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What's Next for Career Services: Increasing Well-being and Preparing Students for the Future of Work

Allyson M. Dhindsa
University of Pennsylvania, ahimels@gmail.com

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Keywords
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Allyson Dhindsa

University of Pennsylvania

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In Partial Fulfillment of the Requirements for the Degree of

Master of Applied Positive Psychology

Advisor: Andrew Soren

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SAY YES TO THE MESS!

With Gratitude and Appreciation,

Allyson

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Glossary

1. Academic Affairs: Responsible for academic advising, tutoring, assessment, research and student support.

2. Career Advising/Counseling: These terms are often used interchangeably. Advisor/counselor supports the student in forming a plan of action to fulfill a specific need (e.g., salary negotiation conversation, job/internship search strategy). Sometimes, that plan is co-developed with the student based on particular theoretical constructs. Other times, the advisor directs that student towards a resource or recommends action steps in accordance with a more traditional and/or directive advising approach.

3. Career Development: The process whereby a trained counselor/advisor utilizes a toolkit of theoretical orientations (e.g., decision making, trait-factor, planned happenstance, psychodynamic) to support a student as he or she prepares to navigate the world of work.

4. Career Services/Career Center: These terms are often used interchangeably. Most offices provide four core functions: advising/counseling, workshops, networking, and job and internship opportunities.

5. Coaching: Signified by a collaborative and creative process between student and professional, coaching borrows from positive psychology (e.g., appreciative inquiry and client-centered psychotherapy) to support the student in determining what success looks like for him or her.

6. Colleges: Will be used interchangeably with universities. Both imply post-secondary, degree-granting, four-year undergraduate institutions.

7. Enrollment Management: This office is responsible for a college's recruitment, admissions and enrollment strategy.

8. Master of Applied Positive Psychology: Graduate program at the University of Pennsylvania, which goes by the mnemonic, MAPP.

9. Student Affairs: Responsible for providing services, designing programming and executing events that promote growth and learning outside of the classroom. Student affairs professionals provide supportive services to distinct and underserved populations (e.g., commuter students, students with disabilities, non-traditionally aged students).

10. *Yenta*: Yiddish for matchmaker.

Act I

Career Services: An Introduction

"I'll be frank with you. It took me a long time to figure it out." I often admit this to my students. Here we are, at a nationally competitive university[1], where it is easy to become discouraged by that nagging sensation that everyone knows what he or she is doing but you. I felt that way, too, I tell them. I felt that way in my first job after graduation, and in my second, when I was made to understand that I didn't fit in. I tell them that only a random encounter with an acquaintance led me to career development, my calling. Sometimes, when I review an exceptional resume, I experience regret and disappointment, and my internal narrative kicks in: "I wish I had accomplished more in high school and in college; I can't believe I quit piano and stopped taking French; if only I had known about that fellowship…" When I share this with my students, they exhale and lean in closer. I'm getting somewhere now. I love these moments, when I can create a space for a student to feel vulnerable. Our conversation is no longer about learning how to network, or about crafting the perfect bullet point. Rather, it becomes more meaningful; it could even lead to transformation.

I am frustrated, though, with the nature of my work and with career services as a whole, because what we do can feel very transactional rather than transformational. More often than not, I am having conversations like this: "You need an internship? I will help you find one. A resume review? Yes, that, too." I drop into high efficiency, get-the-job-done mode, but deep down, I wonder if I am failing my students by conceding to the demand of only satisfying their perceived or immediate needs. I wonder: am I failing myself when I deeply believe that each student should be approached as a person seeking to fulfill his or her maximum potential?

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[1] To be specific, I have worked in career services at Dartmouth and the University of California, and have guest

I want to tell you something that career services professionals say all the time: "Students don't know what they don't know." They may have an understanding of the characteristics that they should possess to become capable leaders, but they don't understand that self-awareness is the key to unlocking leadership potential (Goleman, 1998; Hall, 2004). They may believe that the best way to conduct a job search is through using the internet, not knowing that this method purportedly yields a 5% success rate (Burnett & Evans, 2016). They may be certain that everyone else has an internship, and that absolutely no one can possibly feel as much stress and anxiety around interviews as they do, but they are wrong. On top of that, because students assume that our main responsibility is to provide a transactional service (e.g., resume and cover letter reviews, on campus recruiting, yearly career fairs, and so on) they are foregoing what we can truly offer them. I believe that it is my role and the role of career development professionals to bridge the gap between the transactional nature of career services and what I know to be truly possible: self-discovery and self-examination. And I am not alone. Over the last five months, I have conducted qualitative interviews with leaders in the field who envision a future where career services is directly embedded into every step of the matriculation process. As a disclaimer, it was never my intention to analyze these interviews. Rather, I merely hoped to gain insight from exemplars and, as you shall soon see, I bring their voices directly into the text. For a description of my methodology, please turn to Appendix A).

