Increase self-efficacy.)
6. Participants will be assigned an “Accountability Partner”. (Increase supportive community. Increase interpersonal issues. Increase self-efficacy.)

Materials Needed for this Session:

- Room and chairs for 8-10 individuals
- 1 package of paper
- Participants’ Top Five Character Strengths results
- 1 package of poster board
- About 30-40 magazines
- 3 packages of markers
- 3 packages of glue sticks
- 10 pencils
- Goal-setting worksheet (Appendix B)
- 10 copies of instructions for homework (Appendix C)

First Half of Session Outline:

1. Facilitator introduction: (5 minutes)
 - a. Facilitator welcomes the group and thanks them for committing to the workshop. Facilitator tells the group about him or herself. Some of the things

the facilitator might talk about: His or her experience working in addiction recovery. His or her experience working in the field of career development. What is/are his or her (career development) education, training, and credentials? What are some of the things he or she hopes participants will gain out of this workshop?

2. Workshop introduction: (10 minutes)

a. Facilitator will discuss the overall goals of the workshop:

- i. Utilize fun, creative activities in order to increase clients' self-knowledge, interviewing skills, interpersonal relationship skills in the workplace, feelings of hopefulness about the future, and ability to successfully navigate any career transitions they are presently confronting.

b. Facilitator will discuss group rules and norms.

- i. Participants are to commit to all eight sessions of the workshop. If they are unable to attend a session, they are expected to call the facilitator in advance. Absences are only permitted for illness and other unforeseen situations. Facilitator ensures that participants understand that this is not a punitive measure, it is because the sessions are laid out sequentially and build upon each other. If one session is missed, there will be a gap in the process of the sessions. If a participant must miss a session, they are responsible to follow-up with the facilitator, in order to find out what material was covered in the workshop that day

(and what homework assignments are to be completed by next session).

- ii. Participants are to try and arrive at least five minutes early for each session. Facilitator explains: Lateness causes interruptions in the beginning of the session and distracts both the facilitator, as well as the participants.

3. Participants' introduction: (15 minutes)

- a. Participants will introduce themselves, addressing the following:
 - i. Name.
 - ii. How much sobriety he or she has had.
 - iii. What career path would they follow, if there were no practical limitations (e.g., school, money, etc.) and the "sky was the limit"?
 - iv. One interesting fact about him or her.
 - v. What are they hoping to get out of the workshop.

4. Facilitator introduces Transition Theory (5 minutes)

- a. Facilitator explains: Transition Theory was developed by Nancy Schlossberg to understand an individual's experience of a transition and identify the features of an individual's transition. These features can be clustered into four major categories. Those four major categories are as follows:
 - i. *Situation*: This refers to the person's situation at the time of transition.
 - ii. *Self*: This refers to an individual's inner strength for coping with the situation. Is the individual: optimistic, resilient, and able to deal with ambiguity?

- iii. *Supports*: The support available for the individual at the time of transition is vital.
 - iv. *Strategies*: Strategies are coping mechanisms, which either try to change the situation, or try to view the situation in a new light.
5. Facilitator explains the upcoming assignment: (5 minutes)
- a. Participants are each given a piece of paper and pen. They are going to have 10 minutes to write about the circumstances surrounding their current career transition. They need to address the following:
 - i. Who is involved in their current career transition?
 - ii. What happened to initiate the transition?
 - iii. When did their career transition start to take place?
 - iv. Which geographical location is their career transition taking place?
(For instance, he or she may have left a job on the East Coast, in order to attend the treatment center in Los Angeles, Ca.)
 - v. What other important factors are involved in their career transition?
(Include any other stressors involved, such as a spouse or children for whom they are financially responsible.)
6. Participants write about their individual career transitions (10 minutes)
- a. Facilitator announces when ten minutes has passed.
7. Participants volunteer to share what they written with the rest of the group; facilitator offers feedback, paying close attention to ways in which “re-framing the situation” might benefit the participant’s paradigm. (10 minutes)

8. Facilitator explains to the group that, throughout the course of the workshop, participants will be working on different aspects of the 4s: (5 minutes)
 - a. Recognizing the factors involved in their situation / transition
 - b. Increasing their inner strength, optimism, resiliency, and ability to deal with ambiguity
 - c. Increasing their supportive community, through various exercises. The assigned Accountability Partners should be incorporated into one's supportive community
 - d. Increasing one's strategies for successfully navigating their current transition
9. Facilitator asks if anyone in the group has anything to add – or any questions they'd like to ask? (5 minutes)

10-Minute Participant Break

Second Half of Session:

1. Facilitator introduces the concept of Positive Psychology. (10 minutes)
 - a. *Positive Psychology* is the study of human strengths and positive experiences.
 - i. Most of the time, residents spend their days in groups, individual therapy sessions, and on fourth-step inventories, which looks at their cumulative negative aspects of their lives, such as resentments, wrongdoings, and dishonesty.
 - ii. In contrast, this workshop will be focusing on clients' strengths, interests, and positive life experiences.

- iii. Studies have shown that focusing on strengths and positive experiences decreases depression and other negative emotions and increases positive emotion and affect.
 - iv. Facilitator asks the group to discuss their thoughts on Positive Psychology – and the paradigm of assessing strengths, instead of weaknesses.
2. VIA Character Strengths Introduction: (2 minutes)
- a. Since each participant has already completed the VIA character strengths assessment, the facilitator will re-introduce the assessment, explaining a little more about it:
 - i. There are 24 classified Character Strengths.
 - ii. They are classified under six broad virtue categories: wisdom, courage, humanity, justice, temperance, and transcendence.
 - iii. They are universally valued and help produce positive emotions and effects when we use them.
3. Facilitator distributes the VIA Character Strengths results that the participants had recently completed (2 minutes)
4. Facilitator explains exercise. (2 minutes)
- a. Group will be divided into three.
 - b. Groups A, B, C will go to separate areas of the room.
 - c. Each area will have poster boards, markers, glue sticks, and a stack of magazines.

- d. Each participant in a group will create their collages (20 minutes or fewer.) Then, participants will have two-to-three minutes to, one at a time, each present to members of their group their own collages. (30 minutes)
 - e. Each participant will have to make a collage, which shows the following:
 - i. **The Past:** How they have utilized their strengths in the past
 - ii. **The Present:** How they are currently utilizing their strengths, in their recovery or their personal lives.
 - iii. **The Future:** How they would like to apply their strengths to their job search and professional lives.
 - iv. Participants can choose to showcase all of their strengths or only a couple.
5. Facilitator allows group 30 minutes to complete the exercise. Facilitator announces when they have five minutes left to finish their collage. Facilitator then announces when it is time for participants to present to each other (for 10 minutes). (30 minutes total)
6. Facilitator will distribute goal-setting worksheet along with pencils. (10 minutes)
- a. Facilitator explains:
 - i. Exercise is to increase participants' feelings of self-efficacy and agency.
 - ii. Participants will write down two to three small, attainable goals that they would like to have accomplished by next session.

- iii. Participants will write down concrete steps (i.e., objectives) that they will need to take in order to attain those goals.

7. Facilitator explains homework: (5 minutes)

- a. Select one or two of your Top Five Character Strengths to use in a new way, everyday, until next session. Be prepared to write about the experience during next session. Facilitator passes out instructions for the homework.
- b. Facilitator reads instructions to the group. Instructions are to: pay attention to the following:
 - i. How did you determine which character strength to apply to your life? Did you choose your top character strength? If not, how did you select a strength to use?
 - ii. How did you determine which situation you would apply your character strength to?
 - iii. What was the result? Did your strength application produce the intended result? Did you feel more efficacious at the task?
 - iv. How might you apply this strength to future tasks, life events?
 - v. Some examples are: Sue had the top strength of Appreciation for Beauty and Excellence. She generally did not like mundane tasks, such as filing at her office or organizing her desk, etc...She determined she would use her top strength of “Appreciation for Beauty and Excellence” in a way that would make these tasks more enjoyable. She strove to see filing and organizing as a way to

“beautify” her environment. By paying close attention to detail and striving to create a better-organized filing system – and desk space, she was, not only helping to beautify her environment, but, also, striving for excellence.

- vi. Another example: Bob hates conducting job searches. The third strength in his “Top Five” is “persistence”. Bob determines he will use this strength in his job search. He sets concrete goals for himself, to obtain at the end of each day. By the end of the first day, he intends to do the following: apply to at least eight potential employment locations, reach out to at least three networking contacts (via phone, email, or in-person), as well as conduct research on – and name three potential companies he would like to work for. By setting concrete goals, Bob ensures that he can leverage his persistence to attain those goals, despite numerous, daily obstacles, including his bias against the job search process.
8. Facilitator assigns “Accountability Partners” by having members pick numbers out of a box. Facilitator explains that “Accountability Partners” are to exchange phone numbers and check-in with one another at least twice during the week, regarding their goal attainment and using their strengths in a new way. (5 minutes)
- a. In a box, the facilitator has written on eight small slips of paper, numbers 1, 2, 3, and 4, each two times.

- b. There are two slips of paper with the number “1”, two slips of paper with the number “2”, two slips of paper with the number “3”, and two slips of paper with the number “4”.
 - c. Each member of the group picks out one slip of paper from the box.
9. Wrap-up: (2 minutes)
- a. Facilitator thanks the group for their participation. Asks if there are any questions or comments so far?
 - b. Announces that, next week, they will be taking another assessment and focusing on their skillsets. Facilitator adds anything else he or she would like to add.

Session Two: Knowdell Motivated Skills Card Sort and Review

Time allotted: 2 hours

Overall Goals: Participants will learn about their transferable skillsets by completing the online Knowdell Skills Cardsort.

Learning Objectives:

1. Participants will learn what a “motivated skill” is as well as a “transferable skill”.
2. Participants will gain knowledge of their top “Motivated/Transferable Skills”.
(Increase self-knowledge. Increase self-efficacy.)
3. Participants will be able to identify and recall three-to-five of their top Motivated/Transferable Skills. (Increase self-knowledge. Increase self-efficacy.)
4. Participants will be able to talk about their accomplishments as they relate to their top Motivated/Transferable Skills. (Increase interviewing skills. Increase interpersonal skills. Increase self-efficacy.)
5. Participants will have set one to three small goals to meet before next session.
(Increase self-efficacy.)
6. Participants will write down, every day, until next session: five things for which they are grateful. (Increase positive emotion; decrease emotional issues.)

Materials: Materials Needed for this Session:

- Room and chairs for 8-10 individuals
- 8 computers, with internet access
- 1 printer, from which all of the computers are able to print from
- 1 package of at least 10 pens
- 10 Motivated / Transferable Skills exercise instructions (Appendix D)

- 10 Motivated Skills worksheets (Appendix E)
- 10 copies of timeline worksheets (Appendix F)
- 10 copies of goal-setting worksheets (Appendix B)

First Half of Session:

1. Check-in. Participants share with group about the progress they made towards the goals they set in last session. (15 minutes)
 - a. Facilitator can have participants answer these questions:
 - i. Did they meet their goals?
 - ii. If yes: How did that feel?
 - iii. If not: What might they need to do, in order to make their goals more achievable? What sorts of barriers were preventing them from achieving their goals? How might they change their goals in the future, so that they are more easily attained?
2. Participants share with the person sitting next to them (not their Accountability Partner) about how they used their strength “in a new way”. Facilitator may ask some of the following questions, in order to generate the conversation: (10 minutes)
 - a. What sort of situation / environment did you use your strength “in a new way”?
 - b. How did it make you feel about yourself, to use your strength in this way?
 - c. Did you learn anything new about yourself?
3. Facilitator introduces and explains the “Motivated Skills Card Sort”, as well as the concept of a “transferable skill”. (2 minutes)

- a. The Motivated Skills Card Sort will be an online tool, which will help participants determine which skills they are highly competent at and which skills they really enjoy using. Participants will also see which skills they are both highly competent at, as well as really enjoy using.
 - b. Transferable skills are those skills that individuals can transfer from job to job. Facilitator may provide an example such as: “Organizing skills can be taken from a Secretarial job to a position as a Banking Manager.”
4. Participants each select an individual computer station at which to sit. They then complete the online Knowdell Motivated Skills Card Sort. Once they have finished the exercise, they will print out their results onto the printer. (20 minutes)

(Ten-Minute Participant Break)

Second Half of Session:

1. Once participants have returned from their break, facilitator gives them a few minutes to sit down. (5 minutes)
2. Facilitator will explain the next exercise (2 minutes):
 - a. Participants will be given worksheets that have three columns.
 - b. At the top of each column, participants will write out three selected skills.
 - c. In the three columns beneath, participants will write out how they have demonstrated that skill, either in their professional, educational, or personal lives.
 - d. Participants will answer these questions when completing their columns (these will be listed out on hand-outs, which the facilitator will distribute):

- i. Where in my life have I demonstrated this skill? (Be specific.
Don't just write: "work life". Write: "as a pet groomer at Petco".)
 - ii. Then, write out *how* you demonstrated that skill. What tasks or activities did you engage in, where you were utilizing this skill?
 - iii. Did you accomplish anything unique because of this skill?
 1. (For example: "Utilized my writing skills to write an essay in High School, which was then published in the local paper.")
3. Participants will have 15 minutes to complete their worksheet. (15 minutes)
 4. Participants will then be asked to move around the room and speak to three other participants, telling each person about a different skill and where or how they used that skill, as well as any accomplishments they achieved because of that skill. Each participant will take two to three minutes to explain their skill, then the partners trade (and the previous listening participants now talk about their skill, while the partner who initially shared listens). (20 minutes)
 5. Facilitator distributes goal-setting exercise. Participants complete in the same way as they did for Session One. (10 minutes)
 6. Facilitator explains homework: (2 minutes)
 - a. Participants will be given a blank timeline to complete with a rough draft of their life events. Timeline stretches from birth, up through the present. Facilitator explains that participants will be using the timelines in next week's session. They do not have to be perfect, but it's best to be as thorough as possible.

- b. Participants are to be especially attentive to detail, when it comes to the current events surrounding their most recent career transition: What precipitated the transition? Are they at the beginning of their transition or the middle? Do they anticipate that this will be a long transition? Or, a short transition?
 - c. Facilitator provides a sample timeline for reference.
7. Facilitator explains that “Three Good Things” is a Positive Psychology Intervention, which aims to increase individual’s focus on the positive happenings in their lives. (1 minute)
 8. Participants are each given a sheet of paper and are asked to write down “Three Good Things” that occurred during the week – or during the workshop session. (5 minutes)
 9. Participants can select one of their “Three Good Things” to share with the group. (2 minutes)
 10. Facilitator thanks the group for their participation and tells them that they will be making Timelines during their next workshop session. (1 minute)

Session Three: Making Timelines to Identify Past Use of Strengths and Skills

Time allotted: 2 hours

Overall Goal: Students will reflect on their past and identify times in which they have leveraged either their character strengths or motivated skills.

