Career Flow: A Hope-Centered Approach to Career Development, 1e

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Career Flow presents creative, innovative, and useful strategies for addressing career challenges in the 21st century. Learning these competencies will serve students throughout their lifetime.

The metaphor of "career flow" is used to teach students about the career development experience. Providing a framework of essential career flow competencies helps students learn the key skills for taking control of their current and future career development. Each chapter offers objectives, a case example, tips, activities, questions for reflection, and additional resources so that students can master the various aspects of their career flow. Essential competencies of: hope, self-reflection, self-clarity, visioning, goal setting, planning, implementing, and adapting are described in detail. Activities are provided to help students develop these competencies for successful career self-management. The career flow metaphor lends itself to a comprehensive and realistic assessment of the career experience. Career flow moments can be rated whitewater (high demand), stillwater (low demand), or optimal (engaging and stimulating). Each type of career flow requires specific skills to manage challenges effectively.

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FEATURES

- The “career flow” metaphor lends itself to a comprehensive and realistic assessment of the career experience.
- Essential competencies addressed and described in detail - hope, self-reflection, self-clarity, visioning, goal setting and planning, implementing and adapting
- Chapter case examples
- Reflection questions
- Discussion tips

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The career flow metaphor lends itself to a comprehensive and realistic assessment of the career experience. Experiences can be rated whitewater (high demand times), stillwater (low demand times), or optimal (an engaging and stimulating challenge level) career flow moments. Each type of career flow requires specific skills to manage challenges effectively. Each chapter offers: objectives. Honors include: National Career Development Association’s Eminent Career Award, NCDA Fellow, American Counseling Association Fellow, ACA’s Distinguished Mentor Award, ACA’s Extended Research Award, University of British Columbia Noted Scholar Award, NCDA Past-President, Editor of The Career Development Quarterly and Journal of Counseling & Development. Career flow: A hope-centered model of career development. Journal of Employment Counseling, 48, 173-175. Savickas, M. L., Pope, M., & Niles, S. G. (2011). The Career Development Quarterly: A centennial retrospective. The Career Development Quarterly, 59, 528-538. Niles, S. G., Engels, D. W., & Lenz, J. (2009). Instructor’s manual: Career Flow: A Hope-centered Approach to Career Development. Columbus, OH: Merrill Prentice Hall. Harrington, T., Niles, S. G., & Garraway, G. (2006). Theoretical foundations and key concepts related to career flow theory are discussed. Moreover, the model describes an approach for career coping and decision making that reflects the current career context, which requires high levels of self-awareness, creative visioning, and adaptability. CAREER FLOW. Career flow is a metaphor describing the various work situations all workers encounter. Just as a river has many currents that flow at different rates, work presents different demands at different rates to each worker. A river has white-water rapids, still waters, steady currents, and twists and bends. Depending on the currents and the person’s resources, navigating them ca