When I started conducting research in preparation to write my capstone, I desperately wanted to put forth a new, and sexy career services paradigm. It's not everyday that you see the words *sexy* and *career services* in one sentence. I envisioned tossing the traditional model of career services into the bin and replacing it with something informed by positive psychology. Of course, it would have a catchy name. In fact, you will see my valiant attempt at this in Appendix

G. As time passed, though, and as I spoke to more leaders in the field, I felt like I was trying to push a square peg into a round hole. This is a phrase my mother uses when she observes a heightened level of stress. In any case, I realized that the point of the capstone is not to present something novel, but to present something useful. The point of my research, my interviews, and my writing process is to create something that could help students navigate the career development process with increased clarity, confidence and ease. Examining the intersection between the evolution of career services and the changing purpose of college through the lens of positive psychology provided me with evidence and the foundation to propose an idea that I believe in.

This capstone is divided into three acts. You are currently reading Act I, which, in addition to a personal introduction, includes the evolution of career services delivery models and a brief literature review of positive psychology. Act II delves into the changing mission of higher education, the ramifications of experiencing mounting pressure to succeed in college, questioning the traditional model of career services, and the importance of students' well-being as that relates to the career development process. I put forth a proposal to improve career services in Act III, which revolves around the following hypothesis: **If students have structured and meaningful opportunities to talk about the career development process with a group of peers they feel connected to, I believe that they will be better equipped to define a sense of accomplishment for themselves.** But, before we dive into the future, let us explore the past so that we can understand and appreciate how career services has evolved over time.

The Evolution of Career Services

Just like any other model or system that experiences change, the evolution of career services can be understood as periodic responses to fluctuating environmental and socio-economic factors (Casella, 1990; Dey & Cruzvergara, 2014.) Though the delivery of career services differs based upon institution and culture, it is not my objective herein to articulate what those are despite their significance to the field. Rather, I will provide you with some broad brush strokes so that you have a clear enough picture of the landscape in anticipation of the next section. Please see Table 1 on page 12 for a graphic of the Paradigms.

In the early 1900's, a social worker and lawyer-cum-engineer partnered to establish America's first Vocation Bureau, an organization that sought to educate the working poor and immigrants on sound employment choices (Jones, 2004; Wilson, 2013). Each staff member carried the title of Associate Counsellor and felt it was their mission to assist the underprivileged to escape the cycle of poverty (Wilson, 2013). From then on, more and more vocation bureaus were established to meet the climbing demand across the United States (Kretoviks, Honaker, & Kraning, 1999). Two decades later, we saw the real emergence of vocational guidance, an umbrella term for both school guidance and counseling (Jones, 2004; Gysbers, 2001). Interestingly, some faith-based institutions have recently changed the name of their centers to include the word *vocation* in order to invoke a feeling of mission or duty around career choice (e.g., Center for Vocation and Career at Wheaton College and the Office of Strengths and Vocation at Point Loma Nazarene University). In the 1920's and 1930's, however, vocational guidance was seen as one of the solutions to the social, educational and economic problems that arose as a result of industrialization (Gysbers, 2001). While industrialization marked a period of intense growth in America, it also catalyzed deep divisions between the rich and poor, and saw, as a result, the birth of social protest and social reform movements (Gysbers, 2001). Vocational guidance, therefore, sought to remedy the consequences borne out of industrialization including effectively preparing the youth for the workforce and helping individuals find suitable work environments (Gysbers, 2001; Severy, 2013). Indeed, back in the old days, professors and teachers wholly assumed the role of preparing our students to enter the workforce (Herr, Rayman, & Garis, 1993). As Kretoviks, Honaker and Kraning (1999) explain: "In this model, the highly qualified student need only enroll in college and faculty mentors planned the student's future employment" (p. 78). According to our authors, the placement center was born when universities saw the increasing need to help *all* students gain access to job opportunities, rather than just those who had a faculty mentor. Still, the major boost happened with the passage of the Servicemen's Readjustment Act in 1944 (or the G.I. Bill as we know it). Unlike the end of World War I, when veterans returned home to a labor market that had no room for them, the intent this time around was to help match World War II veterans to jobs in a vibrant economy (Delbanco, 2012; Dey & Cruzvergara, 2014). Simply put, the G.I. Bill made "...reasonable the pursuit of careers that, before the war, were unrealistic even if perceived, and that older siblings simply never aspired to" (Hyman, 1986, p. 70). Therefore, Placement is considered the first paradigm in the evolution of career services. It is regarded not only as a reaction to the changing role of professors in the university landscape and the passage G.I. Bill, but also, to the manufacturing boom of the 1950's through the late 1960's (Dey & Cruzvergara, 2014).