Learning Objectives:

1. Participants will each make a timeline of their individual life events; the timeline will demonstrate at which points they leveraged either their character strengths or motivated skills, in order to achieve an identified goal or action. Participants will identify at least five points of time in their life, when they leveraged their character strengths, and at least five points of time in their life when they utilized their motivated skills. (Increase self-knowledge. Increase interviewing skills. Increase self-efficacy. Increase understanding of “career transition” factors.)
2. Participants will present their completed timelines to other members in the group. (Increase self-knowledge. Increase interviewing skills. Increase self-efficacy.)

Materials Needed:

- 10 Poster boards
- Glue
- Yarn
- 3 packages of Markers
- 40 Magazines
- 5 packs of Stickers
- 1 package of colored paper
- 3 sets of paint

- Goal-setting worksheet (Appendix B)
- 10 timeline instructions (Appendix G)
- 10 copies of sample timelines (Appendix H)

First Half of Session:

1. Check-in. Participants share about whether or not they met, or did not meet, the goals set in last session. Facilitator prompts discussion, by asking the same questions he or she did in Session Two. (7 minutes)
2. Facilitator distributes instructions for and explains the Timeline assignment: (5 minutes)
 - a. Participants will create a timeline of their life's events, referring to the rough draft timeline they completed during the week, using the supplied art materials (poster board, glue, yarn, markers, magazines, stickers, colored paper, paint).
 - b. After they have completed this exercise, participants will then, on pieces of colored paper – or, by writing on the board directly, add notations about where they leveraged their character strengths (e.g., in a school situation, job situation, personal lives, etc...) and where they employed their motivated skills (in their educational, personal, or professional lives). They need to have identified at least five points of times in their lives, where they leveraged their character strengths and five points of time in their lives, where they utilized their motivated skills.

- c. Participants will, also, add more detailed notations about the current career transition they are experiencing. Participants will address these questions:
 - i. When did their transition occur?
 - ii. What are the circumstances surrounding their transition?
 - iii. Are they towards the beginning, middle, or end of their current transition?
 - iv. Where did their transition occur?
 - v. What strengths can the participant leverage in order to successfully navigate the transition?
- d. Facilitator states participants are free to be as creative as they wish.
- e. After they have completed their timeline, they will present their timeline to other members of the group.

- 3. Participants are each given a poster board and art supplies are available for use on the tables. They have 60 minutes to complete their timeline. Facilitator will notify them when they fifteen, ten, and five minutes left. (60 minutes)

(5-minute break)

- 1. Participants collect their individual timelines and present their timelines to the group. They each have three minutes for their presentation. (25 minutes)
- 2. Facilitator distributes goal-setting exercise. Participants complete, in the same way that they did during Session One. (10 minutes)
- 3. Facilitator explains homework: (5 minutes)

- a. Positive Psychology puts emphasis on focusing on what's right in individuals' lives. By savoring the things we are grateful for – and taking stock of all that is good in our lives, we increase our positive emotions, which leads to a decrease in negative emotions and interpersonal issues. For this reason, this week, participants will be taking stock, on a daily basis, of at least five things they are grateful for.
 - b. Participants are to write down five things that they are grateful for every day.
 - c. Facilitator reminds participants to check-in with their Accountability Partner, preferably every day, in order to share with each other their goal attainments and gratitude lists.
4. Facilitator closes out the group by: (3 minutes)
- a. Having each participant identify one new thing they learned during the workshop today
 - b. Thanking the participants for their engagement and participation in the workshop that day and informing them that, next week, they will be making vision boards.

Session Four: Imagine Your Best Future Self, Utilizing Vision Boards

Time allotted: 2 hours

Overall Goal: To develop participants' positive outcome expectations, by having participants create vision boards, which imagine their "Best Future Selves".

Learning Objectives:

1. Participants will imagine positive, future outcomes for their career and professional futures, incorporating their character strengths and motivated skillsets. They will translate that image into a "Best Future Self" Vision Board. (Increase positive outcome expectations. Increase positive emotions; decrease emotional issues. Increase self-knowledge. Increase resiliency in the face of barriers. Increase coping strategies for navigating their career transitions.)
2. Participants will then reinforce these positive outcome expectations, by presenting and talking about their vision board. (Increase interpersonal skills. Increase interviewing skills.)

Materials Needed:

- 10 Poster boards
- 40 magazines
- 3 packages of markers
- 10 glue sticks
- 1 package of glitter
- 1 package of colored paper

First Half of Session:

1. Check-in. Participants share about whether or not they met, or did not meet, the goals set in last session. Facilitator prompts discussion, by asking the same questions he or she did in prior sessions. (10 minutes)
2. Participants then share with group how the gratitude exercise was for them. Facilitator may encourage discussion by asking the following: (15 minutes)
 - a. What items did you write about?
 - b. Was this an easy exercise for you? Why or why not?
 - c. How did the exercise become easier or more difficult for you as you proceeded through the week?
 - d. Did you notice any change in your overall sense of wellbeing after completing the exercise?
3. Facilitator explains next exercise: Participants will be given a half-hour to write on the following topic: “My Best Future Self”. Their writing will cover the following points (Facilitator to distributes hand-outs with the instructions written out): (5 minutes)
 - a. Imagine it is five years from now. You have achieved all of your life goals (professionally and personally).
 - b. What does your life look like? If you have decided to pursue a career path, what sort of career have you chosen? What career goals have you achieved? What strengths have you leveraged? What skills are you using in your professional life? How did you get from where you are now, to this ideal place in the future?

4. Facilitator distributes paper and pens. Participants sit at a table and are given twenty minutes to write. (20 minutes)

(7-Minute Break)

Second Half of Session:

5. Facilitator explains next exercise: (5 minutes)
 - a. Participants will each be given a poster board. Using the supplies, they are to create a vision board of their “Best Future Self”.
 - b. Participants are to especially pay attention to the questions they answered in their essay, when constructing their vision board.
6. Participants construct their vision boards. (40 minutes)
7. Participants are then paired up and take turns presenting their vision boards to each other. They each have five minutes. (10 minutes)
8. Facilitator explains there is no goal-setting during group today. Instructs participants to fill out their goal-setting worksheet after session – and work towards attaining goals, as set during the week. (1 minute)
9. Facilitator explains upcoming homework: (5 minutes)
 - a. During the week, participants must think of one person who helped shape or, in some way, assisted their educational or professional lives. Participants should be prepared to write a letter to that individual in the next session. They should determine that individual’s mailing address in advance. If mailing address is not accessible, then e-mail will be an acceptable substitute. This can be done by locating the individual on Facebook, or by other means. If participants have difficulties locating

the selected person, they are encouraged to make an appointment with the facilitator during the week, so that the facilitator may assist them with this part of the assignment. Participants are encouraged to find individuals who are non-familial. If they are unable to think of anyone, it is acceptable to select a family member.

10. Facilitator closes out the group: (2 minutes)

- a. Facilitator thanks the group for their participation. Announces that, next week, they will be writing gratitude letters and constructing elevator pitches.

Session Five: The Gratitude Letter and Elevator Pitches

Time allotted: 2 hours

Overall Goal:

1. To increase participants' supportive environment and overall positive emotion by sending out gratitude letters.
2. To increase participants' feelings of self-efficacy and interviewing skills by assisting them with constructing elevator pitches.

Learning Objectives:

1. Each participant will write and mail a gratitude letter to the person they have selected (for their homework) who has helped shape either their educational or work lives. (Increase positive/supportive community. Increase positive emotion; decrease negative emotion. Increase interpersonal skills.)
2. Participants will write out an "elevator pitch". (Increase self-efficacy. Increase interviewing skills. Increase self-knowledge.)
3. Participants will share their "elevator pitch" with the other group members. (Increase interviewing skills. Increase self-efficacy.)

Materials Needed:

- 10 hand-outs of sample gratitude letters (Appendix I)
- 3 packs (different varieties) of "thank you" cards with envelopes
- 10 pens
- 8 stamps
- 10 elevator pitch worksheets (Appendix J)
- 10 copies of elevator pitch samples (Appendix K)

- 10 goal-setting worksheets (Appendix B)

First Half of the Session:

1. Check-in. Participants share about whether or not they met, or did not meet, the goals set in last session. Facilitator prompts discussion, by asking the same questions he or she did in prior sessions. (10 minutes)
2. Facilitator explains next exercise. Participants will be writing a letter to their selected person. In their letter, they will address the following: (5 minutes)
 - a. How, exactly, did that individual help positively impact either their professional or educational life?
 - b. What, exactly, did that individual do, to positively impact the writer's life?
 - c. What good things came about because of that person's participation in the writer's life?
 - d. Did the participant's life change significantly (for the better)? If yes, how so?
 - e. What admirable qualities does the recipient possess that inspire the letter writer?
 - f. Lastly, if the participant is able to, send along a quote or a poem that is symbolic of the role the recipient played in the participant's life (quote or poem can be found on the internet).
3. Participants are given 40 minutes to select a "thank you" card and write out a letter (either on the card or a separate piece of paper, which they will insert into the card). If they are sending an email, they will do this via email. Once

they have completed their letter, they will stamp the envelope and write the recipient's address on the front. Facilitator will collect envelopes – and mail.

(40 minutes)

(5-Minute Break)

Second Half of Session:

4. Facilitator introduces the concept of an “Elevator Pitch”: (5 minutes)
 - a. “An Elevator Pitch is a one-minute (or less) pitch about who you are in the world of work, what experience or education you have, what your goals and aspirations are, what strengths and skills you bring to any position.”
 - b. Facilitator passes out and reads one or two sample “Elevator Pitches”.
5. Facilitator passes out “Elevator Pitch” worksheets. Participants complete the worksheets and write out their Elevator Pitch. (15 minutes)
6. Participants share with the group their Elevator Pitches. (20 minutes)
 - a. After each share, facilitator gives participants constructive, positive feedback.
7. Facilitator distributes the goal-setting exercise. Participants complete, in the same way that they did during the previous sessions (10 minutes)
 - a. Facilitator reminds group to keep checking in with their “Accountability Partners”.
8. Facilitator announces “no homework” for this week and closes the session out: (10 minutes)
 - a. Participants do “Three Good Things” exercise. (8 minutes)

- b. Facilitator thanks the group for participating and tells them that they will be going over interview preparation the following week. (2 minutes)

Session Six: Interview Preparation

Time allotted: 2 hours

Overall Goals: To familiarize participants with frequently asked interview questions.

Learning Objectives:

- 1) By the end of this session, participants will have read through and prepared answers for eight frequently-asked interview questions, utilizing what they have learned about themselves, such as strengths and skillsets, in the previous sessions (Increase self-efficacy, increase positive outcome expectations, increase interview skills.)
- 2) Participants will receive feedback on their prepared interview questions from both the facilitator, as well as other group members. (Increase interviewing skills.)

Materials Needed:

- Approximately 24 (different) frequently-asked interview questions, on separate strips of paper (Appendix L)
- 1 box, hat, or bag
- 10 copies of hand-outs on best-interviewing practices (Appendix M)
- 10 pencils
- 1 package of lined paper
- 10 copies of frequently-asked interview questions (Appendix L)
- 10 copies of proper interview attire guidelines (Appendix N)
- 10 copies of the goal-setting worksheets (Appendix B)

First Half of the Session:

1. Check-in. Participants share about whether or not they met, or did not meet, the goals set in last session. Facilitator prompts discussion, by asking the same questions he or she did in prior sessions. (5 minutes)
2. Facilitator explains how to answer interview questions, with some key points to keep in mind: (10 minutes)
 - a. “You are marketing yourself. Just like an advertiser showcases a product, you are showcasing your product–you!”
 - b. “You are telling the interviewer why you are the best fit for the job. Answer each question, keeping this in mind: you are demonstrating to the employer why you are uniquely qualified to carry out the position’s duties.”
 - c. “Stay positive! Don’t badmouth old employers! Try to end every answer on a positive note. If you are asked for your “greatest weakness”, be sure and either make it a strength (i.e., “Sometimes I become very hyper-focused on the task at hand, which means I don’t pay attention to the environment around me”) or make it something that you have actively been working to strengthen. (“I have realized that, because of my intense drive to ‘just get things done’, I needed to slow down and be very conscientious and double-check my work for mistakes.”)
 - d. Answers should try and stay relevant to the organization – Remember, they want to know why you are the best fit for the organization. If you

are going for a job out of your industry, try to focus on your transferable skills. For instance, if you are interviewing for a job in a clothing store, but have deli experience, talk about your experience with customer service and the cash register.

3. Facilitator leads short discussion on interviewing practices. She/he asks participants to reflect on these points (5 minutes)
 - a. How have participants viewed interviews in the past? Were they anxious, scared, confident about the interviewing process?
 - b. What was some positive feedback they may have gotten from interviewers?
 - c. Had they ever received any constructive feedback, on ways in which they could have conducted a stronger interview?
 - d. What did participants think was important to keep in mind, while interviewing?
4. Facilitator now explains the upcoming exercise. (5 minutes)
 - a. Participants will sit in a circle. A hat (or bag or small box) will be passed around, with interview questions written on individual strips of paper. Participants will each select one interview question, then be given three minutes to compose a response.
 - b. The facilitator will move around the circle, placing his or her chair in front of each participant. Participants will hand the facilitator their interview question. The facilitator will then ask them the interview question and they will respond.

- c. Facilitator will then ask group for constructive feedback on the response. After members have shared their feedback, facilitator will additionally add his or her own constructive feedback.
 - d. Facilitators will continue going around in a circle, participants will continue drawing questions, writing answers, and answering practice interview questions, as many times as an hour will allow.
5. Participants get into a circle. The activity will take forty minutes to complete.
(40 minutes)

5-Minute Participant break

Second Half of Session:

1. Facilitator has participants sit in a circle and passes out copies of a short article on best interviewing practices. (5 minutes)
2. Participants take turns reading paragraphs in the article. (15 minutes)
3. Facilitator asks participants for their feedback on the article. Facilitator may ask the group the following questions: (10 minutes)
 - a. Did you learn anything new after reading the article?
 - b. Reflecting back on previous interviews, do you feel you were utilizing best interview practices?
 - c. How might knowing these interviewing techniques help you in the future?
4. Facilitator passes out goal-setting exercise. Participants complete, in the same way that they did during the previous sessions. Facilitator reminds participants

to keep meeting with their Accountability Partner during the week. (10 minutes)

5. Facilitator explains this week's homework. (5 minutes)
 - a. Facilitator gives participants a list of ten commonly-asked interview questions. Participants are to read and prepare answers for all the questions.
 - b. Facilitator hands out guidelines for suitable interview attire.
 - c. Participants are to find suitable interview attire and wear it to the next session.
 - d. Participants are to be prepared for mock interviews during the following session.
6. Facilitator closes out session by: thanking participants for their engagement and contributions, plus any other closing remarks. (5 minutes)

Session Seven: Mock Interviews

Time Allotted: 2 hours

Overall Goal: To develop participants' self-efficacy and interviewing skills through the exercise of Mock Interviews.

