

The Chaos Theory of Careers

Jim Bright
CDANZ, Auckland, August 31st 2016



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Agenda

1. The Chaos Theory of Careers - what is it?
2. Key concepts
3. Evidence for the Chaos Theory of Careers
4. How can I apply it with clients - Counselling Chaotically
5. How can I apply it with clients - some tools and techniques



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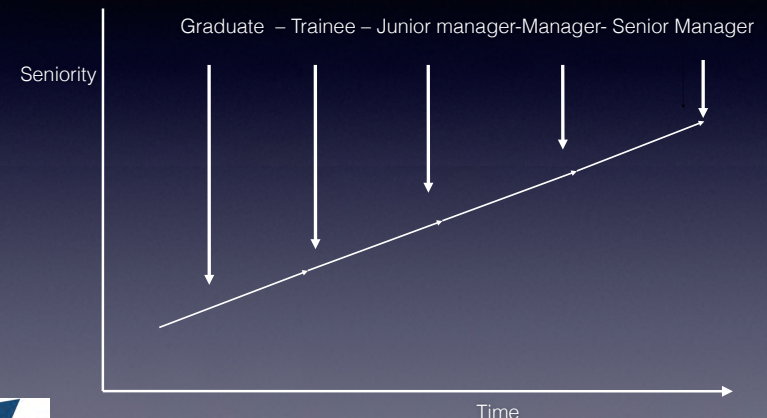
Careers are no longer linear



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A Traditional Linear Career



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“We delight in the beauty of the butterfly, but rarely admit the changes it has gone through to achieve that beauty.”

– Maya Angelou



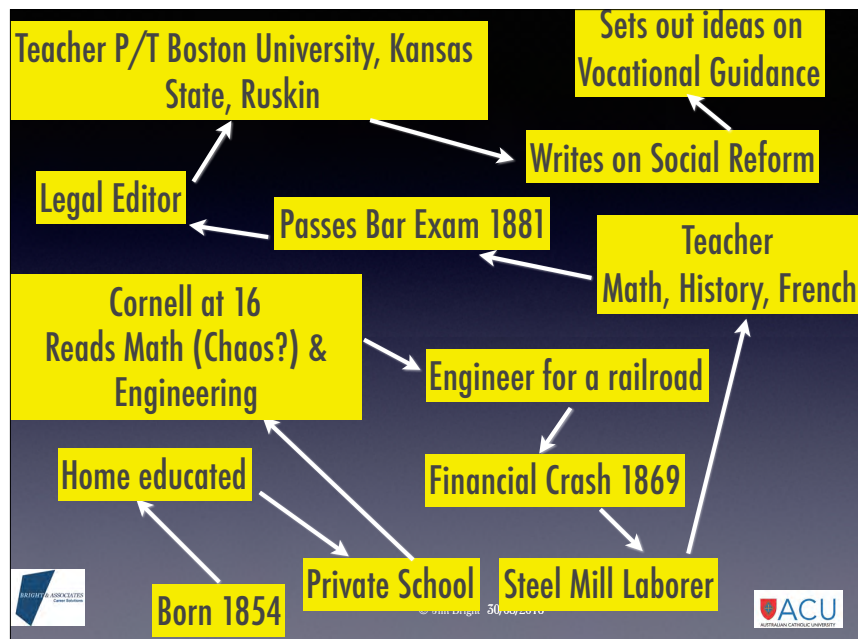
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The ‘founding father’ of Career Development Frank Parsons did not have a linear career...



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Frank Parsons as Chaos Theorist

From “Choosing a Vocation”, 1909

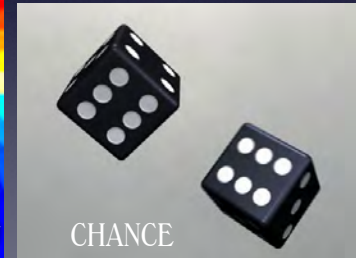
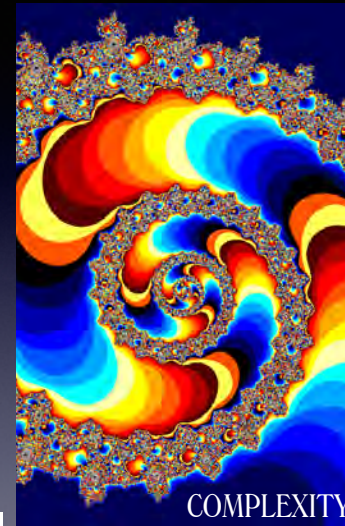
- “We guide our boys and girls to some extent through school then drop them in this **complex** world” p4.
- “Boys generally drift into some line of work by **chance**, proximity, or uniformed selection” p4.
- “A man cannot be fully successful, nor secure against **change constantly** occurring in the industry, unless he knows a good deal besides the special knowledge applicable to his business” p12
- “the fundamental question that outranks all the other is the question of **adaptation**” p13



why are careers chaotic?



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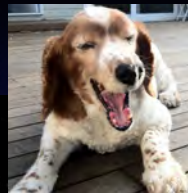


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A tale of ping pong, puppies, predictability and chaos

or why
complexity
makes
prediction
tricky



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Ping pong pooch!



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A refreshing response to overconfident predictions



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Good Theories

- provide a compelling account of **reality**
 - and therefore an account of career development
- provide an overarching philosophy to **guide practice** and education
- provide a guide for **concepts to privilege** and prioritise
- provide **practical intervention strategies**
- provide evidence of **outcomes**
- and assist and **improve practice**



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Nobody likes being told to grow up



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Growth?
Exploration??
Establishment???
Maintenance????
Decline?????!!!



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The Reality



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A Wilder
Lemon?
(Jack)



or Marxism
(Groucho)



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The Chaos Theory Of Careers



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Nobody likes being put in a box



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Person-job Fit models a compelling account of reality?

provide a compelling account of reality	reality is reducible to predictable elements	X
and therefore an account of career development	jobs and people are stable	X
provide an overarching philosophy to guide practice and education	match people to jobs	X
provide a guide for concepts to privilege and prioritise	personality, interests, traits, matching	X
provide practical intervention strategies	test and tell	X
provide evidence of outcomes and assist and improve practice	Arnold (2003)??	X



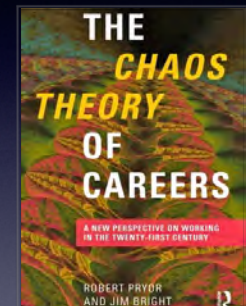
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Chaos Theory of Careers and Shift

Modern Career Paths involve:

- Change
- Complexity
- Chance
- Uncertainty



(e.g. Pryor & Bright, 2003ab, 2007, Bright & Pryor, 2005, 2007, 2011)



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People are complex dynamical systems living in complex dynamical systems



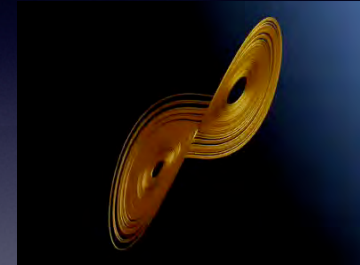
- change is constant
- change is unpredictable



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Lorenz, Chaos, Weather & Prediction



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Non-linearity

A tiny change in the initial conditions leads to a dramatically different outcome

In this case the change was
 $C = C + 0.01$ between A and B

Lorenz

Modified Lorenz attractor. It is defined by the following 3 differential equations:

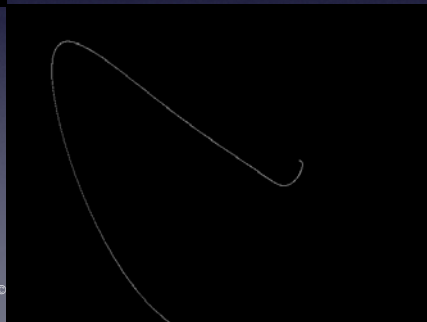
$$dx/dt = -ax + ay$$

$$dy/dt = cx - y - xz$$

$$dz/dt = -bz + xy$$

values $a = 10$, $b = 28$, $c = 3.98$ from 3.98

$$x = y = z = 1$$



A butterfly flapping its wings can be enough to turn your world upside down



How Franco got his mojo courtesy of lax excess baggage regulations c.1936



José Sanjurjo



General Franco



21st Century Challenge: the need to balance order and change



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Chance



unplanned and unpredictable events and experiences that are often crucial and sometimes determinative in the narrative of people's careers.