The word *placement* is important, because it emphasizes the true purpose of our first offices of career services. In essence, staff played the role of matchmaker (or, *Yenta,* as I like to say) through matching graduating seniors' abilities and interests with specific jobs. Career services defined their success by placement numbers (Casella, 1990; Dey & Cruzvergara, 2014). This was a very simplistic model that lasted until the 1960's, when college enrollment increased dramatically as the post World War II expansion waned (Kretoviks, Honaker, & Kraning, 1999). Higher education underwent a philosophical transformation, too, giving rise to career development rather than just placement (Kretoviks et al., 1999). This was an exciting time for the field, because the professional's role became multi-dimensional--that is, while the original purpose remained (placement), counseling was added (Dey & Cruzvergara, 2014). Now, and up through the 1980's, the model emphasized self-discovery, self-awareness, and self-assessment—a process that was arguably in perfect alignment with the "Me" generation of the 1970's and 1980's (Kretoviks, Honaker, & Kraning, 1999). Dr. Jack Rayman (1999), Senior Director Emeritus at Penn State University and author of *Career Services Imperatives for the Next Millennium*, wrote that in order to meet the changing needs of an increasingly diverse student population, the field would have to move from a "…one-service-fits-all placement model of the past to a lifelong process differential diagnosis/differential treatment model of the future, in which individual counseling will be central (p. 179). When I spoke with Rayman about the theoretical evolution of the career development process, he elucidated describing a change in perspective from that of "...the old-school placement point of view" of putting students in touch with employers so they could get jobs and could get out as quickly as possible, to that of viewing career development choice as a bona fide psychological process, which assisted students to "...understand themselves in terms of their values, interests, motivation, drive and decision making" (J.R. Rayman, personal communication, June 17, 2019). All in all, the process became much more sophisticated. As a direct result, the criteria used to evaluate career services staff changed from that of favoring candidates with human resources experience to that of favoring candidates with clinical or psychological counseling, counseling education, and/or teaching experience (Casella, 1990; J. R. Rayman, personal communication, June 17, 2019). In sum, while matching was still the primary method of placing students into jobs, advisors were now having conversations with students about how a multitude of factors influenced the type of career they sought. Measurements of success broadened to include number of appointments per calendar year and workshop attendance, which are still in use today (Dey & Cruzvergara, 2014).

In the 1990's and the 2000's, the dot-com boom ushered in another paradigm shift called Networking (Casella, 1990; Dey & Cruzvergara, 2014). While most students shudder when they hear this word, it was and still is the most effective way to land internships and jobs (Burnett & Evans, 2016). In the past, networking relied upon word of mouth, a phone call, or a letter. With the birth of the World Wide Web and email, there were more ways to connect, more people to meet, and more jobs to be had. Career centers reacted by hiring dedicated employer relations staff whose sole responsibility was to form relationships with employers, to bring them onto campus, and to incentivize them to hire their students (Dey & Cruzvergara, 2014). The Information Age ushered in the development of proprietary recruiting software, as well, which fundamentally altered two things: a) the mechanism by which students conducted job and internship searches; and b) how employers advertised openings (Dey & Cruzvergara, 2014). On a more subtle note, too, it influenced the way these two parties related to each other. Of course, students could find jobs all over the Internet, but the good stuff (e.g., opportunities tailored to the specific university and the postings submitted from alumni) was listed through the proprietary software. Around this time, career centers began charging for their flagship programming events as universities started cutting funding from their departments. For the first time, revenue generation became a central mission for many offices across the United States (Dey & Cruzvergara, 2014). In anticipation of the new millennium, Rayman (1999) pointedly stated: "The role of advocacy for resources has become a priority initiative with most career centers. The ongoing downsizing at nearly all colleges and universities has forced career centers into a range of activities to justify their existence as never before" (p. 182). Stakeholders now included employers and parents.