Learning Objective:

- 1) Each participant will have the experience of being both interviewer, as well as interviewee during the Mock Interview exercise. (Develop self-efficacy. Develop interviewing skills.)
- 2) Each participant will answer five frequently asked interview questions (out of ten prepared) during their Mock Interviews. (Develop self-efficacy. Develop interviewing skills.)
- 3) Participants will read an article on how to effectively handle interpersonal relationships in a work setting. (Develop interpersonal skills. Strengthen workplace maintenance behaviors.)
- 4) Participants will collaborate in groups during the week, in order to write workplace scenario skits. (Develop interpersonal skills. Strengthen workplace maintenance behaviors.)

Materials Needed:

- 10 goal-setting worksheets
- 10 pencils
- 10 copies of managing workplace interpersonal issues (Appendix O)
- 5 copies of Scenario One (with instructions) (Appendix P)
- 5 copies of Scenario Two (with instructions) (Appendix Q)

1. Check-in. Participants share about whether or not they met, or did not meet, the goals set in last session. Facilitator prompts discussion, by asking the same questions he or she did in prior sessions. (5 minutes)
2. Facilitator explains the Mock Interview process. Participants will pair up with one another, then take turns being the interviewer and the interviewee. The interviewer will select five of the ten interview questions to ask the interviewee. They will each have 20 minutes in each role. Facilitator reminds participants to act according to best interview practices. Facilitator will notify the group when they have five minutes left in each role, as well as when they are to switch roles. (2 minutes)
3. Participants “pair up”. (45 minutes)

Ten-Minute Participant Break

1. Facilitator asks the group how the mock interview practice went for them? (15 minutes)
 - a. “Did you learn anything new?”
 - b. “Would you feel more comfortable walking into an interview now?”
 - c. “How capable did you feel to answer the questions after having prepared answers for the questions?”
2. Facilitator, then, explains that, next, the group is going to read an article on managing relationships in healthy way in a work setting. Facilitator distributes the article. Participants take turns volunteering to read paragraphs from the article. (15 minutes)
3. Facilitator explains the upcoming homework: (5 minutes)

- a. Participants will be divided into two groups (five participants in the first group and four participants in the second group).
 - b. The group will be given handouts, with potential workplace scenarios and instructions.
 - c. Before the end of the group, the groups will determine a time to meet during the week before the next session, where they will create a skit, showing two different versions of the scenario. One scenario will be how *not* to handle a workplace scenario. The second scenario will demonstrate how to correctly handle the given scenario. Groups will have ten minutes to perform their skit. Creativity, props, and costumes are welcomed. For those individuals who do not want to act in the skit, they can take a “side role”, assisting with writing the skit or gathering props, etc...
 - d. Groups will also make an appointment with the facilitator before the end of the meeting, to have him or her review their prepared skits, during the week. The appointment for skit review will take place after the group appointment to create the skits.
4. Facilitator divides group up into two separate groups (Group One will have five participants. Group Two will have four.) (2 minutes)
 5. Groups schedule a time during the week to meet. (5 minutes)
 6. Groups schedule a time during the week to meet with facilitator. (3 minutes)
 7. Facilitator distributes goal-setting exercise. Participants complete in the same way that they did during the previous sessions. Facilitator reminds participants to continue meeting with their Accountability Partner during the week. (10 minutes)

8. Facilitator reminds group that next week will be their last group. After the skit, pizza will be served, along with a “close-out” session. (1 min)
9. Participants do the Three Good Things Exercise. (10 minutes)
10. Facilitator closes out the group, by thanking participants for their engagement. (1 minute)

**Session Eight: Navigating Interpersonal Relationships in the Workplace and
Workshop Series Closing Remarks**

Time allotted: 2 hours

Overall Goal: Participants will practice utilizing healthy employment maintenance behaviors and navigating workplace interpersonal relationships through creative skits.

Learning Objectives:

1. Participants will collaborate with their group, in order to write and enact a 10-minute skit based upon an assigned workplace scenario. (Increase workplace maintenance behaviors. Increase ability to navigate interpersonal relationships.)
2. Participants will share with the group and the facilitator three positive things that they have taken away from their entire workshop experience. (Increase positive emotion; decrease negative emotion.)
3. Participants will share with the group and the facilitator three ways in which they will apply what they have learned in the workshop to their job search and future career paths. (Increase positive outcome expectations.)

Materials Needed:

- Pizza, drinks, any additional refreshments
- 10 copies of the post-workshop evaluation forms (Appendix A)
- 10 pencils/pens

First Half of Session:

1. Check-in. Participants share about whether or not they met, or did not meet, the goals set in last session. Facilitator prompts discussion, by asking the same questions he or she did in prior sessions. (10 minutes)

2. Facilitator asks which group would like to perform their skit first? Each group has 10 minutes for their skit (and 5 minutes prep time, between skits). (20 minutes)

Fifteen-Minute Participant Break

1. Participants will serve themselves pizza and refreshments during the fifteen minute break.

Second Half of Session:

1. Group serves themselves refreshments (pizza, drinks, etc.) provided and sits in a circle. (10 minutes)
2. Facilitator leads discussion on “skit experience” asking the following questions: (15 minutes)
 - a. “How was performing the skits?”
 - b. “What new things did you learn from doing so?”
 - c. “What did you learn from watching the second skit?”
 - d. “How might performing these skits assist the group with interpersonal relationships in the workplace in the future?”
3. Facilitator explains she/he will distribute workshop evaluations. The evaluations will assist with determining how well the workshop achieved its goals, as well as give participants a space to anonymously give the facilitator feedback. Participants will have ten minutes to fill out. (10 minutes)
4. Facilitator leads discussion on how the workshop was for the group? Facilitator might ask some of the following questions: (15 minutes)

- a. “How might the participants apply what they learned in the workshop to their future career paths?”
 - b. “What did the participants learn about themselves that they did not know before?”
 - c. “How have the participants’ attitudes changed about the world of work and their career paths?”
 - d. Are there any suggestions from the participants as to ways in which the group might be improved?
5. Facilitator then encourages participants to keep meeting with his or her “Accountability Partner” and continue the practice of goal-setting and goal attainment. (2 minutes)
 6. Facilitator has the group share Three Good Things they have taken away / learned from the workshop. (5 minutes)
 7. Facilitator has participants pair off in groups of two (one group will have three participants) and share three ways in which they will apply what they learned in the workshop to their future career / employment paths. (5 minutes)
 8. Facilitator tells participants that they each need to stay after the workshop session and make an appointment for an individual career counseling session. Sessions will attend to individual client needs, in regards to their individual career processes (such as providing resources to meet client needs, assisting clients with enrolling in school, etc...) (2 minutes)

9. Facilitator thanks the participants for their engagement in the workshops and relays any personal hopes for the group as they move forward in their personal career processes. (5 minutes)

Chapter 5

Field Evaluator Responses to Project Evaluation Questions

The content, sequencing, assessments, interventions, activities, objectives, and effectiveness of the proposed program will be evaluated in this chapter. The field evaluators were selected based upon their diverse educational/professional backgrounds, as well as on their experience working with the population of this project.

Each evaluator was provided with chapters one and four of the project, along with five evaluation questions. The evaluators were asked to review the materials and respond to the evaluation questions. The evaluation questions are listed below, with each of the evaluator's responses beneath the questions. Following this section, I will respond to the evaluator suggestions, by stating how the suggestions might be incorporated into future revisions of the workshop series.

Field Evaluation Team

Evaluator One has a B.A. in Psychology from Cal State University, Los Angeles (CSULA) and earned a Masters of Social Work (M.S.W.) from the University of Southern California, with a concentration on children/families. In addition, this first evaluator has obtained two post master's-degree certificates from California State University, Northridge (CSUN). One certificate is in Career Education and Counseling and the other in College Counseling and Student Services. Evaluator One has worked as a Career Counselor within a California community college Career Center for over 15 years, serving as both a career counselor and, for the past three years as the Career Center Coordinator . This evaluator also has teaching experience as long history as an adjunct

professor in a local counseling master's program teaching multiple courses relevant to expertise in evaluating this program.

Evaluator Two holds two Bachelors degrees (Psychology and Hebrew literature), two Masters degrees (Education and Rabbinic studies), Rabbinic Ordination (Conservative), and Doctorate in Education (Ed.D). Previously, Evaluator Two worked as a Rabbi and Senior Educator at a synagogue in Los Angeles, CA and as Adjunct Professor at American Jewish University. This evaluator has published five books (including a National Book Award), several articles on Jewish education, Hebrew Bible, and on the Jewish holidays, including many entries in the *Cambridge Dictionary of Jewish Religion*. Evaluator Two is a recovering alcoholic and author of a book related to alcohol addiction recovery and Jewish spirituality. Currently, Evaluator Two is a Spiritual Counselor, and directs a part of a spiritually-based addiction recovery center in, which involves teaching educators and clergy addiction awareness, response, and counseling through the lens of a specific spiritual tradition.

Evaluator Three earned a Bachelor's degree in Psychology from CSUN. This evaluator also has a Master's degree in Counseling (Career Counseling Specialization) from CSUN. This evaluator has served in the position of Director of Career Services for over eight years at a large addiction recovery rehabilitation facility in the Los Angeles area. Evaluator three possesses a deep understanding of the unique set of challenges and issues that confront the focus group population.

Evaluator Four has a Bachelor's degree in Psychology from the Florida Atlantic University and a Master's of Arts in Evolutionary Developmental Psychology. This evaluator has published peer-reviewed articles and book chapters within the field of

Evolutionary Developmental Psychology on the topic of “cognitive childhood immaturity” that has been presented at conferences at the international level. In addition, this final evaluator has professional and personal experience working and interacting with the population of individuals who are new to substance abuse/addiction recovery.

Questions and Responses by Number

The following evaluator responses have been limited to the most relevant information to this section. The questions and the entirety of the responses are listed in the appendices (Appendix R).

Question One: Evaluate the Appropriateness of the Theories and Targeted Interventions, which Provide the Framework for the Proposed Workshop Series.

Evaluator one. Evaluator one’s response to question one is listed below:

The selection of theories seems excellent for the targeted population. I cannot imagine better. I don’t see too many limitations of the selected theories and interventions, but one that truly seems to be missing in the program is any emphasis on occupational research.

The goal-setting exercise in session one is important. However, it does not seem as though nearly enough time has been allocated for this. In 10 minutes, participants might be able to come up with some positive actions to take during the week, but not really figure out the desired personal outcomes that these steps are supposed to accomplish.

Evaluator two. Evaluator two’s response to question one is listed below:

The theories and interventions are, by and large, appropriate for the target group: eight-to-ten adults between the ages of 28-45, after being unemployed for

a minimum of six months. The most significant limitation of the workshop is that it does not explicitly account for intellectual and professional differentiation. While it is true that the target age is reduced to a seventeen year gap (i.e., as opposed to 18-45), there may be enormous variations in participants' prior educational advancement and professional experience. Addiction is indiscriminate as to whom it affects, and there are many successful people who also enter treatment, such as lawyers, physicians, and business professionals. That is to say, the workshop series does not account for the fact that there are those in their early thirties and younger who may never have established a prolonged career path who will be mixed with those who are thirty-five and older and who may have spent over a decade working as a professional, despite addiction. This disparity of intellectual and professional progress, which is likely accompanied with psycho-social differences, may be an impediment in the overall group alignment and goals.

Evaluator three. Evaluator three's response to question one is listed below:

The interventions and exercises meet the needs of the population (as outlined by the theories) very effectively. They specifically deal with those traits and characteristics that are common to this population, such as low self-efficacy, significant transitions, and negative outcome expectations. All three theories, especially Positive Psychology, help clients to re-frame their thinking and develop a more positive outlook on their career transitions.

Evaluator four. Evaluator four's response to question one is listed below:

Successfully seeking gainful employment is a common issue faced by many of those who are new to recovery. Social Cognitive Career Theory provides a useful framework for identifying those specific career development/employment needs that are facing this population. Transition Theory offers a valuable rubric for determining the supports in an individual's environment, as they move through their transitions. In addition, Positive Psychology can be of crucial importance to this population, during a time when they are slowly rebuilding their inner and outer selves. As noted in the chapter one introduction, Positive Psychology not only aids in substance abuse prevention, but also in the act of employment seeking. I believe the proposed interventions and exercises will effectively meet the career development needs of this population. Many newly sober persons in treatment are facing a myriad of challenges beyond just "not doing drugs". An eight-week workshop's intervention strategies, that are formulated based upon selected theoretical frameworks, should serve to assist the participants with becoming adequately prepared to seek gainful employment at the time of the workshop's conclusion.

Question Two: Please discuss the effectiveness of the proposed sequence of the workshop series.

Evaluator one. Evaluator one's response to question two is listed below:

With regards to beginning the workshop series with the VIA Character Strengths assessment: it seems like a good way to set the stage for the program's emphasis on strengths, by addressing and intervening with self-efficacy

development, even before the group work begins. In regards to session one's introductions and norming: it might be beneficial to cover the policies *before* the first meeting, so that participants have a genuine opportunity to consider their willingness to commit and the opportunity to opt out without incurring the social pressure and/or sense of failure involved in walking out of the first session.

Evaluator two. Evaluator two's response to question two is listed below:

The specific sequence of the eight-sessions is sound. It moves from abstract theory and psychological attribute identification to more concrete tasks and application. Sessions one and three seem to have some overlap, as they both deal with projecting into the past, present, and future. Although session three primarily addresses skills, there may be some repetition with the collage exercise of character strengths in session one. This may be an intentional reinforcement, but there is a risk of unnecessary redundancy.

Evaluator three. Evaluator three's response to question two is listed below:

The sequence of activities is in an effective order. By starting the workshop series with the VIA Character Strengths assessment, this will assist participants with seeing themselves in a more positive light. It makes sense for the workshops to then move on to applying those strengths to practical job search/interview exercises. Overall, it's a really effective flow and sequencing of activities and interventions.

Evaluator four. Evaluator four's response to question two is listed below:

The workshop sequence is properly ordered. The workshop has a flow to it that is in alignment with Positive Psychology. By starting with a strengths

inventory, the clients will be set up with a more positive morale boost from the outset. I believe this will better prepare them to be more fully engaged and effectual at participating in subsequent workshop activities and exercises. It makes sense to then have participants assess their skillsets, followed by the vision board/best future self exercise.

Question Three: Will the Workshops Adequately Meet the Intended Goals and Learning Objectives?

Evaluator one. Evaluator one's response to question three is listed below:

The following are evaluator one's responses to specific interventions. The gratitude letter definitely works to accomplish the stated outcome of increasing participants' supportive environment and overall positive emotion. The elevator pitch works well to accomplish the outcomes. Both interviewing exercises are beneficial and accomplish the outcome objectives/stated goals. Overall, the interventions are thoughtfully designed with theory in mind.