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Chance Events

- Being in the right place in at the right time
- Being in the wrong place at the wrong time
- An unplanned work or social interaction
- An unexpected injury or illness
- An activity you unexpectedly enjoyed / did not enjoy
- An unexpected insight/message/vision/calling
- An unplanned move or change or residence



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Closed and Open systems

- The unexpected will not happen
 - Life should be fair
 - Disregard contingency
 - Confidence in order & the past predicting the future
 - Personal control
 - Exceptions = errors
- ✓ The unexpected can happen
 - ✓ Life → no guarantees
 - ✓ Contingency planning
 - ✓ Recognize phase shifts
 - ✓ Human limitations
 - ✓ Exceptions → opportunities



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Risk as Endeavor



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but reality can be different...



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Even the best plans do not always work out



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Elements of Change

- Acknowledging Continuous Change
- Acknowledging Limitations on Control
- Acknowledging Scaleability (Taleb, 2006)
- Acknowledging Radical Change
- Learning to see patterns in change
- Understanding strengths and WEAKNESSES of:
 - Goals, Roles, and Routines
- Appreciating creative possibilities in change
- Seeing the bigger picture

The Shiftwork Challenge...

- Help others to confront complexity, change and chance
- Help others to change their thinking
- Help others to become more personally creative

Expert and Strategic Intuition

(Duggan 2007)

Expert Intuition

- pattern matching
- linking to past
- sort of like old
- probabilistic

Strategic Intuition

- pattern making
- creating future
- sort of like new
- possibilistic

How do people react to complexity?



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Treasure hunt



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Point attractor

- System always move toward a point
- Goal driven behaviour



"I will not allow anything to stop me from achieving my work goals"



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Moths



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Pendulum attractor

"Sometimes I want to do one job, and
at other times I want to work in
another"

- Regular swings between two points
- Career indecision
- Popular conception of "work-life" balance



I'm leavin'

I'm stayin'



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ABCD



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Torus Attractor

Complex, but ultimately predictable
system that may repeat over time

e.g. feeling trapped into a routine. Going
over the same ground



"The longer I have worked steadily in my work I do not
feel this need to be creative"



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Mad music



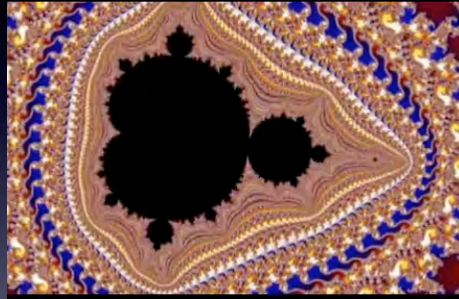
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Strange Attractor

"My job is never the same there are always at least subtle differences from day to day"

- Inherently unpredictable, but stable
- On edge of chaos
- Prone to phase shifts



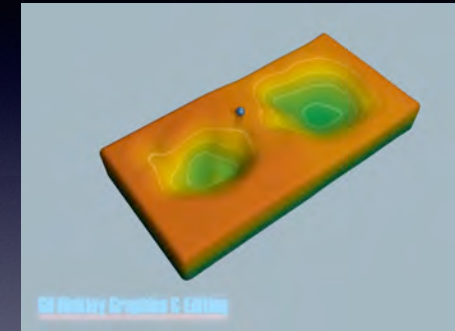
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Phase Shift

"My life changed completely and unexpectedly"



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CONTINUING CHAOS

• FEATURES

- Non-linearity
- Emergent order
- Randomness
- Strange attractors
- Phase shifts



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Closed and Open systems

- | | |
|--|------------------------------|
| • The unexpected will not happen | ✓ The unexpected can happen |
| • Life should be fair | ✓ Life → no guarantees |
| • Disregard contingency | ✓ Contingency planning |
| • Confidence in order & the past predicting the future | ✓ Recognize phase shifts |
| • Personal control | ✓ Human limitations |
| • Exceptions = errors | ✓ Exceptions → opportunities |

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The 4 Attractors

POINT
(GOAL)



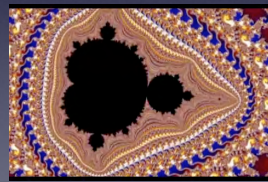
PENDULUM
(ROLE)



TORUS (ROUTINE)



STRANGE (CHANGE)



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Four attractors – 3 closed system and 1 open system

- | | |
|-----------------------|----------|
| • Point | • Closed |
| • Periodic (Pendulum) | • Closed |
| • Torus | • Closed |
| • Strange | • Open |

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Fractals - capturing dynamic order through complexity



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Four Paradoxical Principles H.B. Gelatt

1. Be focused and flexible about what you want
2. Be aware and wary about what you know
3. Be objective and optimistic about what you believe
4. Be practical and magical about what you do



A paradox!

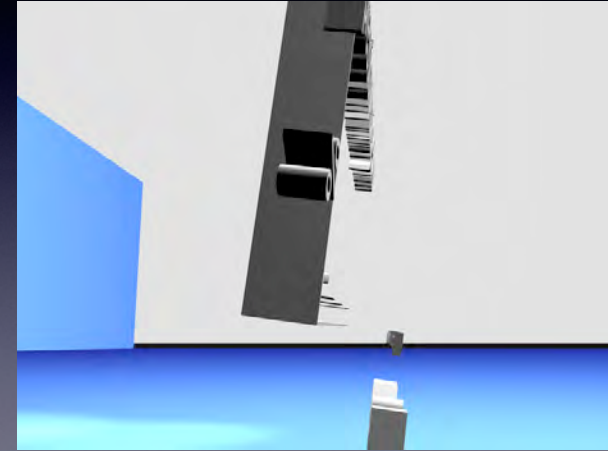
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Evidence Of Outcomes To Assist And Improve Practice

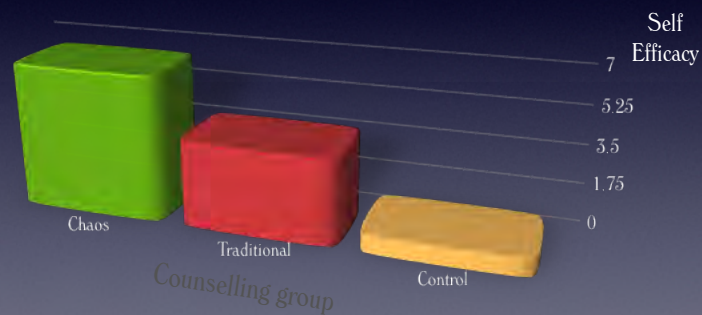
“The Outcome Of Insane Parents Is Either A Murderer Or An Intellectual.”
— M.F. Moonzajer, Love, Hatred And Madness

Effect of showing videos of chaos in graduate lives to undergraduates
Davey, R., Bright, J.E.H., Pryor, R.G.L. & Levin, K. (2005).