Finally, we have arrived at our current paradigm: Connections. Connections is a direct outgrowth of the 2008 recession, and the demand that parents and their children have placed on universities to become accountable for helping students to achieve success in the working world (Dey & Cruzvergara, 2014). "Parents who come on a tour want to see where their kids are going to sleep, eat, where the library is, where they are going to work out and where they are going to prepare to find a job — almost every parent asks that," explains Brian W. Casey, Colgate University's president (Hannon, 2018, para. 4). Whether they are peppering us with questions on how exactly we plan to support their children, or demanding that we help their second-semester senior get a job by graduation, I have personally noticed an uptick in parental involvement. Many offices of advancement offer specific funds that parents can invest in, which provide career development opportunities to their students. At my previous place of work, for example, a specific fund created to exclusively support undergraduates, allowed our staff to matriculate sophomores and juniors on career treks to New York City and Washington D.C. So, while colleges are still offering their traditional suite of services (e.g., resume and cover letter reviews, career fairs, and on-campus recruitment, etc.), they have also introduced avenues for students to develop meaningful and lasting connections that will help them to navigate their career journeys. It is now common for offices big and small to provide formal mentorship programs, experiential learning opportunities, intimate meet-ups with alumni, and for-credit career courses to help students apply knowledge to action (Dey & Cruzvergara, 2014). In an increasingly noisy world where an abundance of information is constantly available, today's students are looking for customization.

Several career centers, therefore, are thinking more strategically about how to leverage their existing community to create networks of trust that are readily available for students to consume no matter where they are on campus. Indeed, "...career centers are no longer the sole custodians of job and internship opportunities" (Schaub, 2012, p. 203). Drew University, for example, has designed customized career communities or clusters that cater to specific groups of students across the campus. So have Stanford, the University of Virginia, Indiana University, and the University of Rochester to name just a few. Given the fact that students tend to turn towards their personal network first for career advice (Dey & Cruzvergara, 2014; Gallup-Strada, 2017), it is critical that career services produce resources and establish partnerships that students not only trust, but also, that they want to refer to just as much if not more so than their personal networks. "I have agents all over campus," exclaimed Marianna Savoca (personal communication, April 9, 2019), the Assistant Vice President for Career Development and Experiential Education at Stony Brook University. Not to fear, these are not spies from the hit TV show, *The Americans*. Rather, when Savoca says *agents* she means staff, faculty and alumni outside of the career office who collaborate with her and her team. "I could care less about org charts—everyone wants our students to succeed—so together, we can think about how to do that well" (M. Savoca, personal communication, April 9, 2019). Early in her tenure, Savoca recognized that students often don't come to the center with their career concerns. They talk to their friends, their faculty, to the individual manning the desk at the financial aid office, and/or to the food services professionals. That is why she hosts workshops for anyone on campus with an interest in career, because, in her opinion, the most important thing is for students to feel "...like we care about them, that we understand them, and that we are interested in their point of view" (M. Savoca, personal communication, April 9, 2019). Apropos, the most successful career centers are those that have buy in and support from the entire university (Chan & Derry, 2013; Dey & Cruzvergara, 2014; Contomanolis & Steinfeld, 2014). The phrase often used to encapsulate this sentiment is *redefining we*. Nick Cattin, Consultant and Search Associate at the Career Leadership Collective, explained that the "...'We' who do career services is no longer just the staff in the office; it is the entire campus" (personal communication, June 12, 2019). Think about it. If a student has sixteen touch points with her faculty member (i.e., a weekly class from mid-August through mid-December) then we are doing a disservice if we don't meet her where she is, and do not equip faculty members to conduct base-line career coaching conversations. Embracing, training, and bringing an awareness of career services to the campus eco-system is mission critical if our goal is to effectively serve all students.

Having recognized the link between a well-oiled and well-respected career services office and the three R's—recruitment, retention and institutional revenue—senior leaders have begun to make a concerted effort to improve their career services operations (Dey & Cruzvergara, 2014). The authors predict that in the next couple of decades, career services will have its own division reporting directly to the president or provost rather than reporting to student or academic affairs, or, in some cases, enrollment management. "If you look at what an institution spends on enrollment management" or getting students in, as Cruzvergara explained, "...they should spend that money getting students out successfully, and so I envision... a situation where career education is also its own division at every institution" (personal communication, April 19, 2019).