Evaluator two. Evaluator two's response to question three is listed below:

Overall, the workshop sessions meet the stated learning objectives and goals. That being said, it is noteworthy that the sessions are at least two hours long and require additional time for partner homework outside of session time. Therefore, there is a question as to whether the workshops could be more disciplined in time requirement and still meet the same goals and objectives. For example, check-in time twice during the week to discuss strengths and goals between sessions 1 and 2 may be overkill, especially for an abstract topic. The sessions and homework seem to assume a group of highly motivated and focused

individuals, when, in fact, many who find themselves in treatment do not express such motivation.

Evaluator four. Evaluator four's response to question three is listed below:

Yes, they will. As was cited in chapter one, people who are newly sober face numerous hurdles when attempting to obtain gainful employment. This workshop series provides both hard and soft skills related to seeking employment during a time when participants are in a very vulnerable state of rebuilding their lives. Throughout the eight-week workshop series, participants will not only be gaining the hard skills, but also the soft skills, necessary to the successful obtainment and maintenance of future employment.

Question Four: Evaluate the Appropriateness of the Assessments Used in the Workshop

Evaluator one. Evaluator one's response to question four is listed below:

In regards to the Knowdell Motivated Skills Card Sort, this is a very useful assessment for a population that will need to obtain employment in the near future. Facilitators may want to use the term "some competence", instead of "highly competent" when explaining the assessment, given that the focus group population tends toward low self-efficacy. Some participants might not think they are highly competent at anything; others may tend towards self-aggrandizement as a defense against feelings of inadequacy.

Evaluator two. Evaluator two's response to question four is listed below:

The assessments described in each session of the workshop are largely project and performance based, with periodic check-ins. Project and performance

based assessments are commendable. Two such projects, in sessions five and eight, however, raise questions.

In session five, the gratitude letter is a project intended to induce a sense of support and positivity for participants that are on the path of recovery. However, writing a letter to someone can also be very risky for some in recovery. That is to say, many in treatment centers have burned bridges and caused wreckage while in the cycle of their disease... This exercise may, in fact, evoke negativity rather than the positivity intended in the goals.

In session eight, participants are asked to prepare a ten-minute skit. First, ten-minutes is very long for a skit. Most skits do not last longer than five-minutes. Preparing such a skit of any real quality for that duration is a huge endeavor and may be unrealistic to demand. Moreover, preparing a skit can be a situation rife with manipulation and problems. Some people find themselves alienated in this form of cooperative learning, while others take on unwarranted “leader” roles, which leaves other participants feeling frustrated.

Evaluator three. Evaluator three’s response to question four is listed below:

The assessments are really appropriate. It is very valuable for this population to have an understanding of their strengths, as they continue through the recovery process. A lot of them are missing that information about themselves, as they have focused solely on their deficits. They can use the character strengths information in a variety of different settings. The usage of the motivated skills is also effective and will work well with this population.

Evaluator four. Evaluator four's response to question four is listed below:

The VIA Character Strengths assessment will focus on strengths, instead of participant weaknesses. As such, it is an effective tool for usage with the focus group. The Motivated Skills Card Sort is also an appropriate assessment.

Together, and in conjunction with the principles of SCCT, Transition Theory, and Positive Psychology, these assessments will serve to help participants to bolster their morale, engagement, self-esteem, and self-efficacy.

Question Five: Will the exercises, format, and structure of the workshop series engage its participants?

Evaluator one. Evaluator one's response to question five is listed below:

Evaluator One determined the following exercises to be very engaging for the intended focus group: the time line exercise, best future self (i.e., the writing exercise/vision board), the gratitude letter, the elevator pitch, mock interviewing exercises, and the interpersonal relationship skits.

Evaluator three. Evaluator two's response to question five is listed below:

The challenge may be to capture the audience's attention for eight weeks, without concrete outcomes, such as paid employment. The activities themselves will be engaging and will retain the participants' attention.

Evaluator four. Evaluator four's response to question five is listed below:

The workshop series is set up in such a manner, that its newly sober participants will remain engaged. Many of the workshop activities are creative, as well as fun in nature (e.g., the vision board, skits, timeline). This will help to keep participants engaged and interested, especially in a time when they are required to

attend other groups, which are seemingly “less fun”. Frequently, these other groups focus on such topics as: former childhood trauma, financial/relationship struggles, etc. Furthermore, many of the proposed workshop activities are social in nature, and require cooperation among the participants. The Accountability Partner is a particularly effective exercise, as it will help to keep participants accountable and engaged.

Author’s Response to Field Evaluator Suggestions/Feedback

I will respond to the field evaluators’ feedback and suggestions below. I will specifically focus on how to effectively integrate the field evaluator suggestions, so as to improve upon the existing proposal for the workshop series.

Changes to the Proposed Interventions/Participant Criteria

Evaluator One’s suggestion of incorporating occupational research into the series is a particularly valid suggestion. It would be difficult to effectively incorporate such an exercise into the existing workshop series, given the time constraints. However, perhaps individual career counseling sessions could be scheduled during the weeks leading up to the “best future selves” exercise. Further occupational research/career exploration could be conducted during those individual career counseling sessions.

Any future workshop revisions would also incorporate Evaluator One’s suggestion for the goal-setting worksheet examples. It is acknowledged that the participants might make negative comparisons between themselves and the example utilized (“Bob”). The goal-setting instructions and accompanying examples would, therefore, be revised, so as to be more relatable/similar to the workshop participants.

Evaluator Two's suggestion that the workshop account for professional/intellectual differentiation is especially useful. It would be beneficial to incorporate this into the client pre-screening process. The criteria for participation in the workshop series could be limited to individuals who do not yet have a Bachelors degree and who have between five-to-ten years of employment/workplace experience.

In addition, Evaluator Two communicated a concern that the requisite skit duration was too long. This is acknowledged. Any future workshop revisions, will limit the skit duration to between five-to-ten minutes. Likewise, future workshop revisions will account for the potential interpersonal difficulties of a skit composition and performance. The facilitator would require a few outside sessions, with each group, in order to assist them with determining roles and leadership in the actualization of their skits.

Lastly, Evaluator Two illuminated a potential issue for the appropriateness of the gratitude letter exercise, for the focus group. It is acknowledged that the gratitude letter exercise may bring up negative feelings and emotions, instead of the intended positive emotions. For this reason, the workshop series would be revised, so that the participants would be given two additional alternatives. First, the participants would be given the option of writing the gratitude letter to, or engaging in an in-person gratitude visit with, a professional/staff member in their residential treatment center. Since the participants will have spent at least three months, living in the treatment facility, it is expected that they will have developed some type of relationship with at least a few, selected staff members. Secondly, the participants would be given the option of writing the gratitude letter to a fictional person in their lives. The participant will envision an individual who will help

shape their future educational/career paths. Additionally, they will envision how that positively impacts their future employment/professional/educational endeavors.

Changes to the Proposed Workshop Series Sequencing

Evaluator One's suggestion to cover the workshop policies before the first meeting would be a sound improvement. This would not only save valuable group time for other activities/exercises, but it would also save the participants from any undue embarrassment, should they discover, after the facilitator's explanation during session one, that the workshop rules/format/requirements did not meet their expectations. Additionally, the author of the workshop series would place participant introductions earlier in the process of session one, so as to create a more interactive, and less hierarchical setting/tone.

Changes to the Explanation and Usage of Assessments

Evaluator One's suggestion to change the wording for the (online) Knowdell Motivated Skills Card Sort would be incorporated into any future revisions of the workshop. It is acknowledged that this population frequently suffers from a negative self-image, low professional/educational attainment, and low self-efficacy. These traits could, then, impede their successful engagement in the card sort, should the instructional wording indicate that they must be "highly competent", in order to consider themselves efficacious at a particular skill.

Additional Changes to the Workshop Series

Evaluator Three stated that the workshop might need additional time, in between activities, in order for the participants to adequately process the new information and activity outcomes. This is a particularly valid point. Any future workshop revisions

would attempt to incorporate larger segments of time between activities and learning experiences, so that participants would have the ability to successfully integrate the newly-acquired information.

Summary of Previous Chapters and Conclusion

Chapter One

Chapter one introduced and outlined the criteria for the focus group, along with a brief summary of the unique career development needs, concerns, and characteristics of the targeted population. A summary of the proposed workshop series is offered, in response to the outlined needs of the focus group. In addition, technical terms, which are specific to the referenced literature, focus group population, and theoretical frameworks, are defined.

Chapter Two

Chapter two presented a review of the literature. The literature on the theoretical frameworks of Social Cognitive Career Theory, Transition Theory, and Positive Psychology is reviewed. In addition, the literature on the focus group population's unique characteristics, transitional circumstances, and career development concerns/challenges, is reviewed. Proposed career interventions, to meet those needs, are briefly summarized.

Chapter Three

Chapter three provided a rationale for the proposed workshop series' content, structure, and sequencing. A list of the necessary support materials was detailed in an itemized list. Additionally, a justification for the proposed assessments/career interventions was delineated. The procedures necessary to implement the program were also outlined.

Chapter Four

Chapter four outlined the proposed workshop series. The screening procedures, in order to accurately select appropriate members for the workshop series, were stated. The goals and behavioral objectives for each session were specified. Facilitator instructions to appropriately implement each workshop session's activities, exercises, and assessment, were also detailed.

Chapter Five

Chapter five evaluated the proposed workshop series' utility, structure, and effectiveness in accurately meeting the focus group's unique circumstances, characteristics and career development needs. The field evaluators' credentials and educational/professional accomplishments were first outlined. Following that, the project evaluation questions were listed, along with each of the evaluator's responses. The author of the workshop series then responded with how she would incorporate selected evaluator suggestions into future revisions of the workshop series.

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WORKSHOP SERIES EVALUATION

On the scale following each item, please circle the response that best describes you at this time.

1) I am able to make good decisions that will positively affect my future.

1	2	3	4
Not at All	Not Much	Somewhat	Very Much
Like Me	Like Me	Like Me	Like Me

2) I can set and achieve goals that that will help me move towards actualizing my plans for my future.

1	2	3	4
Not at All	Not Much	Somewhat	Very Much
Like Me	Like Me	Like Me	Like Me

3) I envision a satisfying, happy future in my career / work life.

1	2	3	4
Not at All	Not Much	Somewhat	Very Much
Like Me	Like Me	Like Me	Like Me

4) I think it will be easy for me to obtain satisfactory employment, once I am ready to start looking for work.

1	2	3	4
Not at All	Not Much	Somewhat	Very Much
Like Me	Like Me	Like Me	Like Me

5) I am confident in my ability to successfully move through any changes or transitions I am currently experiencing.

1	2	3	4
Not at All	Not Much	Somewhat	Very Much
Like Me	Like Me	Like Me	Like Me

(continued on next page)

6) I can identify and discuss with and interviewer whom I do not know at least five details (i.e., who, what, when, where, and why) of the particular circumstances surrounding my transition from addiction to sobriety.

1	2	3	4
Not at All Like Me	Not Much Like Me	Somewhat Like Me	Very Much Like Me

7) I can identify and discuss at least five details (who, what, when, where, why) of the particular circumstance surrounding my transition from previous unemployment to my current status (e.g., seeking employment, conducting career exploration, making a decision to further my education).

1	2	3	4
Not at All Like Me	Not Much Like Me	Somewhat Like Me	Very Much Like Me

8) I can describe my own natural strengths.

1	2	3	4
Not at All Like Me	Not Much Like Me	Somewhat Like Me	Very Much Like Me

9) I have a clear understanding of how I might apply my natural strengths to any future employment environments/career paths.

1	2	3	4
Not at All Like Me	Not Much Like Me	Somewhat Like Me	Very Much Like Me

10) I have a clear understanding of my skillsets / transferable skills.

1	2	3	4
Not at All Like Me	Not Much Like Me	Somewhat Like Me	Very Much Like Me

(continued on next page)

11) I am able to recall and discuss with another individual my employment history (including specific employment locales, supervisors, and skillsets/strengths utilized in specific tasks).

1	2	3	4
Not at All Like Me	Not Much Like Me	Somewhat Like Me	Very Much Like Me

12) I am clear about what I want to do in my career in the future.

1	2	3	4
Not at All Like Me	Not Much Like Me	Somewhat Like Me	Very Much Like Me

13) I am confident that I can be a successful employee, as well as maintain employment, once I obtain employment.

1	2	3	4
Not at All Like Me	Not Much Like Me	Somewhat Like Me	Very Much Like Me

14) I am confident that I can maintain employment after I have found a job.

1	2	3	4
Not at All Like Me	Not Much Like Me	Somewhat Like Me	Very Much Like Me

15) I feel positive and happy when I think about my life and present circumstances.

1	2	3	4
Not at All Like Me	Not Much Like Me	Somewhat Like Me	Very Much Like Me

16) I am confident in my ability to continue working towards my goals, even when I am confronted with challenges and barriers (to those goals).

1	2	3	4
Not at All Like Me	Not Much Like Me	Somewhat Like Me	Very Much Like Me

(continued on next page)

17) I can identify specific individuals in my life, who provide me with support and encouragement, as I work towards my life goals.

1 Not at All Like Me	2 Not Much Like Me	3 Somewhat Like Me	4 Very Much Like Me
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18) I am confident that I can maintain positive relationships with my co-workers.

1 Not at All Like Me	2 Not Much Like Me	3 Somewhat Like Me	4 Very Much Like Me
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19) I am confident that I can maintain positive relationships with my supervisor.

1 Not at All Like Me	2 Not Much Like Me	3 Somewhat Like Me	4 Very Much Like Me
-----------------------------------	---------------------------------	---------------------------------	----------------------------------

20) I am confident in my ability to select appropriate interview attire.

1 Not at All Like Me	2 Not Much Like Me	3 Somewhat Like Me	4 Very Much Like Me
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21) I am confident that I can practice appropriate interview etiquette.

1 Not at All Like Me	2 Not Much Like Me	3 Somewhat Like Me	4 Very Much Like Me
-----------------------------------	---------------------------------	---------------------------------	----------------------------------

22) I am confident that I can successfully determine potential interview questions and prepare effective responses to those questions.

1 Not at All Like Me	2 Not Much Like Me	3 Somewhat Like Me	4 Very Much Like Me
-----------------------------------	---------------------------------	---------------------------------	----------------------------------

(continued on next page)

23) I am confident that I can successfully answer interview questions (during the interviewing process).

1
Not at All
Like Me

2
Not Much
Like Me

3
Somewhat
Like Me

4
Very Much
Like Me

Other comments I would like to share about what I learned about myself from participating in the workshop series:

Other feedback I would like to share about the workshop series:

Thank you for completing this assessment.