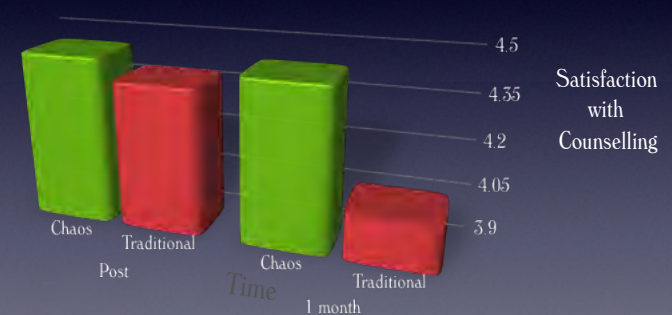
Chaos Counselling Increases Self-Efficacy the most over 1 month McKay, Bright & Pryor (2005)

■ Chaos ■ Traditional ■ Control



Chaos Counselling maintains satisfaction levels over 1 month McKay, Bright & Pryor (2005)

■ Chaos ■ Traditional



Longitudinal study of High school leavers from Australian High School

Borg, Bright & Pryor (2014)

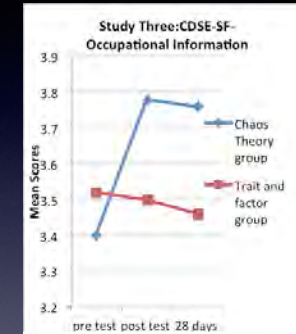
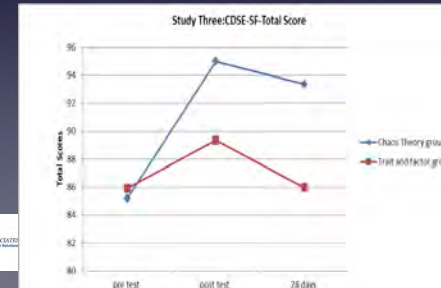
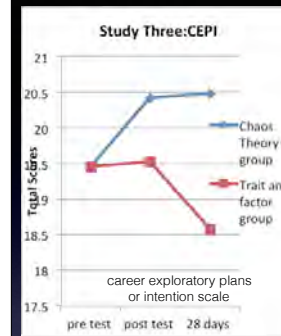
- 50% of students attending university experienced changes to their degree
- 33% students changing degree entirely
- 17% changing the major
- 71% of respondents reported unexpected change Year 12 that was 'significant', 'large' or 'major',
- 53% of respondents changed career interest



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Chaos-informed counselling
in high schools (Tony Borg, PhD unpublished)



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Counselling chaotically



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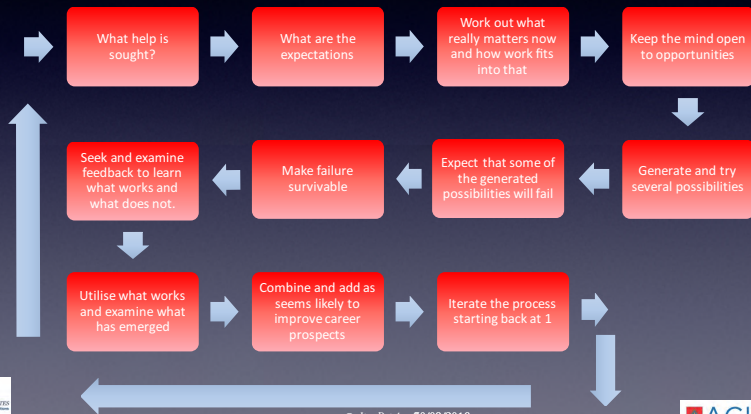
Kes
(Ken Loach, 1969)



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A Chaos Counselling Process



What help is sought?

- Is career counselling needed?
- Would some other assistance be more useful?
- Who is the most appropriate person to help?
- If the career counsellor is the appropriate person to assist the client then what needs to be investigated is what assistance does the client anticipate receiving and how is the client currently constructing their view of careers and reality more generally.

What are the expectations?

- Who is doing what to whom, when and how?
- Closed and open systems thinking?
- Complexity (Change) Perception Index (Bright & Pryor, 2005a)
- Chaos: you're standing in it!
- How is the person presenting in terms of Convergent and Emergent Perspectives
- What does it suggest in terms of counselling needs?
- What counselling strategies are likely to be most useful?

Work out what really matters now and how work fits into that.

- Metaphors (Amundson, 2010)
- Stories (Savickas, 2007)
- Journaling (Weston, 2003)
- Collage (Loader, 2009)
- Psychometric assessment (Pryor, 2007)
- Biographical information

Keep the mind open to opportunities.

- Luck readiness (Pryor & Bright, 2005)
- Optimism Boosters (Byrne, 2004)
- Skills affirmation (Carpenter, 2015)
- Clients are next encouraged to discover and create possible options for action in an uncertain world and then to take action on the basis of some of those options.



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Generate and try several possibilities.

- Networking
- Gathering information
- Find or create options
- Using Emergent and Convergent Perspectives (Bright & Pryor, 2007)
- Creative Thinking Strategies (Bright & Pryor, 2005b)
- Sometimes Magic cards (Pryor & Bright, 2006)
- Using Beyond Personal Mastery (Pryor & Bright, 2011)
- "have a go!"
- Given human limitations of knowledge and control in a complex and changing world there can be no guarantee that any one choice or action will achieve the desired outcome. Lots of possibilities may not work but the client only needs one which will. Counsellors normalise failure for the client and encourage the client to benefit constructively from what did not work and to persist with new options.



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Expect that some of the generated possibilities will fail.

- Monitor progress
- Know when failure has occurred using feedback loops to
 - foster further change (positive feedback) or
 - cut your losses (negative feedback);
- Taking risks
- The big danger with failing is that all a client's resources – physical, mental, economic and spiritual – may have been invested in something that did not work, and now there are almost no resources left for other options. Counsellors assist their clients to avoid over-commitment to one option in an uncertain environment and premature investment of resources in one or more options that remain doubtful. In addition they support helpful responses by the client to failure and disappointment.



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Make failure survivable (Harford, 2011).

- Adaptability and resilience
- Limit initial commitment
- Not all eggs in one basket
- Keep other options open
- As clients begin to act on differing options over time evaluation of progress as an ongoing process needs to be undertaken and supported. Living with non-linear change requires consistent vigilance to monitor the consequences of action taken and new developments in the context in which those actions are taken.



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Seek and examine feedback to learn what works and what does not.

- Build on success
- Congratulate
- Personal growth and development
- Recognise the problem, failure, disaster (Scott, 1994)
- Separate yourself from the experience
- Learn from the experience
- Determine your next step
- Pat yourself on the back
- Responding to failure exercise using cognitive behaviour approaches (Edelman, 2002)
- At this point the client and the counsellor reflect on the process and outcome of the counselling to develop a deeper understanding of the client and the nature of decision making in a complex, changing and connected world.



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Utilise what works and examine what has emerged.