Individuals who are drawn to career services must appreciate that they are in a unique position to impact our future generations. The question is: What is the most effective way to do that? When I asked my interviewees which aspects of the current model were worth keeping and embracing, the majority of them spoke to the criticality of advising: "... students want someone who will sit down and really listen to them. You can't change that to anything else than what it is," stated Denise Riebman, Director of Career Development and Alumni Services at the Trachtenberg School of Public Policy at The George Washington University (personal communication, April 30, 2019). The reality is, though, there are not enough hours in the day for students to get the support that they need. Just imagine what would happen if *all* the students did show up for one-on-one advising. "It would be a disaster!" stated Farouk Dey, Vice President of Integrative Learning and Life Design at Johns Hopkins University. "Our systems have been built to serve the few" (TEDx, 2019). Houston, we have a problem. Fortunately, down on earth, and with a year of MAPP behind me, I view this problem as an opportunity--an opportunity to take a stab at improving the current state of career services through the lens of positive psychology.

Table [1]

Evolution of Career Services in Higher Education

Paradigm	**1940-1970 PLACEMENT [reactive]**	**1970-1990 COUNSELING [proactive]**	**1990-2010 NETWORKING [interactive]**	**2010-2030 CONNECTIONS [hyperactive]**
Environmental Factors	GI Bill & Manufacturing Boom	Self-actualization movements, diversity of candidates & opportunities, & Less Job	Dot-com boom, Technology, University funding, Globalization, Generational changes	Economic Downtown, Fewer jobs, Society's Expectations, Value of Higher Education, Social Media
Purpose	Placement	Decision Making & Skill Development	Preparing, Educating & Revenue Generating	Building connections & communities
Method	Employment Service	Counseling, workshops, & print resources	Coaching, Courses, Career Fairs, Web Resources	Facilitation, Relationship Development, Social Media
Name of the Office	Placement Center	Career Development Center	Career Services	Career & Professional Development
Stakeholders	Students & Employers	Students	Students, Employers, Parents	Community: Students, Alumni, Employers, Parents, Faculty, Administrators, & Government

Paradigm	**1940-1970 PLACEMENT [reactive]**	**1970-1990 COUNSELING [proactive]**	**1990-2010 NETWORKING [interactive]**	**2010-2030 CONNECTIONS [hyperactive]**
Theoretical Orientation	Trait-Factor (criteria matching)	Typology: matching based on personality, interests and skills	Eclectic: based on counselor's theoretical orientation	Design Thinking: Strengths Based, Chaos & Happenstance
Provider Identity	Job Filler	Generalist counselor	Supportive Coach, Educator, Organizer	Customized Connector, Multifaceted, Relationship Developer, & Group Facilitator
Provider Skills	Processing	Counseling	Multitasking, Coaching, Coordinating	Facilitating, Synthesizing, Connecting, Specialized Expertise
Director Profile	Placement Director	Director: Senior Counselor, Staff Trainer & Supervisor	Executive Director: Manager of Operations, Employer Developer, Fundraiser	Elevated Role (AVP, VP, Dean): Visionary, Strategic & Political Leader, Convener of Stakeholders, & Change Agent
Reporting Line	Student Affairs	Student Affairs	Student Affairs/Academic Affairs	Enrollment Management, Advancement & Development, Alumni Relations, Academic Affairs, & Student Affairs
Location	Placement Office	Counseling Office	Web, Classroom, Event Hall	Mobile, Social Media & Campus Hot Spots
Employer Recruiting Strategy	Demand	Selective	Experiential Learning (early identification)	Branding & Campus Engagement
Industry Growth	Manufacturing & Mining	Retail & Service	Technology, Finance, Real Estate, Government	STEM, Energy, Social Impact, Healthcare, & Media
Measures of Success	Placement Data	Appointments & Attendance at Programs	Learning outcomes, Engagement, Revenues	Employability: First Destinations, Reputation, & Engagement

From "Evolution of Career Services in Higher Education," by F. Dey & C. Y. Cruzvergara, 2014, *New Directions for Student Services, 2014*(148)*,* 5-18. Copyright [2014] by New Directions for Student Services. Reprinted with permission.

What is positive psychology?