GOAL-SETTING WORKSHEET

For the week of: _____ to _____

My three goals for the week are as follows:

Goal 1:

Goal 2:

Goal 3:

I aim to achieve my goals by: _____ (date)

Concrete / Measurable Steps I can take towards my goals:

For Goal #_____, I will do the following:

Concrete step 1:

Concrete step 2:

Concrete step 3:

For Goal #_____, I will do the following:

Concrete step 1:

Concrete step 2:

Concrete step 3:

For Goal #_____, I will do the following:

Concrete step 1:

Concrete step 2:

Concrete step 3:

Goal # _____: Did I meet my goal for the week? _____ (yes / no)

If no, why did I not obtain my goal?

If yes, what supports / strategies did I leverage in order to achieve my goal?

What might I try to do differently next week, in order to increase my effectiveness?

Goal # _____: Did I meet my goal for the week? _____ (yes / no)

If no, why did I not obtain my goal?

If yes, what supports / strategies did I leverage in order to achieve my goal?

What might I try to do differently next week, in order to increase my effectiveness?

Goal # _____: Did I meet my goal for the week? _____ (yes / no)

If no, why did I not obtain my goal?

If yes, what supports / strategies did I leverage in order to achieve my goal?

What might I try to do differently next week, in order to increase my effectiveness?

Goal # _____: Did I meet my goal for the week? _____ (yes / no)

If no, why did I not obtain my goal?

If yes, what supports / strategies did I leverage in order to achieve my goal?

What might I try to do differently next week, in order to increase my effectiveness?

USE YOUR CHARACTER STRENGTH IN A NEW WAY HOMEWORK

INSTRUCTIONS: You are to choose one or two of your VIA Top Five Character Strengths, to use in a new way, everyday, until next session.

PARTICIPANTS ARE TO PAY CLOSE ATTENTION TO THE FOLLOWING (AND BE PREPARED TO DISCUSS THE FOLLOWING DURING NEXT SESSION):

- 1) How did you determine which character strength to apply to your life? Did you choose your top character strength? If not, how did you select a strength to use?
- 2) How did you determine which situation you would apply your character strength to?
- 3) What was the result? Did your strength application produce the intended result? Did you feel more efficacious (effective) at the task?
- 4) How might you apply this strength to future tasks and life events?

SOME EXAMPLES ARE AS FOLLOWS:

Sue had the top strength of Appreciation for Beauty and Excellence. She generally did not like mundane tasks, such as filing at her office or organizing her desk, etc...She determined she would use her top strength of “Appreciation for Beauty and Excellence” in a way that would make these tasks more enjoyable. She strove to see filing and organizing as a way to “beautify” her environment. By paying close attention to detail and striving to create a better-organized filing system – and desk space, she was, not only helping to beautify her environment, but, also, striving for excellence.

ANOTHER EXAMPLE: Bob hates conducting job searches. The third strength in his “Top Five” is “persistence”. Bob determines he will use this strength in his job search. He sets concrete goals for himself, to obtain at the end of each day. By the end of the first day, he intends to do the following: apply to at least eight potential employment locations, reach out to at least three networking contacts (via phone, email, or in-person), as well as conduct research on – and name three potential companies he would like to work for. By setting concrete goals, Bob ensures that he can leverage his persistence to attain those goals, despite numerous, daily obstacles, including his bias against the job search process.

INSTRUCTIONS FOR USING THE MOTIVATED SKILLS ONLINE CARD SORT

Adapted from <http://www.CareerPlanner.com/Default.cfm>. Retrieved on November 25, 2014.

PART 1: SKILL ENJOYMENT

- 1) For each skill, place in one of the five stacks, according to how much you enjoy or do not enjoy using that skill. If you have never used that skill, sort according to how much you *think* or *imagine* you would enjoy using that skill.
- 2) When sorting, do not think about how *good* or *proficient* you are at the skill. This sort is to be based solely upon how much you would enjoy using this skill.
- 3) If there is a skill you really enjoy, place that skill at the top.
- 4) Likewise, if there is a skill you really do *not* enjoy, place that skill at the bottom of the stack.
- 5) If there is a skill you potentially could enjoy, but you have not used it, place it near the top of the stack.
- 6) Make sure there are at least five cards in the top – and at the bottom stacks.
- 7) Do not worry about the order of the cards in each stack.

PART 2: SKILL PROFICIENCY

- 1) In this section, you will be considering the cards, according to how good you are at the skill.
- 2) Drag and drop each card onto one of the three categories. (Highly Proficient, Competent, Lack Desired Skill Level)
- 3) Highly Proficient means you consider yourself to be extremely good at the skill.
- 4) Competent means you consider yourself to be average at the skill.
- 5) Lack Desired Skill Level means you consider this to be a skill that could be improved.
- 6) You must sort all of the skills into one of the three categories. Make sure there is at least one card per category.

Appendix E

INSTRUCTIONS FOR FILLING OUT THE MOTIVATED SKILLS WORKSHEET:

1) At the top of each of the three columns, please write one of your top Motivated Skills.

2) In the columns beneath the skills, please describe *where* you demonstrated this skill (be specific – “I used this skill working as a secretary for a large law firm in Downtown Los Angeles”).

3) Then, write *how* you demonstrated that skill...i.e: what, specific tasks or activities did you engage in, where you were utilizing this skill? (“I used my skill of computer literacy while providing IT support at a small electronics manufacturing firm.”)

4) Then, write out whether or not you accomplished anything unique because of this skill? (i.e., “I utilized my writing skills to write an essay in high school, which led to my essay being published in the local paper.”)

MOTIVATED SKILL

MOTIVATED SKILL

MOTIVATED SKILL

Appendix F

TIMELINE – FROM BIRTH TO PRESENT

INSTRUCTIONS: Please fill out the following timeline worksheet, starting with your birth year, ending with the present year. Fill in any major life events, paying close attention to the following:

- What major events helped to shape who you are as an individual?
- What major events helped to shape your occupational / educational pursuits? (For instance, if you received an “F” in math and decided from then on, to never pursue any field that necessitated taking math courses, that is a significant life event.)
- Were there individuals who entered your life who significantly impacted the course of your life, professionally / educationally / personally?
- Have you done any traveling, which may have impacted your worldview?
- Identify and provide details for at least FIVE areas of your life, in which you leveraged your top character strengths. Identify which character strength you used. Identify how you used it, in order to navigate a situation / circumstance. (For instance, you may have used your top character strength of “love of learning” to motivate you to do well in school, despite having to work full-time, while you carried a full course load.)
- Identify and provide details for at least FIVE areas of your life, in which you leveraged your top Motivated Skills. Identify which Motivated Skill you used. Identify how you used it: What was the situation? What, specific tasks did you use the skill in? (For instance: I used my motivated skill of “Motivation” during group assignments, in high school. In my 10th grade History class, I was in a group of five people. We had to create a visual chart / diagram and presentation on the history of immigration in the United States. My group did not want to do the assignment. However, I motivated my group members by emphasizing how good it would feel when we got an “A”. I also helped to determine who was good at what – and assisted people with choosing which tasks they’d like to undertake. In this way, every one on the team undertook a task they felt was most enjoyable and that they were best at.)
- Be specific about the details around your current career transition. Address the following questions: When did the transition occur? What are the circumstances leading to the transition? Are you towards the beginning, middle, or end of your current transition? Where did the transition occur? What strengths can you leverage in order to successfully navigate the transition?

YEAR

LIFE EVENT / MOTIVATED SKILL & CHARACTER STRENGTH USAGE

YEAR

LIFE EVENT / MOTIVATED SKILL & CHARACTER STRENGTH USAGE

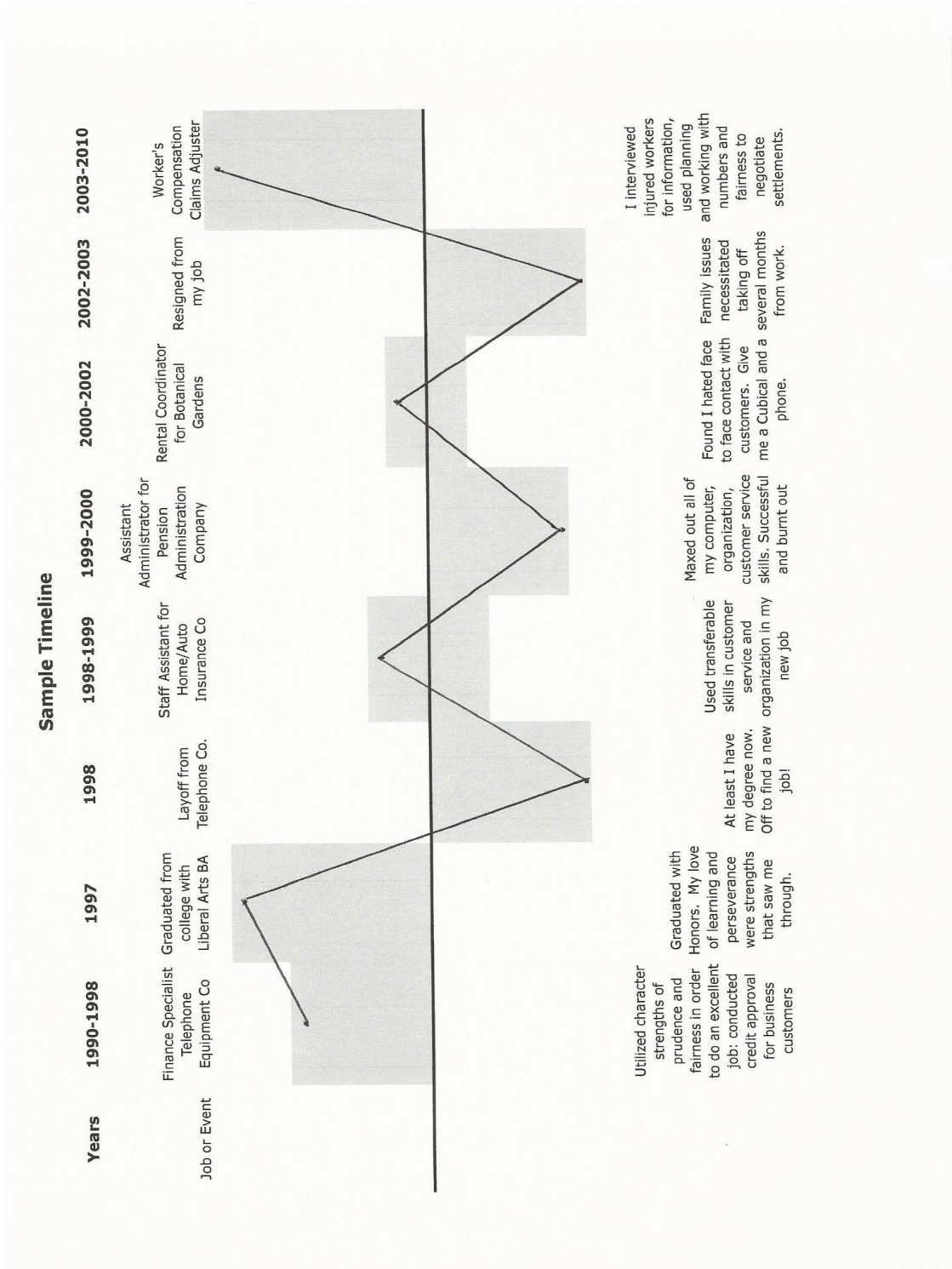
Appendix G

INSTRUCTIONS FOR COMPLETING YOUR TIMELINE

- a. You will create a timeline of your life's events, referring to the rough draft timeline you completed during the week and using the supplied art materials (poster board, glue, yarn, markers, magazines, stickers, colored paper, paint).
- b. After you've completed this exercise, you will then, on pieces of colored paper – or, by writing on the board directly, add notations about where you leveraged your character strengths (in a school situation, job situation, personal life, etc...) and where you utilized your motivated skills (in your educational, personal, or professional life). You need to identify at least five points of times in your life, where you have leveraged your character strengths and five points of time in your life, where you have utilized your motivated skills. (You need to be specific, in your description about how and where you utilized your character strengths / motivated skills.)
- c. You will, also, add more detailed notations about your current career transition that you are experiencing. Be sure and address the following questions:
 - i. When did their transition occur?
 - ii. What are the circumstances surrounding your transition?
 - iii. Are you towards the beginning, middle, or end of your current transition?
 - iv. Where did the transition occur?
 - v. What strengths can you leverage in order to successfully navigate the transition?
- d. Be as creative as you wish!!!
- e. After you have completed your timeline, you will present your timeline to other members of the group (after you return from your break).
- f. You will have 60 minutes to complete your timeline.

Appendix H

SAMPLE TIMELINE



Appendix I

SAMPLE GRATITUDE LETTER

November 25, 2014

Dear Dr. Baxter,

I am writing to express my gratitude for the profound impact you had upon me – and how you helped to shape my passions, interests, as well as my educational trajectory. When I first took your class at the University of Oregon, I had no idea how deeply I'd be affected by the class content, material, and exercises.

However, it wasn't just those things that affected me so significantly. It was your teaching style, passion, deep knowledge, and genuine care / regard for your students, that made the class so effective. After my first class with you, as you may remember, I took as many of your classes as possible. I wanted to learn as much as I could from you.

The Israelis / Palestinians class left a lasting impression on me. I never forgot how it completely opened my eyes to the conflict in the Middle East, as well as the deeply entrenched beliefs on both sides. I was deeply moved by my experience in that class. The "mock peace negotiations" were life-changing. I walked out of that class, a changed person, with a much broader perspective on a very complicated topic.

It wasn't just your classes, however. I remember you spending countless hours in your office with me, talking me through my personal dilemmas. You always lent me such a warm, sympathetic ear. I know you must have been really, really busy – and, yet, you were always ready with a kind word or reassurance. So much so, that I "adopted" you as my "Oregon mom".

Because of you, I have continued to follow the news of the conflict in the Middle East. I no longer view the conflict in simplistic terms. I often hear people, on either side, make comments about those “others”. My perspective has so profoundly shifted, due to all your teachings, that I no longer can ascribe to such a simplistic view of so complex a dynamic as human conflict and ethnic relations.

I have always aspired to “be like Dr. Baxter” when I grow up. I would love to positively impact the lives of others and will, hopefully, someday, be able to teach at the university level. I will never forget your kindness, dedication, and passion. You really are an amazing professor, as well as human being.

As John F. Kennedy said: “As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them.” I hope to make you proud and to live by all that you taught me.

In Gratitude,

Mary Smith

CREATING A 30-SECOND ELEVATOR PITCH

WHAT IS AN ELEVATOR PITCH? An Elevator Pitch refers to the amount of time it would take for you to “pitch” yourself during the course of a normal elevator ride. An Elevator pitch is a brief summary of who you are, what you’ve accomplished, what strengths you have to offer, and where you would like go in the future. An elevator pitch has one aim – to market YOU! Be sure and keep your points relevant, so that the listener can easily see what you can offer him or her!