- What is known now that is new?
- How can I use these new insights and information?
- The client and the counsellor now consider what further issues need to be addressed as the client continues to develop their careers on an ongoing basis including looking for further connections revealed in the counselling process and becoming alert to non-linear influences.



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Combine and add as seems likely to improve career prospects.

- Mindmaps – patterns (Buzan, 2005)
- Contingent questioning (“what if”) – change
- The ultimate goal of chaos based counselling is to assist the client to develop strategies for dealing with the challenges of working in the contemporary world of work. Therefore the final counselling focus is on encouraging the client to go on using the approach exemplified in the counselling received to construct a career of worth and meaning and to continue to negotiate complexity and uncertainty.



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Iterate the process starting back at 1.

- This final point can represent the biggest single challenge for counsellors since clients often want their immediate problems solved more than to develop the skills necessary for taking responsibility for constructing their own career.



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Storyboard

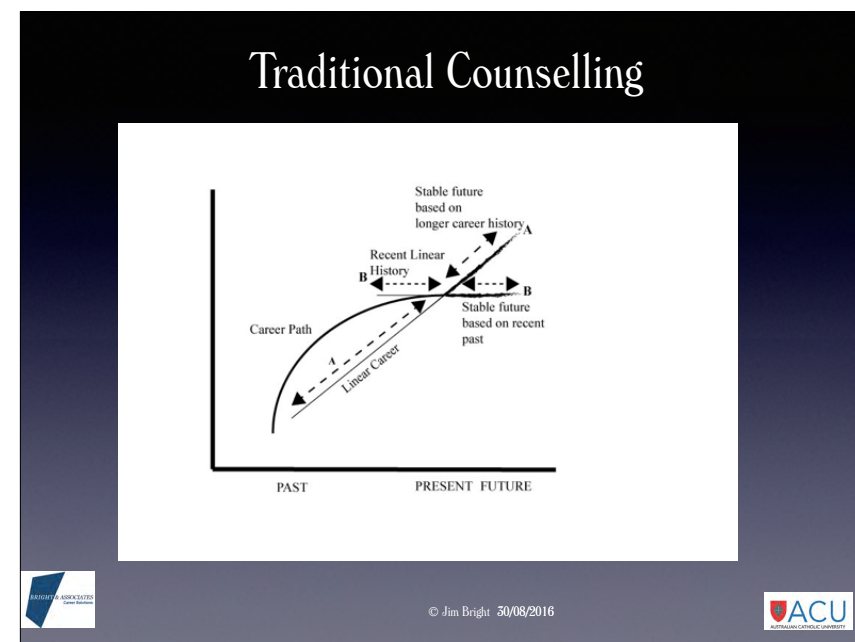
1	Overcoming the monster	Facing challenges, confronting fears, taking risks
2	Rags to Riches	Seizing opportunity, realising potential
3.	Quest	Purpose, achievement
4.	Voyage and Return	Progression, journey, loss, and recovery, learning
5.	Comedy	Dissonance to Harmony
6.	Tragedy	Victim mentality, over-estimation of control, hubris
7.	Rebirth	Hope, insight, change, wisdom

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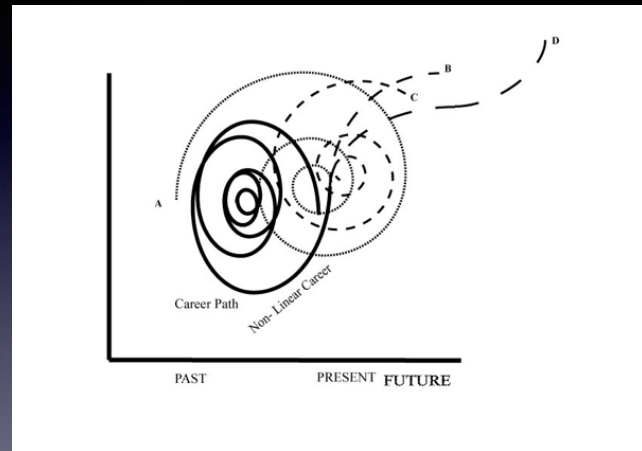
Product and Process in Traditional and Chaos-informed Counselling

Traditional counselling	Chaos-informed
Solving a puzzle	Exploring a mystery
Finding an answer	Trying a strategy
Choosing the best option	Exploring several
Tying up the loose ends	Living with ambiguity
Controlling outcomes	Influencing systems
Clear goals	Fuzzy goals
Being certain	Embracing uncertainty

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Chaos-informed Counselling



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Convergent and Emergent Properties

- Convergent qualities
 - shared between many people such as intelligence quotient, skills, and declarative knowledge
 - is common to people and circumstances.
 - is predictable and replicable.
- Emergent qualities
 - arise from the complex interaction of the many and varied factors that influence career behaviour
 - a fundamental concept in chaos theory and is a natural consequence of complexity (Kaufman, 1995; Morowitz, 2002).
 - cannot be predicted in advance but they can be clearly discerned once they have emerged.
 - unique to the individual and the ones that set them apart from other people.
 - knowledge is neither predictable nor replicable.
 - are influential and sometimes determinative in the course of a person's career.

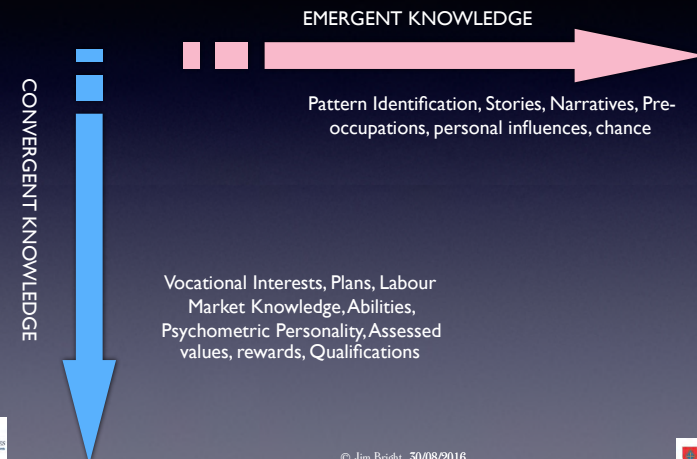
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The Counselling Quadrant Pryor and Bright 2005