When I started reading about Positive Psychology in 2017, I quickly grasped that I was not just learning about a social science, but about a way of life. This is because positive psychology is interested in the conditions and behaviors that promote the optimum functioning of individuals, communities, and organizations (Gable & Haidt, 2005). Simply put, positive psychology seeks to understand what makes life worth living (Park, Peterson, & Seligman, 2004). Clearly, this is the type of inquiry one can spend her whole life contemplating, and one that many philosophers, religious leaders, and poets have spent their lives considering. Indeed, the most fitting translation of the ancient Greek term, *eudaimonia,* is flourishing, or a "...metaphor suggesting the full flowering of human life" (Moores, et al., 2015, p. 4). One could argue that many of our greatest texts—whether they be stories from the Bible, a play from Shakespeare or a stanza from Rumi—sought to tackle questions around what it means to live the good life, or at least offer guidance to future generations. As Socrates asks the court in *The Apology*:

> O my friend, why do you who are a citizen of the great and mighty and wise city of Athens, care so much about laying up the greatest amount of money and honor and reputation, and so little about wisdom and truth and the greatest improvement of the soul...which you never regard or heed at all? Are you not ashamed of this (Jowett, 2009, para. 55).

Positive psychology tries to apply science to these types of philosophical inquiries to describe what a good life might look like, and to guide others towards it. Personally, I am attracted to the field, because learning what makes people, organizations and communities thrive—as opposed to just survive—is both fascinating and essential. This is something that Martin Seligman recognized in the early 1990's. Today, he is credited for the founding of positive psychology in his 1998 Presidential Address to the American Psychological Association (Seligman, 1999). In it, he proposed creating a *reoriented science* that would focus on understanding and building an individual's most positive qualities. The word *reoriented* is important, because it speaks to Seligman's critique of psychology's evolution from World War II until that time, which, he felt, focused on pathology and healing within a disease model. It had, therefore, largely abandoned its original purpose—that is, "to make the lives of all people more fulfilling and productive" (Seligman, 1999, p. 1). Why and how did this happen?

From the ashes of WWII arose the Veteran's Administration and the National Institute of Mental Health, two organizations that needed psychologists to help them understand and treat mental illness (Seligman & Csikszentmihalyi, 2000). While necessary, of course, this fundamentally altered psychology, transforming it into a field fixated on treating the broken (Seligman & Csikszentmihalyi, 2000). At the same time, though, there were survivors of the war who found specks of hope glistening in the unlikeliest of places. Viktor Frankl, an Austrian neurologist and psychiatrist who chronicled his experience at Auschwitz in *Man's Search for Meaning,* wrote these poignant words: "Those who have a 'why' to live, can bear with almost any 'how'" (1959/1985, p. 76). Frankl taught us the importance of finding meaning and purpose in our lives. He, Abraham Maslow, Carl Rogers and Rollo May (to cite a few) were part of the humanist movement of psychology believing in the uniqueness of humanity and the potential for self-actualization (Resnick, Warmoth, & Serlin, 2001). Conversely, the behaviorists, most notably B. F. Skinner (1963) and John B. Watson (1913), argued that all human behavior could be understood as reactions to stimuli in the environment. And, I would be remiss to exclude Freud, the father of psychoanalysis. While notorious for explaining away all adult behavior through unresolved childhood conflicts, Freud also gave us language to describe the internal conflict of the mind, the role neurosis play in society, and, of course, the Freudian Slip! (Breger, 2000; Seligman, 2006).

In direct contradiction to behaviorism were Aaron Beck (1996) and Albert Ellis (Ellis & Dryden, 1987), who forever changed the way we think of treating depression. Rather than adhere to the belief that depression is a product of “...anger turned upon the self” or “...a disease of the body”, Beck and Ellis ultimately demonstrated that the way we think directly affects how we feel (Seligman, 2006; p. 71). As a result, Beck developed Cognitive Therapy, an outgrowth of Ellis’ (1980) Rational Emotive Behavior Therapy, teaching patients how to change their thinking in order to become more resilient in the face of depression and anxiety (Reivich & Shatté, 2002). While Cognitive Therapy, or Cognitive Behavioral Therapy (CBT) is considered to be superior in treating depression and anxiety today, it is important to take a step back to appreciate how revolutionary their thinking was (Reivich & Shatté, 2002; Tolin, 2010). The whole notion that I can change the way I respond to life’s circumstances by changing the way I think, supports positive psychology’s view that people possess self-efficacy, agency, hope and the willingness to change (Maddux, 2009; Magyar-Moe & Lopez, 2015).