OPENING LINE (WHO ARE YOU?): This is an introductory line, where you tell the listener your name and, even, a small fact about yourself (such as where you were born / where you grew up)

THE PAST / YOUR STRENGTHS / ACCOMPLISHMENTS: In this part of your elevator pitch, you will talk about your past experience. You are summarizing and focusing on the big picture here. Be sure to address these points (if applicable):

- How did you become interested in this industry / line of work?
- Where did you go to school or college?
- What sort of experience have you had – where did you gain this experience?
- What are your strengths? How have you demonstrated those strengths in the past?
- What are your skills – and how have you demonstrated those skills in the past?

THE PRESENT / YOUR STRENGTHS: In this part of your elevator pitch, you will be talking about the present. You can include the following points:

- What are you doing now? (and why are you in this industry or field?)
- Why are you presently looking for additional work?
- How are you currently demonstrating your strengths?
- How are you currently demonstrating your skills?

THE FUTURE: Talk about where you would like to, what is your targeted position or role?

- Identify / specify your targeted position: who is the population you’d like to work with? What is your ideal position? In which industry?
- Here you talk about how you can leverage your strengths / skills / education / experience / accomplishments to benefit a position within the targeted industry.

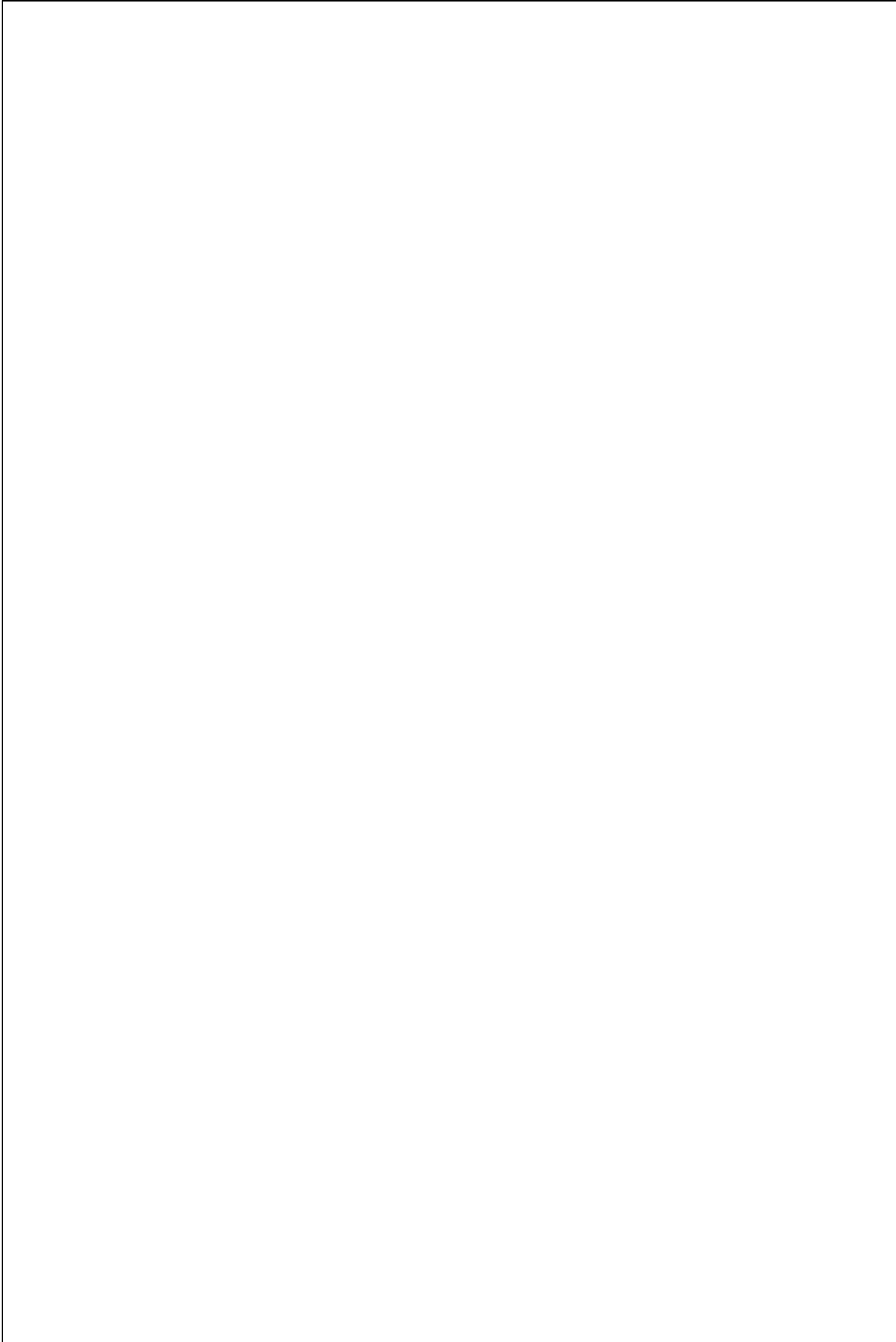
OPENING LINE (WHO ARE YOU?):

THE PAST:

THE PRESENT:

THE FUTURE:

Ta-Da!!! NOW, PUT IT ALL TOGETHER!



Adapted from the exercise developed by Michele DeRosa (used by permission)

ELEVATOR PITCH SAMPLE #1

Hello. My name is Mary Fineman. I've lived in Los Angeles for most of my adult life, but I actually grew up in Hawaii! I've always been very good at math and science. When I was in elementary school, I won two first place prizes in two different school fairs, for best science project! It was very unusual in my school, for a girl to be so interested in the sciences. From there, I continued to really love math and science. I took Advanced Placement STEM classes all through junior high and high school.

A few years ago, I applied – and was accepted to Cal State Los Angeles. I love the scholastic environment here and the dedication to excellence in the sciences. After one semester, I declared my major to be Microbiology – and I've been falling in love with the subject ever since.

I would love to, someday, apply my education, skillset, and passion for microbiology to a position within a research laboratory. That is why I am currently seeking out an internship within a local laboratory. I am specifically interested in labs, which focus on blood-borne pathogens. I hope to apply my commitment to public health, along with my education in the sciences, to an Internship within the Russ P. Hughes Laboratory for Public Health.

ELEVATOR PITCH SAMPLE #2

Hello. My name is Brian Smith. I'm from the San Diego area. I just recently moved to the Los Angeles area. I have always loved outdoor sports. My dad used to take me out surfing every Saturday and Sunday morning, starting when I was five-years-old. Also, I began camping and backpacking with my family when I was a really young kid as well. I'm naturally energetic and have a love of nature and outdoor beauty. When I was in elementary school, I won surfing competitions and was really involved in sports, such as soccer and tennis.

Presently, I'm doing Retail Sales. I'm really good with people and have won Top Sales Person for three straight months! I have a natural ability to talk to just about anyone – and make them feel comfortable right away.

I would love to merge my passion for the outdoors and outdoor sports, with my natural sales abilities and interpersonal skills. This is why I would love to obtain a position with Fred's Sport and Camping Equipment. I know so much about sporting equipment and camping equipment, having participated in both activities my whole life. And, I have an excellent Sales record. I would love to bring these abilities to benefit a position with Fred's!

COMMON INTERVIEW QUESTIONS

(from the Beit T'Shuvah Career Center)

Used with permission, from Alison Goldberg, Director of Career Services, of the Beit T'Shuvah Career Center.

How would you describe yourself?

How do you determine or evaluate success? Give me an example of one of your successful accomplishments.

How would you deal with an angry customer?

What has been your most rewarding accomplishment?

What was the toughest challenge you've ever faced? How did you deal with it?
What was the outcome

How would you describe yourself in terms of your ability to work as a member of a team?

Tell me about your strengths. Give specific examples. How do these strengths help you at work?

Tell me about a major problem you recently handled. Were you successful in resolving it?

What personal weakness has caused you the greatest difficulty in school or on the job?

Given the investment our company will make in hiring and training you, why should we hire you?

Give me a specific example of a time when you used good judgment and logic in solving a problem.

Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.

Recall a time from your work experience when your manager or supervisor was unavailable and a problem arose. What was the nature of the problem? How did you handle that situation? How did that make you feel?

Tell of some situations in which you have had to adjust quickly to changes over which you had no control. What was the impact of the change on you?

Describe some times when you were not very satisfied or pleased with your performance. What did you do about it?

What kind of supervisor do you work best for? Provide examples.

Describe a situation that required a number of things to be done at the same time. How did you handle it? What was the result?

Tell of the most difficult customer service experience that you have ever had to handle -- perhaps an angry or irate customer. Be specific and tell what you did and the outcome.

Give an example of when you had to work with someone who was difficult to get along with. Why was this person difficult? How did you handle that person?

Tell me about a time when you failed to meet a deadline. What things did you fail to do? What were the repercussions? What did you learn?

Some people consider themselves to be "big picture people" and others are detail oriented. Which are you? Give an example that illustrates your preference.

Describe a situation when you were able to have a positive influence on the actions of others.

On occasion we are confronted by dishonesty in the workplace or in school. Tell about such an occurrence and how you handled it.

What motivates you to go the extra mile on a project or job?

EFFECTIVE INTERVIEWING STRATEGIES

DO YOUR RESEARCH: Before you go in for the interview, make sure you conduct thorough research on the employer, the person who will be interviewing you, and the job opportunity. You should know the needs of the organization, the requirements of the job, as well as the background and position of the individual / person who will be hiring you. The more research you conduct, the more you will know about the organization's needs (as well as your supervisor's) – and how you can provide effective solutions, to meet those needs. You can determine a lot of this information via the internet. For instance, be sure and familiarize yourself with the company's website. Pay attention to its mission. You can determine more about the hiring manager's background, by searching LinkedIn for his / her profile. You can look at competing organizations' websites, within the local area, in order to further determine the organization's needs.

REVIEW COMMON INTERVIEW QUESTIONS & PREPARE YOUR RESPONSES: Before you go in for your interview, look over some frequently-asked interview questions – and prepare some responses. Be sure and tailor your answers, according to the research you've already conducted. You want to make sure that you are marketing yourself well – and demonstrating to your potential employer that you offer solutions, which will fit that organization's needs.

DRESS FOR SUCCESS: Review the company's website, in order to better determine the organization's culture. If you are unsure, it is always best to "dress up", rather than "down". Don't dress too colorfully. However, if you are wearing non-descript, neutral tones, you can add a colorful brooch – or, something else that is small, but colorful. In this way, you have an item which will make you more memorable to your interviewer/s.

ARRIVE EARLY: You should plan on arriving about 15 minutes early for your interview. (Don't, however, arrive any earlier than that, as you don't want the interviewer to feel "rushed" to interview you any earlier than the agreed-upon time.) Think about your driving route. Will there be much traffic? Will you be driving during rush hour? Take a practice drive a few days before, so that you are familiar with the route and know where the parking is located. In addition, remember these tips:

- Turn off your cellphone.
- Don't chew gum.
- Greet – and be polite to the receptionist.
- Have your résumé / business cards ready and in a professional-looking case.

Adapted from Randall S. Hansen, Ph.D., at: http://www.quintcareers.com/job_interview_tips.html
(Retrieved on November 25, 2014)

POSITIVE ATTITUDE: Go in with a positive attitude. You want to impress your potential boss with your enthusiasm for the potential job – and overall positive affect. Shake his / her hand firmly, while making eye contact. Remember: there is no price that can be put on internal motivation and enthusiasm for the job. Demonstrate that through your body language and responses! Additionally, never badmouth an old employer! No matter how bad your experience was, always talk about every experience in a positive light. It will only reflect poorly on you, if you speak negatively of an ex-employer.

BE RELEVANT, FOCUSED, CONCISE: Every response you give is an opportunity to market yourself. Be sure to remain authentic and answer each question truthfully and honestly. Listen carefully to the questions and provide responses, which demonstrate how you (your background, education, skills, strengths, and passions) are uniquely qualified to benefit that organization and the offered position. This is the reason it is so effective to practice answering interview questions before the interview. You have time to prepare concise, relevant responses before you go in for the interview.

ASK RELEVANT, THOUGHTFUL QUESTIONS: Be sure and prepare beforehand a few thoughtful, relevant questions (based upon the research you conducted). In addition, you can ask questions, related to what was discussed during the interview. By asking questions, you are demonstrating your interest in the position – and the organization.

CLOSING THE DEAL: Throughout the interview, you have, hopefully, continued to market yourself, demonstrating to the interviewer why *you* uniquely qualified to fulfill the position. At the close of the interview, be sure and ask what the next steps in the process are and the anticipated decision-making timetable.

THANKING THE INTERVIEWER/S: After the interview, be sure and send a “thank you” card, demonstrating your appreciation for the interview – and continued interest in the available position. Make sure the card is simple and professional (no loud graphics or pictures on the front). In order to demonstrate that you were paying attention, it can be helpful to include a relevant article or link to a website. The article / links must be relevant to a topic that came up during the interview – or, to the organization itself. In addition, you can use the “thank you” letter to elaborate on or clarify anything that may have come up during the interview – that you felt you could have been clearer about – or, have provided a stronger response to.

Sometimes, the hiring decision will happen so quickly, that your card would arrive after decision has been made. In this case, it is best to send an email.

Appendix N

What to wear at an interview

By Corinne Mills, Managing Director of Personal Career Management
(with permission to use)

(Retrieved from <http://www.personalcareermanagement.com/what-to-wear-at-an-interview.php> on November 27, 2014)

Whether you like it or not, your personal appearance will be judged as an expression of who you are and your approach to your work.



This does not mean that interviews are a beauty parade. However, your clothes, hair, shoes etc. will be viewed as indicators of your status, self-confidence, self-care and self-worth. Interestingly enough, if you get the image right, it is likely to be noticed but not necessarily remarked upon. The recruiter will just feel that you “look right”. However, if you get it wrong, then it can be difficult or even impossible to overcome the employer’s negative preconceptions about you. The right image is going to be one that helps the employer easily visualize you as one of their team and reassures them you could represent the company appropriately as a member of their staff. If you are unsure, you can always ask the Manager or HR what the company dress code is or see how people are dressed on their website or corporate literature.

Below are our top tips on how to dress for interview success:

If your interview outfit is more than a year old, then invest in a new high quality outfit, which is impeccably cut, fits you perfectly and in which you look great. For management or executive roles then you need to look the part and the suit needs to be of the very best quality to reflect your status. Looking good will also help you feel good.

Aim for a “contemporary” rather than a “classic” look if you are trying to convey a more dynamic, creative, high energy impression. If you look modern and up to date, then they will assume that you are too. This is also important for more mature candidates who worry that they may be seen as “past it”. What you may think looks “on trend” may not be, so it’s always useful to seek advice on this.

If you are applying to a very traditional organization, then they are likely to have a stricter dress code, e.g., pin-stripe suit. In this case, try to echo the “in-house” style to reinforce the impression of you as a safe pair of hands and “one of them”.