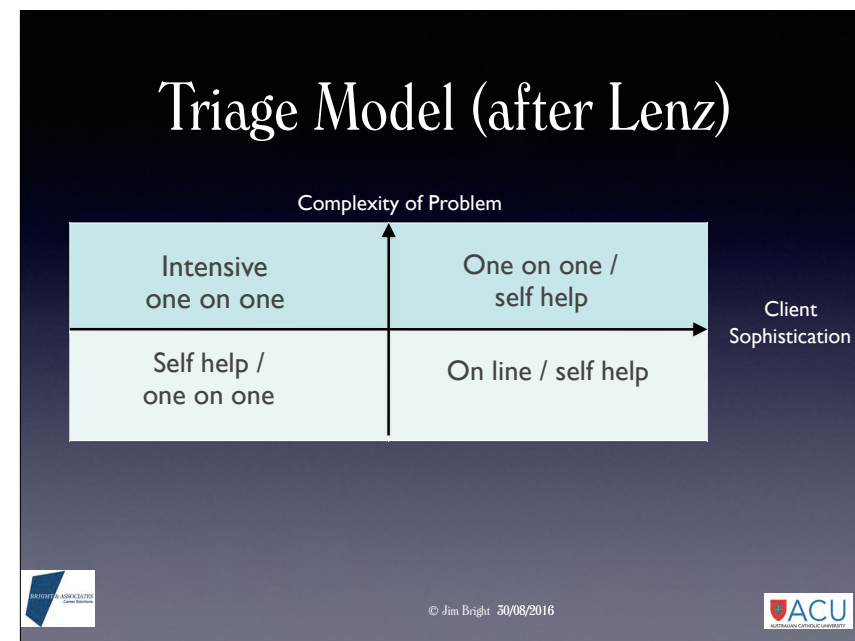
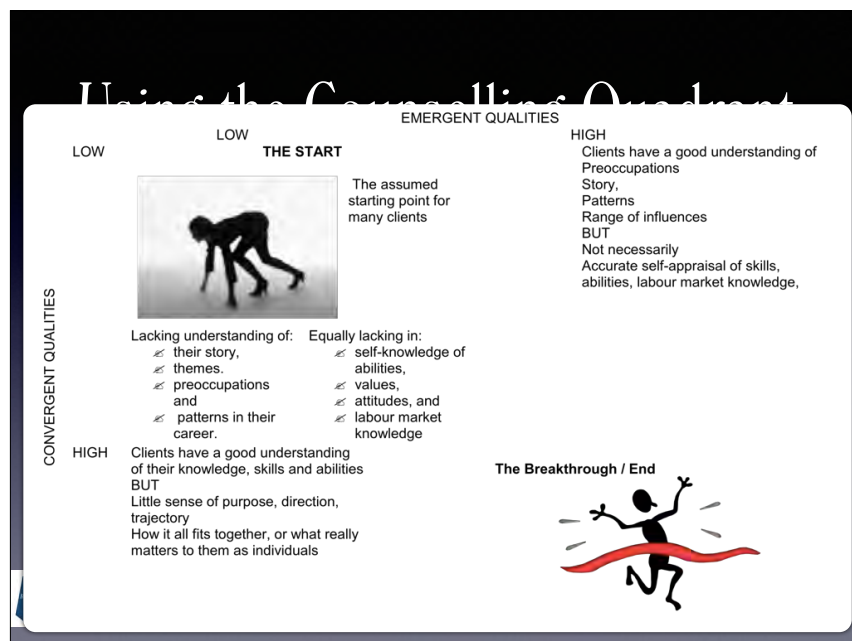
	Low	High
Low	Symptoms Lost Pointlessness Depression Ennui Counseling Interests assessment Abilities assessment Personal history Stories, themes, patterns Encourage exploration trial and error	Symptoms Thwarted ambition Passivity Compromise or circumscription On the verge of action Self doubt /Anxiety Unrealistic goals Counseling Confirming / revealing Knowledge Skills Abilities Attitudes Identifying ways of fulfilling the dream Reality checking emergent qualities through patterns, stories, themes
High	Symptoms Frustration Lack of direction Headless chicken Inappropriate imprinting (e.g. materialism) Nagging sense of emptiness Emphasis on predictability Counseling Values Work rewards Temperament Value of community, helping others Contemplation, self-reflection Spirituality Themes, stories, patterns Career change strategies Voluntary work	Symptoms Satisfaction, Self-understanding, Self-actualization Positive Uncertainty Counseling Ongoing reflection and adaptation, Avoidance of complacency Spirituality

FIGURE 1
The Counseling Quadrant.

Counselling techniques within the Quadrant



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Some Tools and Techniques

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concepts to privilege & prioritise & Intervention Strategies

- Change Perception
- Opportunity Awareness (Luck Readiness - Flexibility, Curiosity, Optimism, Self-Efficacy, Strategy, Luckiness, Risk, Persistence)
- Adaptability
- Planmanship
- Creativity

Slow Shift, Fast Shift, Deep Shift

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Tool 1: Acknowledging Chaos

- Exploring Chaos Reality Checklist (Free!)
- www.jimbright.com/tests



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Have you ever made a decision which then had some outcomes you had never thought of at the time of deciding?	YES	NO
Has fear of taking a risk ever prevented you from doing something important in your life?	YES	NO
Have you ever wanted something, obtained it, and found out you preferred something else?	YES	NO
Have you ever had the experience of seeing a situation one way and finding out someone else sees it in a totally different way?	YES	NO
Have you ever experienced an unplanned event that had a big impact on your life?	YES	NO
When making a decision do you sometimes just choose an option without worrying about whether it is the very best choice or not?	YES	NO
Have you ever found it an advantage not to know something?	YES	NO
Have you ever had a crisis or conversion experience that changed your life in some significant way?	YES	NO
Have you ever had the experience of being in either the right or wrong place at the right or wrong time?	YES	NO
When taking action do you ever just follow your instincts or your intuition?	YES	NO
Have you ever relied on information when making a decision only to discover later that it was incorrect?	YES	NO
Have you ever distorted the truth either to yourself or to others?	YES	NO
Have you ever set a clear goal or a precise objective and discovered a better one along the way/ to the original goal?	YES	NO
Have any major decisions in your life been made on a basis that was not totally rational?	YES	NO
Have you ever had the experience of being told something personal about yourself, of which you were completely unaware?	YES	NO
Do you ever act before you think as a way to investigate a situation or to make a decision?	YES	NO
Have you ever experienced a "self-fulfilling prophecy?"	YES	NO
Have you ever made a small mistake that resulted in a big problem later on down the line?	YES	NO
Have you ever found wishful-thinking to be an advantage?	YES	NO
Have things occurred in your life which you never thought would have been possible?	YES	NO



For details, see page 10 of the manual



Tool 2: Exploring irrational beliefs

- Irrational Beliefs Inventory (Nevo 1987)



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Irrational Career Related Thoughts Scale

This scale is aimed at assessing your career related thoughts

To what extent do you agree with the following statements, please circle the appropriate response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There is only one vocation in the world that is right for me.	1	2	3	4	5
I want someone to tell me what work is most suitable for me.	1	2	3	4	5
I could be happy working at any one of a number of different jobs.	1	2	3	4	5
Until I find my perfect vocational choice I will not be satisfied.	1	2	3	4	5
It doesn't matter if I make a poor career choice now because I can always make a change later.	1	2	3	4	5
If I were to train in a particular vocation and later found that I didn't like it, I would still feel good about what I'd learned.	1	2	3	4	5
Once I make a career decision I will stick to it.	1	2	3	4	5
Within any given occupation there is a wide range of talents and personalities.	1	2	3	4	5
My vocation should satisfy the important people in my life.	1	2	3	4	5
I would be willing to change to a different field of work.	1	2	3	4	5



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Tool 3: Opportunity awareness

- Luck Readiness Index
- www.jimbright.com/tests



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INTERPRETATION

- FLEXIBILITY
 - Rigid / Flexible
- OPTIMISM
 - Pessimistic / Optimistic
- RISK
 - Cautious / Risk Taker
- CURIOSITY
 - Uninquisitive / Curious



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INTERPRETATION (cont)

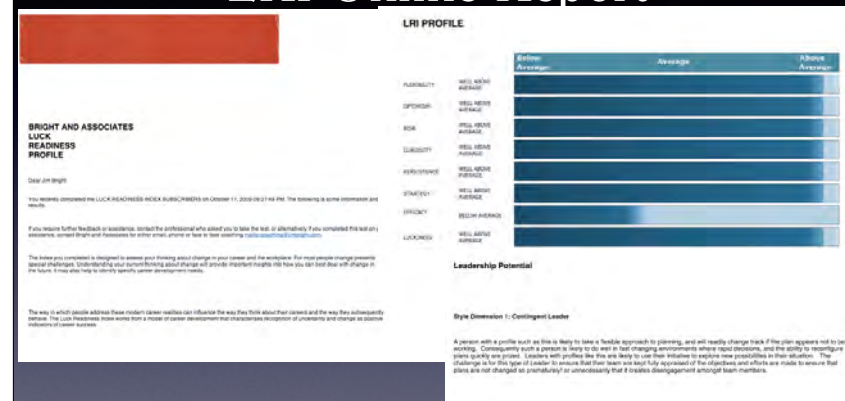
- PERSISTENCE
 - Unpersevering / persistent
- STRATEGY
 - Unplanful / Strategic thinking
- EFFICACY
 - Proactive / Reactive
- LUCKINESS
 - Not lucky / Lucky



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LRI Online Report



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LRI used in research

Int J Educ Vocat Guidance
DOI 10.1007/s10775-014-9283-1

Career writing as a dialogue about work experience: A recipe for luck readiness?

Reinekke Lengelle • Frans Meijers • Rob Poell •
Femke Geijssel • Mijke Post

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Abstract In this article, we examined whether career writing—creative, expressive, and reflective writing—can increase luck readiness, which is the ability to respond and make use of (career) opportunities. Two 2-day writing courses were taught to third-year bachelor students, one before and one after work placements. In this exploratory study, results showed that luck readiness and work competence increased when students engaged in career writing. Specifically, flexibility, risk, and persistence increased among students in the experimental group. They also made jumps in optimism and efficacy, though no statistically significant differences were found in these domains.

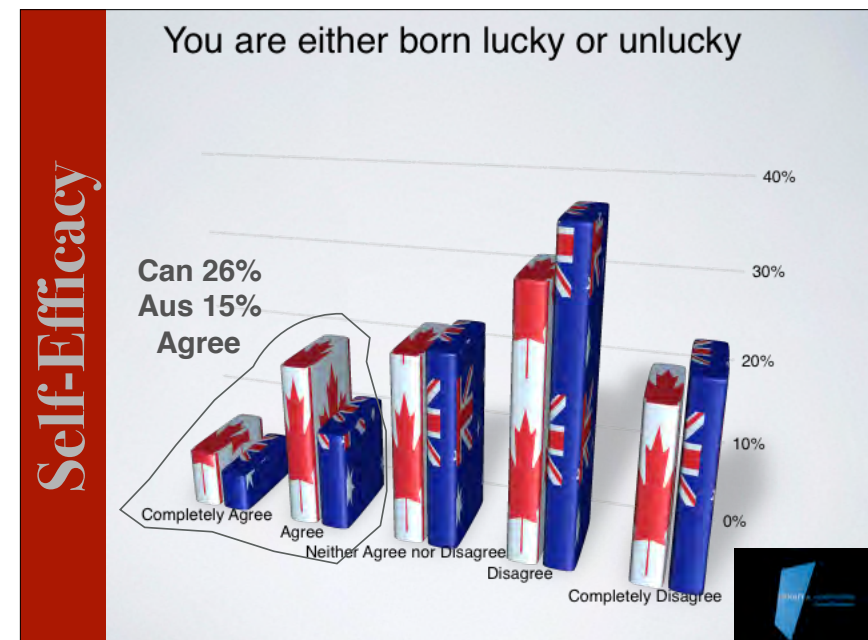
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ACU

other LRI users include

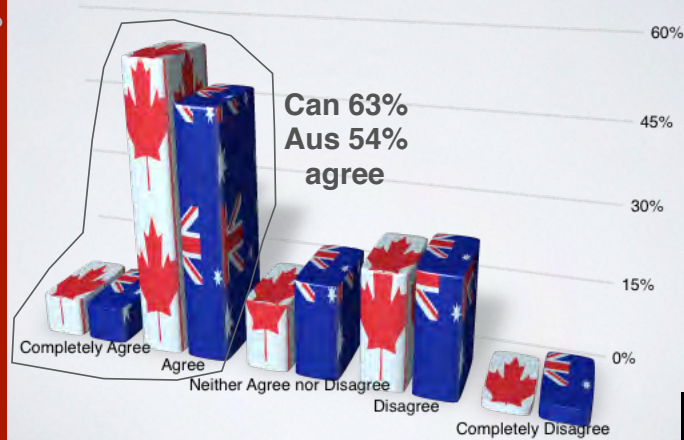
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ACU



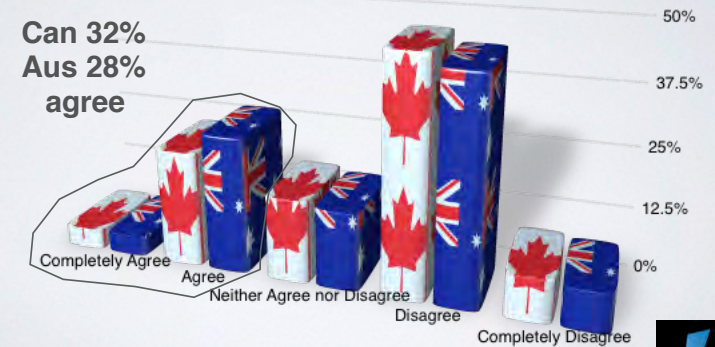
Flexibility

Do you always like to do the same things in the same ways?



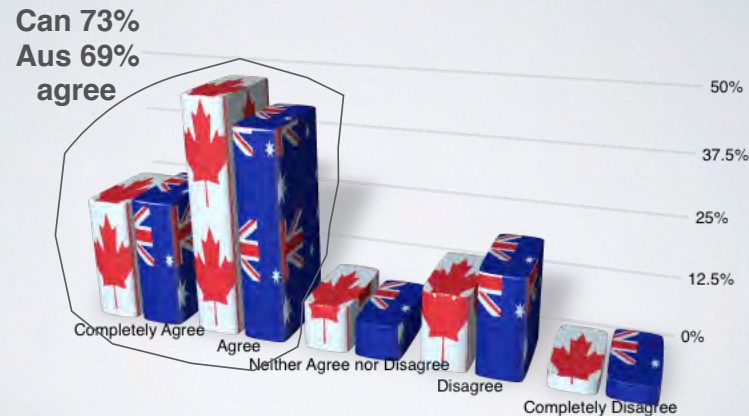
Flexibility

Would you normally avoid change in your life if you could?