Organizations with a casual dress code are perhaps the most tricky, regarding an interview outfit. Wearing a tie could be a major faux pas. A smart coordinating outfit rather, than a suit may be more appropriate. Jeans rarely are suitable even if worn by the majority of the staff on an everyday basis. Ask before the interview, to make sure.

All interview outfits should be clean, free of dog hairs, deodorant marks, fraying hems or straining zips and buttons. The interviewer is going to be sitting and staring at you for an hour and they will notice every sartorial flaw.

By Corinne Mills, Managing Director of Personal Career Management (with permission to use)

(Retrieved from <http://www.personalcareermanagement.com/what-to-wear-at-an-interview.php> on November 27, 2014)

Accessories are equally important. Briefcases and handbags should be smart and the contents well-organized. Pens should be decent quality. Business cards should be pristine, ideally in their own holder.

Make-up and jewelry for women should be subtle and unfussy. Heels are fine but should be comfortable for walking. Skirts and tops should not be too revealing.

Have your hairstyle updated with a neat but modern style which is easily manageable. This can instantly enhance your appearance. Women who color their hair should ensure it is freshly done for the interview.

Good grooming. Men need to be clean-shaven, or have their beards, etc closely trimmed rather than straggly. Clean fingernails, fresh breath, shiny shoes, deodorant are all essential rather than afterthoughts. Use aftershave or perfume sparingly as it can be quite intense in a small interview room. It is very difficult to be objective about how you look and the impression you make. People who are close to you are likely to reassure you because they don't want to hurt your feelings and therefore it is difficult to know whether you need to do some work on this or not. However, it is fairly easy to get some good objective advice. Hairdressers are usually only too happy to suggest a new haircut, but consider changing hairdressers if necessary. You can also often get good advice from the personal shoppers at large department stores, a service which is usually free. Alternatively, consider speaking to an image consultant if you think you need a radical overhaul.

By Corinne Mills, Managing Director of Personal Career Management (with permission to use)

(Retrieved from <http://www.personalcareermanagement.com/what-to-wear-at-an-interview.php> on November 27, 2014)

Is it worth it?

Your personal image will strongly influence an employer's perceptions of your capabilities, your approach to work and how well you will fit in with their organization. Get the image right and you will find that the employer is already pre-disposed towards you and open to being convinced that you are indeed the right person for the job. Get it wrong and you will have an uphill battle.

Summary

Invest in a new interview outfit • Look like someone who already works there • Pay great attention to grooming (e.g., hair etc) • Ensure briefcases and handbags are smart

- Get objective feedback from others

By Corinne Mills, Managing Director of Personal Career Management (with permission to use)

(Retrieved from <http://www.personalcareermanagement.com/what-to-wear-at-an-interview.php> on November 27, 2014)

**EXCERPTS FROM THE BOOK: *DEALING WITH DIFFICULT PEOPLE:*
*How to Deal with Nasty Customers, Demanding Bosses, and Annoying Co-workers***

By: Roberta Cava

(With permission to use. These excerpts are intended solely for this workshop and are not to be distributed in any other fashion, unless with the express consent of the author.)

PARAPHRASING

Paraphrasing is to express meaning in other words; to rephrase; to give a message in another form or to amplify a message.

We normally use paraphrasing for such simple things as repeating telephone numbers when taking a message. If you simply repeat the person's message, that's parroting. If you ask yourself what the person means and ask for confirmation of your understanding of their message, that's paraphrasing. Of the two methods, paraphrasing is much more effective.

The use of paraphrasing is essential when two people are conversing at any time. Unfortunately, when information isn't clear to us, we often make assumptions. We don't confirm with other people that what we *thought* they said was what they really meant us to understand.

For example, you are receiving instructions on how to get to someone's house. You neglected to use paraphrasing to confirm that you have understood the directions and you end up completely lost. Sound familiar?

Here's an example of two people talking but not understanding each other:

Bill: *'Jim didn't get that job he wanted.'*

Jennie: *'He didn't get the job he wanted?'*

Bill: *'Yeah and he's really upset about it.'*

In this conversation, Jennie thought she was using paraphrasing, but all she was doing was parroting what Bill said. Instead, she should have asked herself what Bill's statement *meant* to her. Some of her assumptions could have been:

1. Jim asked for too much money.
2. He was over-qualified for the position.
3. He was under-qualified for the position.
4. He blew the interview.
5. Someone else was better than he.
6. He's probably better suited to a different career.

If she had determined what the statement meant to her (Jim blew the interview) and had used paraphrasing, the earlier conversation would have been more like this.

DEALING WITH DIFFICULT PEOPLE: How to Deal with Nasty Customers, Demanding Bosses, and Annoying Co-workers

By: Roberta Cava

(With permission to use. These excerpts are intended solely for this workshop and are not to be distributed in any other fashion, unless with the express consent of the author.)

Bill: *'Jim didn't get the job he wanted.'*

Jennie: *'You mean he blew the interview?'*

Bill: *'Oh no, he learned that they had already chosen someone else for the position before he applied.'*

Jennie: *'I'm sorry to hear that.'*

Bill: *'Yeah and he's really upset about it.'*

You can see the difference between these two sets of conversations. In the first conversation, Bill and Jennie do not confirm their personal beliefs with each other. Bill believes that Jennie knows Jim didn't get the job because they had someone else chosen for the position. Jennie, on the other hand, believes that Bill has confirmed her conviction that Jim blew the interview. This is why problems occurred later. In a conversation with another friend, Jennie stated that both she and Bill agreed that Jim had blown the interview. She honestly believed that she was speaking the truth to her friend.

This kind of problem arises in many conversations. Ask for more information if you're not sure what the person means or use paraphrasing to bring out discrepancies. You probably use this technique already but haven't been aware of it. If you have ever exclaimed, *'No, that's not what I meant,'* you've already used paraphrasing and maybe didn't even know it! Use it often; it lessens communication problems.

Paraphrasing is also an excellent tool to use when clients are angry at something. If you write down details of the situation you're trying to correct, you're less likely to be spending your energy defending yourself. When the client has given all the information you need to solve the problem, use paraphrasing to make sure s/he knows you understand. The client will likely calm down and give you the opportunity to help.

DEALING WITH DIFFICULT PEOPLE:

How to Deal with Nasty Customers, Demanding Bosses, and Annoying Co-workers

By: Roberta Cava

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FEEDBACK

Feedback is useful in both positive and negative contexts. Examples of positive feedback might include giving recognition for a job well done or paying someone a sincere compliment. In this section, we'll be concentrating on the uses of feedback in dealing with negative or difficult situations.

Use feedback if you've been upset or annoyed by something someone has done. You identify what they're doing that bothers you and give them the opportunity to do something about it. We're being unfair to others when we don't communicate these issues to them.

Consider the following series of events:

- When a person does something that bothers them, a small blip occurs on their 'screen of annoyance.' Because it's only a small blip they decide to say nothing.
- The person does something else that annoys them and another bigger blip occurs on their screen of annoyance.
- The blips soon accumulate and they have a major blow-up with the person.

The most trivial final incident can trigger this response. It's much better to handle each blip immediately and keep it from being recorded on their screen of annoyance. If they have frequent blow-ups, it's likely because they have allowed the blips to accumulate. There are many different situations when it is appropriate to use the feedback process.

For example, you should let others know when you:

- Don't understand what they've said;
- Like something they've said or done;
- Disagree with them;
- Think they've changed the subject or are going around in circles;
- Are becoming annoyed;
- Feel hurt or embarrassed.

Feedback also helps you keep in touch with your reactions, so you can deal with them before they turn into serious negative feelings of frustration, anger, hurt, defeat, fear, depression, dependence, weakness or defenselessness.

DEALING WITH DIFFICULT PEOPLE: How to Deal with Nasty Customers, Demanding Bosses, and Annoying Co-workers

By: Roberta Cava

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Most women are comfortable saying that they have such feelings, but men have been socialized to believe it's a weakness to acknowledge them. This limits their options for expressing their feelings. Many respond as if they're angry - an acceptable reaction among men - when in reality they may feel hurt, defenseless or afraid. Their ambiguous behavior confuses women and widens the communication gap between men and women. When a man appears upset, often a woman will ask, '*What's wrong?*' The man's response is often, '*Nothing,*' or, '*I don't want to talk about it.*' This makes the woman feel as though she's shut out or rejected. This communication gap will be reduced if men stop and analyze what they're really feeling before they react.

Be selective when you use feedback. Always ask yourself first, '*Am I overreacting? Is my reaction unfair or petty?*' Feedback must be immediate and specific - don't save up grievances and don't dump too many things on a person at once. As well, there must be something the recipient of the feedback can do about the problem.

To be effective, there must also be a foundation of trust between the sender and receiver of the feedback. Otherwise, the feedback could be misinterpreted as a personal attack. The recipient may hear only the critical things and react defensively rather than listen to what you have to say.

Here are some general guidelines for giving feedback:

1. *Be sure the receiver is ready.* Give the feedback only when there are clear indications that the receiver is ready to listen to it. If not, the receiver won't hear it or is likely to misinterpret your comments.
2. *Base your comments on facts, not emotions.*
3. *Be specific.* Give quotes and examples of exactly what you're referring to.
4. *Give feedback as soon after the event as possible.* The closer you give feedback to the time the event took place, the better. If you give feedback immediately, the receiver is more likely to understand exactly what's meant. The feelings accompanying the event still exist, so this, too, can help.
5. *Pick a convenient time.* Feedback is given when there's a good chance the person will listen to it. It may not be helpful if the receiver feels there are already other matters that demand his/her attention.
6. *Pick a private place.* Critical feedback given in front of others will be damaging rather than helpful and is a form of bullying.
7. *Request cooperation.* The receiver can consider whether s/he wishes to attempt a change on the basis of your feedback information. You may wish to include that you

DEALING WITH DIFFICULT PEOPLE: How to Deal with Nasty Customers, Demanding Bosses, and Annoying Co-workers

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- would like to see certain changes. You're not likely to be successful if you give the impression of saying, *'I've told you what's wrong with you, now change!'*
8. *Focus on one thing at a time.* When learning how to give feedback, we may sometimes overdo it. It's as though we were telling the receiver, *'I just happen to have a list of reactions here. Let me read them off to you.'* The receiver would naturally prefer time to consider each item and may object to your overwhelming expectations.
 9. *Be helpful.* Always consider your own motives for giving your opinions. Are you trying to be helpful to the receiver or are you unloading some of your own feelings? Are you using the occasion to try to get the receiver to do something that benefits only you? For example, if you're angry and wish to express it, say so – but include a description of the behavior that caused your anger.
 10. *Encourage the recipient to provide feedback in return.* Giving feedback can become 'one-upmanship.' Because the giver has focused on the person's potential for improvement, the receiver goes away feeling as though s/he is 'not as good.' The exchange will be better balanced if the receiver has a chance to include some of his or her own feelings and concerns.
 11. *Concentrate on what can be changed.* Feedback should be about things that can be changed if the receiver chooses to do so.

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PERSONALITY CONFLICTS

Sometimes the chemistry between you and a co-worker is just wrong. Normally you would just avoid such a person but personality conflicts can be serious if your job requires you to work together.

'I don't get along with my co-worker and my boss won't do anything about the situation. We're at each other's throats all the time.'

The first thing you could do is try to get the other employee to talk to you about the problem. You could start by saying, *'Jim, we're always at each other's throats. This is affecting our productivity and both our chances for advancement in this company. Can you think of anything we can do to stop the problem we're having?'*

If the initial attempt fails, you should then approach your supervisor directly. Start by saying, *'I have a problem and I need your help in solving it. Jim and I seem to be on different wavelengths and we're always at each other's throats. I've tried to resolve our differences, but it doesn't seem to have worked. Can you suggest anything I can do to help us get along better and be more productive?'*

If the conflict really is affecting your and Jim's productivity, your supervisor needs to be aware of it. It then becomes the supervisor's responsibility to resolve the problem.

SCENARIO ONE

INSTRUCTIONS: Your group will be composing, rehearsing, and presenting a skit, detailing the scenario outlined below.

Time: You will have 10 minutes to perform your skit. You will be presenting *two different versions* of the same scenario. The first version will be demonstrating an ineffective way of handling the situation. The second version will be demonstrating an effective way of handling the situation. For this skit, you will be referring to the Paraphrasing portion of the reading (from the book: Dealing with Difficult People).

Roles: You will need to determine the following roles for your skit: writer and performers. Two optional roles are: director and "stage hands". Not everyone has to perform in the skit, should they not wish to. However, every group member is expected to contribute to, and participate in, some aspect of the skit composition, rehearsal, or performance.

Scenario Outline (first version):

Dependent on how many individuals are participating in the play's performance, two to four co-workers have a discussion about a work-related event. In this version, you will be demonstrating a miscommunication, due to a lack of clear communication.

***Again, refer to pages one in the excerpt from the book, Dealing with Difficult People, in order to compose an appropriate skit, demonstrating a miscommunication in the workplace.*

(second version):

Again, dependent on how many individuals are participating in the play's performance, two to four co-workers have a discussion about a work-related event. In this version, you will be demonstrating how they communicate effectively. The skit will incorporate the excerpt on "paraphrasing", pages one to two, from the *Dealing With Difficult People* excerpts.

**** Have fun! You are welcome to incorporate costumes and props, if you want! You are free to be creative!**

SCENARIO TWO

INSTRUCTIONS: Your group will be composing, rehearsing, and presenting a skit, detailing the scenario outlined below.

Time: You will have 10 minutes to perform your skit. You will be presenting *two different versions* of the same scenario. The first version will be demonstrating an ineffective way of handling the situation. The second version will be demonstrating an effective way of handling the situation. For this skit, you will be referring to the "Feedback" portion (pages 3-4) of the workshop reading.

Roles: You will need to determine the following roles for your skit: writer and performers. Two optional roles are: director and "stage hands". Not everyone has to perform in the skit, should they not wish to. However, every group member is expected to contribute to, and participate in, some aspect of the skit composition, rehearsal, or performance.

Scenario Outline (first version):

Dependent on how many individuals are participating in the play's performance, two to five co-workers are involved in an incident, whereby one co-worker is doing something that is regarded as annoying, inconsiderate, doesn't understand what is being asked of them/said to them, or is feeling hurt by another co-worker's actions. This version of the skit will demonstrate an ineffective way to handle the situation. You will need to incorporate some of the examples on page four, of how *not* to handle the situation.

***Again, refer to pages three to four in the excerpt from the book, *Dealing with Difficult People*, in order to compose an appropriate skit, demonstrating an ineffective way to handle feedback, in the workplace.*

(second version):

Again, dependent on how many individuals are participating in the play's performance, two to four co-workers have a discussion about a work-related event. In this version, you will be demonstrating how to communicate feedback, in a positive way, so that the receiver is not put on the defensive. Again, it is important that the skit references the effective way to deliver feedback, as listed on page four of the handout.