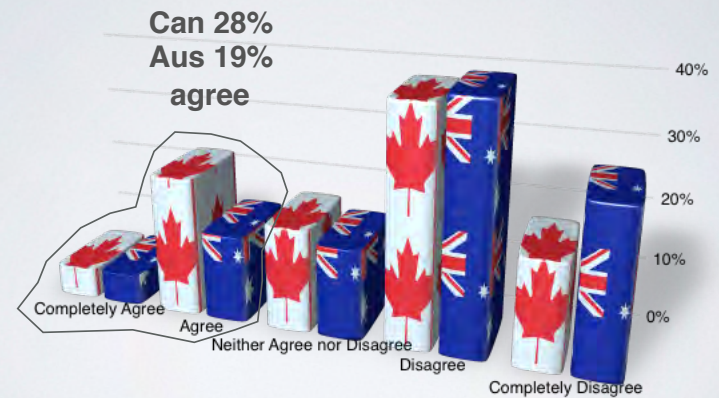
Risk

Having to take very important decisions about my career really worries me



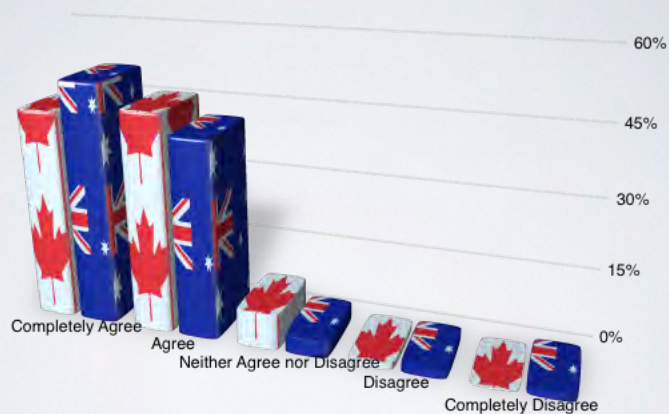
Optimism

When I look at my life all I see are problems



Curiosity

I like learning new things



and sometimes things work out better than we could have dreamed



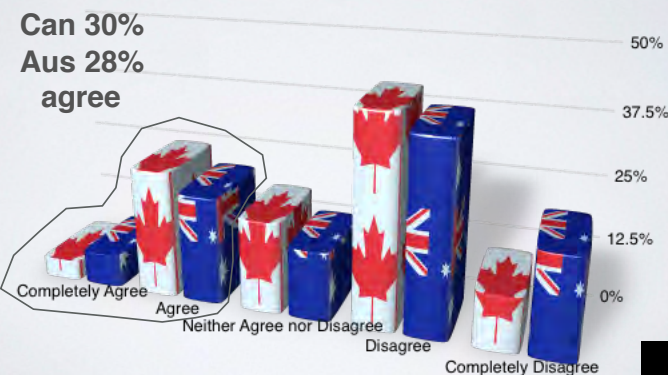
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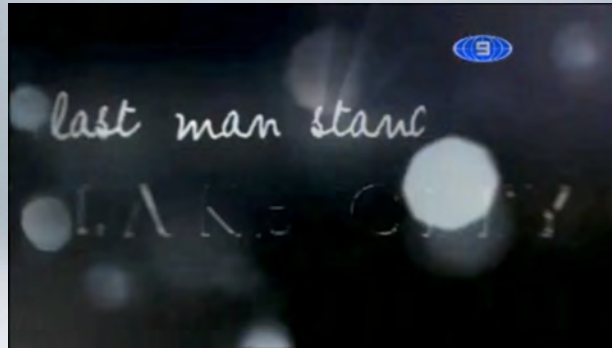
Curiosity and an Electric Fence

Persistence

Is giving up a common way for you to deal with barriers to achieving things?

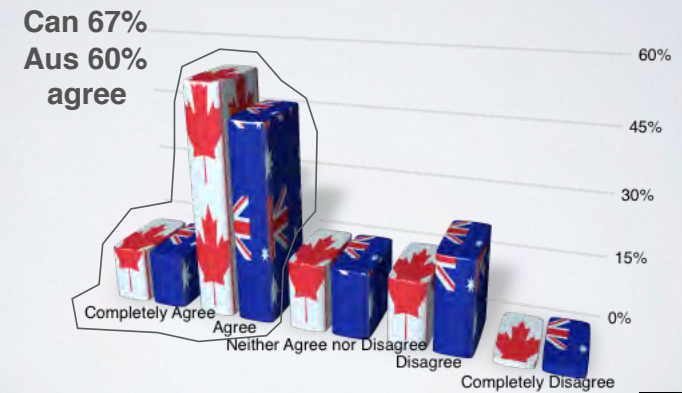


AUSSIE PERSISTENCE?



Strategy

I try to work out how to put myself in the right place at the right time



Tool 4. Exploring Possibilities

- Creative Thinking Strategy Cards

Creative Thinking Strategy Cards

Pryor & Bright (2006); Pryor, Amundson, Bright (2007)

Creative Thinking Strategies

BRIGHT & ASSOCIATES
Creative Solutions

CONGRUENCE
Innovation and Organizational Performance

© Bright & Associates/Congruence Pty Ltd 2009

Creative Thinking Strategy Cards

- Based on work of Pryor, Amundson & Bright (2008)



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Probabilities and Possibilities

PROBABILITY THINKING POSSIBILITY THINKING

- Goal Attractor
- Role Attractor
- Routine Attractor
- Strange Attractor



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Probability and Possibility thinking

- Imagine what could happen
- What in your wildest dreams could happen?
- In your wildest dreams how could this subject be relevant to work?
- How could you develop a plan to make that dream come true?



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CTS Challenges



Being in control
Avoiding failure
Being cautious
Using imagination
Going for the Best
Using Intuition
Being curious
Defeating limitations
Trying something new
Making a contribution

Being Optimistic
Accepting Responsibility
Facing Fear
Being Pessimistic
Generating Options/Alternatives
Seeking Predictability
Overcoming barriers
Taking the easy way
Dealing with Uncertainty
Taking Risks
Being Influenced by others
Being rational



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CTS Exercise 1



- Think of a current, past or imaginary client
- Identify 3 of the challenges in the CTS that faced this client
- Work through the probability, possibility and plan cards
- Answer each question for each challenge



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CTS Exercise 2



- Each person thinks of a career development issue or situation
- your own
- someone else's
- imaginary.



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CTS Exercise 2



Possible examples

- Person being out-placed
- Stuck in a boring clerical job
- Giving up job to travel
- Sustaining a major injury
- Transitioning out of sport into another career
- Developing a career plan to compliment sport



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CTS exercise 2 cont



1. Take three cards – one probability, one possibility and one plans
2. Using the cards consider what ideas each card might suggest - work from probability, through possibility to plans
3. -record your answers in a few short sentences
4. Exchange your cards with a partner and outline the career development issue/situation
5. – listen to their answers/thoughts about the 3 cards.
6. Then: discuss your answers with partner(s)
7. Next: reverse roles and repeat



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CTS exercise 2



- ✓ What did you learn about the issue?
- ✓ What was the effect of listening to another's thoughts ideas?
- ✓ What new possibilities and plans were suggested by this process?



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Challenges	Probabilities	Possibilities	Plans
Being Optimistic	What is likely to happen if things go the way I hope?	What could happen if things go the way I hope?	How can I make things turn out the way I hope they will?
Accepting Responsibility	How much responsibility am I likely to take for making and implementing a decision?	In what ways could I take more responsibility for making and implementing a decision?	How could I increase the amount of responsibility I will take for making and implementing a decision?
Facing Fear	How do I usually deal with my biggest fears?	What alternative ways are there to deal with my fears?	How could I more effectively face and deal with my biggest fears?
Being Pessimistic	If things go wrong, what is the most likely outcome?	If things go wrong what alternative outcomes could eventuate?	If things start to go wrong what actions can I take to retrieve the situation?
Generating Options/Alternatives	What is most likely to happen?	What alternative options could there be?	How could I increase and explore alternatives?
Seeking Predictability	What will happen if things go the way I predict?	What in my "wildest dreams" could happen?	How could I make my wildest dreams more likely to come true?
Overcoming barriers	What barriers do I expect to encounter?	What barriers could I conceivably have to face?	How could I prepare to avoid or overcome future barriers?
Taking the easy way	What is the easiest course of action?	What could happen if I tried really hard?	How could I put more effort into what I want to happen?



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Tool 5: Reactions to change

- Change Perception Index
- www.jimbright.com/tests



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INTERPRETATION

- Continual Change
- *Is change a threat to be avoided, or an opportunity to be embraced?*
- Need for control (Control/ Certainty)
- *Is the world predictable and ordered, or are limited in our capacity to control the world necessitating a flexible mindset?*
- Small Steps (Non-linearity)
- *Can the small and trivial be significant, or should we only focus on the large and apparently important?*



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INTERPRETATION (cont)

- **Radical Change (Phase Shifts)**
- *Are our lives stable and continuous, or are they subject to dramatic discontinuous change?*
- **Pattern Making (Emergence)**
- *Are we pattern seekers or planners?*



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Interpretation (cont)

- Drivers: Goal Setting (Point/Goal Attractor)
- Do we boil things down to a couple of essentials and pursue those goals or do we look for a bigger picture and see what emerges?
- Drivers: Roles (Pendulum/ Role Attractor)
- Do we tend to want to reduce our world into competing roles or positions, or do we see it as more complex
- Drivers: Routines (Torus/ Routine Attractor)
- Do we respond to complexity by trying to tie up all the loose ends to produce a workable routine or procedure, or do we have a looser need for control over all of the aspects



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Interpretation (cont)

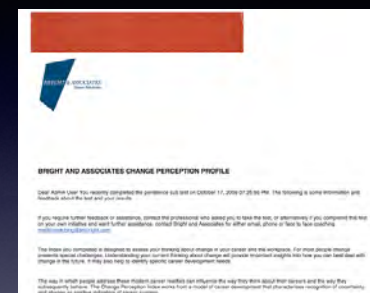
- Drivers: Change (Strange/ Complexity Attractor)
- Do we seek pattern and enjoy the relationship between pattern chance and change as an opportunity for creativity and growth, or is it all too threatening?
- Bigger Picture (Purpose Spirituality)
- Is work merely a means to an end, or is there a greater meaning to your contribution and a sense of being comfortable with the limits on what is knowable and controllable?



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The CPI Online Report



CPI PROFILE		
	Below Average	Above Average
CONTINUOUS CHANGE	ABOVE AVERAGE	
NEED FOR CONTROL	ABOVE AVERAGE	
SMALL STEPS	ABOVE AVERAGE	
ANALYTICAL CHANGE	ABOVE AVERAGE	
SEEKING PATTERNS	ABOVE AVERAGE	
LOCAL DRIVER	ABOVE AVERAGE	
ROLE DRIVER	ABOVE AVERAGE	
ROUTINE METHOD	ABOVE AVERAGE	
CHOOSE DRIVER ABOVE PICTURE	ABOVE AVERAGE	
REGION PICTURE	ABOVE AVERAGE	

Driver: Goal Setting

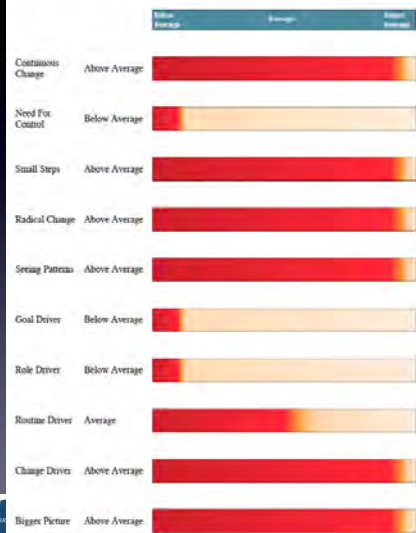
High scores are typically associated with goal setting. They often have very clearly defined goals and express the view that they cannot be satisfied from achieving their goals. They will often tend to think in performance terms, and believe that goal setting is a very powerful way to deal with change. For some in this category they may be so attached to their goals that they have a difficult time seeing other alternatives when circumstances dictate that they need to alter or abandon their goals. When personal goals do not align with the needs or expectations of others the result can be a situation where compromise is difficult.

Driver: Roles

High scores typically showed a marked tendency to see the world in relatively black and white terms and see choices as mutually exclusive. They are likely to consider decision-making as an exercise of choosing between alternatives. As a result each person can see the role of taking to see and consider the alternatives that do not become one option to the exclusion of another. High scores are more prone to seeing in the line of work they are doing as difficult and competing choices. Consequently there is a risk for some in this category to end up being influenced by events due to their reluctance to act.



CPI PROFILE

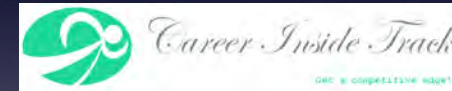


A high CPI profile

30/08/2016



other CPI users include



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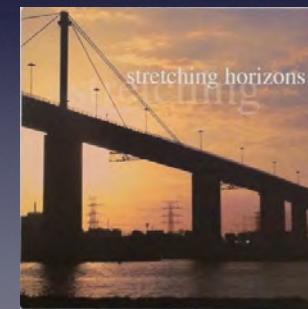
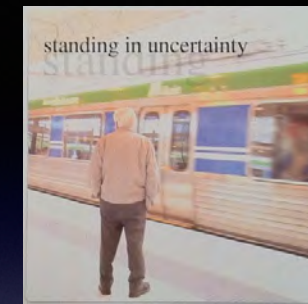


Tool 6: The bigger picture

- Signposts cards



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Cards that mean something to me

- Shuffle the cards in front of the client.
- Lay out the 48 cards in a 6 x 8 grid. Now ask the client to look at the cards and to select at least 2 or 3 and no more than 7 that jump out at them as saying something about their work values or their career.
- Ask the client to consider each selected card in turn and ask them about why they selected the card. Some questions to prompt this include:
 - Why did you select that card?
 - Can you tell me a story about your work/career/life/experience that relates to this card?
 - How can you incorporate the statement on this card into your career / career plans / next job / life?
 - Can you see a pattern across the cards you have chosen? What is that pattern and how does it relate to your career?



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Forced choice random pairs

- Take the pack of cards and shuffle them.
- Now deal two cards from the top of the deck.
- Ask the client to select one of those cards.
- After the selection, ask them why they chose the card they did, how it relates to their career, and how the statement might be useful in their future career.
- Repeat this process with the next 2 cards and so on



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Your career story

- Spread the cards out on a table and ask client to write down a story that reflects who they as a person and how their career has unfolded using the cards to reflect aspects of their career. They should make explicit reference to the cards, why they chose them and how they relate to their career.
- Optional: Ask the client which essential plot (Pryor & Bright, 2008) applies: Rags to riches, Overcoming the monster, Voyage and Return, The Quest, Tragedy, Comedy or Rebirth. Then ask the client to re-cast the story within another plot.



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The Importance of Written Plans



6 approaches to career coaching and counselling

1. Chaos Reality Checklist (free)
2. Irrational Beliefs Inventory (free)
3. Luck Readiness Inventory
4. Creative Thinking Strategies Card Sort
5. Change Perception Index
6. Signposts Cards



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In Conclusion

embrace the complexity of careers
embrace the complexity of students and clients
privilege, coach, counsel and educate
emphasising
Complexity, Change, Chance, Creativity
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