**** Have fun!** You are welcome to incorporate costumes and props, if you want! You are free to be creative!

Appendix R

Evaluation questions and responses (in full)

Questions and Responses by Number

The below lists, in full, the field evaluator's responses to each question, in regards to the structure, utility, and appropriateness of the proposed workshop series. The field evaluator's individual responses are identified with the labeling of "Evaluator one, Evaluator two, Evaluator three, Evaluator four". None of the below responses are by the author.

Question One: Evaluate the appropriateness of the theories and targeted interventions that provide the framework for the proposed workshop series.

Evaluator one. The selection of theories seems excellent for the targeted population. I cannot imagine better. I don't see too many limitations of the selected theories and interventions, but one that truly seems to be missing in the program is any emphasis on occupational research. In considering the overall balance of time allocated in the program, it may be helpful to consider that many recovering addicts have developed decent to excellent skills of persuasion that can be adapted and honed for networking and interviewing purposes. Research skills, on the other hand, and persistence for solitary tasks are more like to be in need of support.

Specific suggestions/feedback for session one interventions. Some examples to accompany the 4S's, as well as a brief explanation about how using the theory might help the group and the participants to accomplish their goals, would be helpful to future facilitators. In regards to the introduction of Positive Psychology (and its accompanying

exercise): very nicely developed, definitely accomplishes the stated objectives. The theory is clearly well-integrated.

The goal-setting exercise in session one is important. However, it does not seem as though nearly enough time has been allocated for this. In 10 minutes, participants might be able to come up with some positive actions to take during the week, but not really figure out the desired personal outcomes that these steps are supposed to accomplish. One of the common characteristics of the population is impulsivity, or acting without thinking about the consequences. Rushing the goal-setting would tend to reinforce this unproductive trait. On the other hand, spending time identifying desired outcomes and then identifying actions that could lead to the outcome should increase self-efficacy and internal locus of control.

The homework in session one is nicely developed and structured. It helps reinforce the concepts covered in the group. It is very helpful to provide examples. “Bob”, however, would have to be a very high achiever to get all that accomplished in one day. It might be wiser to use a more realistic plan for an addict in early/mid recovery, so that participants are less likely to set themselves up for failure. The Accountability Partners are a very useful idea to facilitate participant follow-through.

Specific suggestions/feedback for session two interventions. In regards to the three good things exercise: while this may be beneficial, it may contribute less to the career related outcomes of the group. Also, I am guessing that gratitude is emphasized as a recovery strategy from the early part of the treatment program. Your participants may well be already versed in the benefits of gratitude. Also, two minutes is too short for all the participants to share (at the end of the session).

Specific suggestions/feedback for session three interventions. The timeline is an excellent exercise for focusing on strengths and preparing to focus on the future. A review of the past is likely to bring up grief and, perhaps, trauma. Fortunately, the participants have therapists. It might be useful to let therapists and counselors know in advance that the exercise will take place.

Specific suggestions/feedback for session four interventions. The “my best future self” exercise is a fantastic exercise. The exercise is very engaging. However, participants will not have the benefit of very much information about possible occupations, so their projections may be rather unrealistic.

Specific suggestions/feedback for session five and session six interventions. The gratitude letter definitely works to accomplish the stated outcomes of increasing participants’ supportive environment and overall positive emotion. Participants are likely to find this very engaging. It would be possible to assign the writing of this kind of letter as homework, and save precious in-group minutes for debriefing and further educating participants about networking. In regards to the interviewing in session six, it seems that it would be important to discuss and practice ways to address matters such as criminal convictions, gaps in employment history and other concerns that the employer is likely to have.

Specific suggestions/feedback for sessions seven and eight. The managing workplace relationships skit exercise is an extremely valuable exercise given the typical challenges of the population. Participants should be able to have fun with this and end the program on a high note. It seems that it would be important to ask each participant to

anticipate their greatest personal challenges with workplace relations, and to create specific strategies for managing these in advance.

Evaluator two. The theories and interventions are, by and large, appropriate for the target group: eight-to-ten adults between the ages of 28-45, after being unemployed for a minimum of six months. The workshop attempts to account for differentiation among the population, including race, gender, ethnicity, and socio-economic status. Because the sessions demand eight consecutive weeks of participation (two full months), the addiction treatment program would have to accommodate and account for long-term residence, and groups would need to be aligned regarding their time together in-treatment. This could be a significant challenge, as many treatment centers do not extend care for the duration of time that this program necessitates. This may be especially poignant due to the fact that this program would not be something that residents immediately start upon entering treatment. Consideration to doing fewer than eight sessions may be worthwhile.

The most significant limitation of the workshop is that it does not explicitly account for intellectual and professional differentiation. While it is true that the target age is reduced to a seventeen year gap (i.e., as opposed to 18-45), there may be enormous variations in participants' prior educational advancement and professional experience. Addiction is indiscriminate as to whom it affects, and there are many successful people who also enter treatment, such as lawyers, physicians, and business professionals. That is to say, the workshop series does not account for the fact that there are those in their early thirties and younger who may never have established a prolonged career path who will be mixed with those who are thirty-five and older and who may have spent over a decade

working as a professional, despite addiction. This disparity of intellectual and professional progress, which is likely accompanied with psycho-social differences, may be an impediment in the overall group alignment and goals.

Evaluator three. The interventions and exercises meet the needs of the population (as outlined by the theories) very effectively. They specifically deal with those traits and characteristics that are common to this population, such as low self-efficacy, significant transitions, and negative outcome expectations. All three theories, especially Positive Psychology, help clients to re-frame their thinking and develop a more positive outlook on their career transitions.

In regards to the limitations of the proposed interventions and exercises, it seemed like this population would have had to have some work experience, since there was a lot of focus on transitions. Some of the participants might not have enough employment experience to talk about a career transition. In addition, they would be unable to sufficiently engage in the motivated skills exercise, if they had not yet developed their transferable skillsets.

Evaluator four. Successfully seeking gainful employment is a common issue faced by many of those who are new to recovery. Social Cognitive Career Theory provides a useful framework for identifying those specific career development/employment needs that are facing this population. Transition Theory offers a valuable rubric for determining the supports in an individual's environment, as they move through their transitions. In addition, Positive Psychology can be of crucial importance to this population, during a time when they are slowly rebuilding their inner and outer selves. As noted in the chapter one introduction, Positive Psychology not only aids in substance

abuse prevention, but also in the act of employment seeking. I believe the proposed interventions and exercises will effectively meet the career development needs of this population. Many newly sober persons in treatment are facing a myriad of challenges beyond just “not doing drugs”. An eight-week workshop’s intervention strategies, that are formulated based upon selected theoretical frameworks, should serve to assist the participants with becoming adequately prepared to seek gainful employment at the time of the workshop’s conclusion.

Responses to question two: please discuss the effectiveness of the proposed sequence of the workshop series.

Evaluator one. With regards to beginning the workshop series with the VIA Character Strengths assessment: it seems like a good way to set the stage for the program’s emphasis on strengths, by addressing and intervening with self-efficacy development, even before the group work begins. In regards to session one’s introductions and norming: it might be beneficial to cover the policies *before* the first meeting, so that participants have a genuine opportunity to consider their willingness to commit and the opportunity to opt out without incurring the social pressure and/or sense of failure involved in walking out of the first session. The rules, and participants’ potential readiness to commit to them, could be covered and discussed with their regular counselor or therapist prior to signing up. The rules could then be briefly reviewed in the first session. Concerns about the policies and the group as a whole, as well as hopes, could also be productively discussed up front, as a strategy for reducing resistance.

The first part of the meeting begins with a substantial amount of leader talking followed by participant introduction. It might be beneficial to place participant

introductions earlier in the process of session one. This would set the stage for a more interactive, less hierarchical group.

Evaluator two. The specific sequence of the eight-sessions is sound. It moves from abstract theory and psychological attribute identification to more concrete tasks and application. Sessions one and three seem to have some overlap, as they both deal with projecting into the past, present, and future. Although session three primarily addresses skills, there may be some repetition with the collage exercise of character strengths in session one. This may be an intentional reinforcement, but there is a risk of unnecessary redundancy.

Evaluator three. The sequence of activities is in an effective order. By starting the workshop series with the VIA Character Strengths assessment, this will assist participants with seeing themselves in a more positive light. It makes sense for the workshops to then move on to applying those strengths to practical job search/interview exercises. Overall, it's a really effective flow and sequencing of activities and interventions.

Evaluator four. The workshop sequence is properly ordered. The workshop has a flow to it that is in alignment with Positive Psychology. By starting with a strengths inventory, the clients will be set up with a more positive morale boost from the outset. I believe this will better prepare them to be more fully engaged and effectual at participating in subsequent workshop activities and exercises. It makes sense to then have participants assess their skillsets, followed by the vision board/best future self exercise. This progression of activities and interventions will help keep participants in a positive mindset, as they prepare for the interview segment of the workshop series. Job interviews

can be a source of stress for this population. The preceding positive interventions, exercises, and activities will help to bolster participants' confidence, as they move towards this portion of the workshop series.

Question three: will the workshops adequately meet the intended goals and learning objectives?

Evaluator one. The gratitude letter definitely works to accomplish the stated outcome of increasing participants' supportive environment and overall positive emotion. The elevator pitch works well to accomplish the outcomes. Both interviewing exercises are beneficial and accomplish the outcome objectives/stated goals. Overall, the interventions are thoughtfully designed with theory in mind.

Evaluator two. Overall, the workshop sessions meet the stated learning objectives and goals. That being said, it is noteworthy that the sessions are at least two hours long and require additional time for partner homework outside of session time. Therefore, there is a question as to whether the workshops could be more disciplined in time requirement and still meet the same goals and objectives. For example, check-in time twice during the week to discuss strengths and goals between sessions 1 and 2 may be overkill, especially for an abstract topic. The sessions and homework seem to assume a group of highly motivated and focused individuals, when, in fact, many who find themselves in treatment do not express such motivation.

Finally, the first four sessions are largely theoretical and introspective. Given that they occupy a month's worth of work and over eight hours of session time, plus homework, such introspection may be exhausting for the participants. There will be a delay until the workshop pays pragmatic dividends toward career development, which

could cause anxiety and frustration among participants and may interfere with accomplishing goals.

Evaluator three. Yes. The interventions very clearly address the intended goals and learning objectives.

Evaluator four. Yes, they will. As was cited in chapter one, people who are newly sober face numerous hurdles when attempting to obtain gainful employment. This workshop series provides both hard and soft skills related to seeking employment during a time when participants are in a very vulnerable state of rebuilding their lives. Throughout the eight-week workshop series, participants will not only be gaining the hard skills, but also the soft skills, necessary to the successful obtainment and maintenance of future employment.

Question four: evaluate the appropriateness of the assessments used in the workshop.

Evaluator one. In regards to the Knowdell Motivated Skills Card Sort, this is a very useful assessment for a population that will need to obtain employment in the near future. Facilitators may want to use the term “some competence”, instead of “highly competent” when explaining the assessment, given that the focus group population tends toward low self-efficacy. Some participants might not think they are highly competent at anything; others may tend towards self-aggrandizement as a defense against feelings of inadequacy.

Evaluator two. The assessments described in each session of the workshop are largely project and performance based, with periodic check-ins. Project and performance

based assessments are commendable. Two such projects, in sessions five and eight, however, raise questions.

In session five, the gratitude letter is a project intended to induce a sense of support and positivity for participants that are on the path of recovery. However, writing a letter to someone can also be very risky for some in recovery. That is to say, many in treatment centers have burned bridges and caused wreckage while in the cycle of their disease. Many have to make amends (e.g., financial, emotional) to all sorts of people including family members, friends, and former employers. Many participants may not have yet made their amends at this point in recovery or “come out” as addicts and such a letter may not be appropriate for the people to whom they should be writing it. This exercise may, in fact, evoke negativity rather than the positivity intended in the goals.

In session eight, participants are asked to prepare a ten-minute skit. First, ten-minutes is very long for a skit. Most skits do not last longer than five-minutes. Preparing such a skit of any real quality for that duration is a huge endeavor and may be unrealistic to demand. Moreover, preparing a skit can be a situation rife with manipulation and problems. Some people find themselves alienated in this form of cooperative learning, while others take on unwarranted “leader” roles, which leaves other participants feeling frustrated. Skits, even for adults, require very specific roles and instructions. Lastly, the material for the skits was not presented in this document and, therefore, the content of the performance and assessment cannot be evaluated at this time. Obviously, content of the scenario to be enacted will be critical to achieving the learning objectives, as the mere process of the performance will be only a part of the learning.

Evaluator three. The assessments are really appropriate. It is very valuable for this population to have an understanding of their strengths, as they continue through the recovery process. A lot of them are missing that information about themselves, as they have focused solely on their deficits. They can use the character strengths information in a variety of different settings. The usage of the motivated skills is also effective and will work well with this population.

Evaluator four. The VIA Character Strengths assessment will focus on strengths, instead of participant weaknesses. As such, it is an effective tool for usage with the focus group. The Motivated Skills Card Sort is also an appropriate assessment. Together, and in conjunction with the principles of SCCT, Transition Theory, and Positive Psychology, these assessments will serve to help participants to bolster their morale, engagement, self-esteem, and self-efficacy. This is especially critical for this population, as they are often confronted with a plethora of negative consequences “catching up with them” during early sobriety. Because of this extremely vulnerable period of time (for the focus group), these positive assessments and exercises will positively impact the focus group’s personal recovery and career trajectories.

Question Five: Will the exercises, format, and structure of the workshop series engage its participants?

Facilitator one. The following will be very engaging for the focus group: the time line exercise, best future self (i.e., the writing exercise/vision board), the gratitude letter, the elevator pitch, mock interviewing exercises, and the interpersonal relationship skits.

Facilitator two. Generally speaking, the workshop is on track to being successful in engaging its participants.

Facilitator three. The challenge may be to capture the audience’s attention for eight weeks, without concrete outcomes, such as paid employment. The activities themselves will be engaging and will retain the participants’ attention. The evaluator recognizes that the author understands this already: it is a lot of information to attempt to “squeeze” into an eight-week workshop series. There needs to be more time to process what comes up for the group, as new information, assessments, and exercises are introduced.

Evaluator four. The workshop series is set up in such a manner, that its newly sober participants will remain engaged. Many of the workshop activities are creative, as well as fun in nature (e.g., the vision board, skits, timeline). This will help to keep participants engaged and interested, especially in a time when they are required to attend other groups, which are seemingly “less fun”. Frequently, these other groups focus on such topics as: former childhood trauma, financial/relationship struggles, etc. Furthermore, many of the proposed workshop activities are social in nature, and require cooperation among the participants. The Accountability Partner is a particularly effective exercise, as it will help to keep participants accountable and engaged.