Since that time, positive psychology has grown exponentially. A Google search of the term (in quotations) conducted on July 19, 2019 yields 11,800,000 results; the most popular classes currently at Yale (Shimer, 2018) and previously at Harvard (Pennock, 2015) are on this very topic; there are so many books available that is difficult to know which to pick up or to download first. Social scientists associated with the field study everything from strengths, resilience and well-being to positive emotions, mindfulness, and habit formation, just to name a few topics. Practitioners recognize that the operationalization of variables (like the ones listed above) is of vital importance not only to test a hypothesis, but also, to make the case for positive psychology. By *making the case*, I mean to say that the field must always contend with critics who argue that positive psychology is nothing else but happyology (Lopez & Gallagher, 2001). Given the field’s association with happiness—what is it, how to attain it, what impedes it—and its popularity in the media and with a variety of coaches, this critique make sense (Lopez &

Gallagher, 2001; Diener, 2009). I have two rebuttals, though. The first is this: While positive psychology is interested in happiness and has conducted extensive research on the subject (Diener, Oishi, & Lucas, 2009; Peterson, 2006; Seligman & Csikszentmihalyi, 2000), it is also interested in "... addressing the full spectrum of the human experience" (Gable & Haidt, 2005, p. 105). Positive psychology does not negate suffering, poverty and mental illness. My second rebuttal revolves around the importance of data and research. Just like any other science, positive psychology seeks to explain phenomena in the natural world through a rigorous application of the scientific method (Lopez & Gallagher, 2009). Each of the abstract constructs listed above, and many others too, were defined and researched by disparate members of the field who put their personal agendas aside in order to advance their collective mission (Diener, 2009). Indeed, "...positive psychology has provided reasons for talented scholars with overlapping interests to come together to ask hard questions…" (Lopez & Gallagher, 2009, p. 4). Ed Diener (2009), the resident expert on subjective well-being, notes that Seligman was always focused on ensuring that science undergirded positive psychology's findings.

I mention this because when Seligman (2011) introduced his model of well-being to the world, he recognized the importance of distilling this abstract concept into distinct elements that can be defined and measured. These elements are Positive emotion, Engagement, Relationship, Meaning and Achievement (PERMA). In addition to the measurement component, Seligman (2011) explains that each element contributes to well-being and is pursued for its own sake. Briefly, Positive emotion encapsulates the ephemeral: "...pleasure, rapture, ecstasy, warmth, comfort, and the like" (Frederickson, 2001; Seligman, 2011, p. 11). Being entirely absorbed in a task, losing track of time, and experiencing that you are one with the environment captures the essence of Engagement (Csikszintmihalyi, 1990; Seligman, 2011). When people are asked what makes their lives meaningful, the most cited response is personal Relationships (Gable & Gosnell, 2011; Lambert et al., 2013). Meaning can be thought of as connecting to and serving something that is larger than the self. And, finally, Achievement is the sense of satisfaction or pride that one feels after accomplishing something (Moores et al., 2015). Individuals pursue Achievement (also known as Accomplishment) even when it brings them nothing in the way of Positive emotion, Meaning or Relationship (Seligman, 2011). I will explore this distinction further in a subsequent portion of my paper. It is important to note that there are other models of well-being that are of equal repute—for instance, I COPPE (Interpersonal, Community, Occupational, Physical, Psychological, and Economic) developed by Isaac Prilleltensky et al. (2015) at the University of Miami and SPIRE (Spiritual, Physical, Intellectual, Relational, Emotional) developed by Tal Ben- Shahar (2019) at Harvard. I have decided to use PERMA, because it is the model with which I am most familiar.

Act II

We Go to College for a Different Reason Now

When people pay for students to go to college to learn how to put on a demonstration or to repair musical instruments, they are, as Governor Reagan (1967) once said, subsidizing intellectual curiosity. Those were his examples, not mine. Nearly 50 years later, *The Chronicle of Higher Education* came out with an article called "The Day the Purpose of College Changed" arguing that it was Reagan's speech, which crystalized the changing mission of higher education from that of cultivating the mind to that of job preparation (Berrett, 2015). In 1967, 85.8% of college freshmen surveyed said that it was "very important" or "essential" for them to develop a meaningful life philosophy (Pryor, Hurtado, Saenz, Santos, & Korn, 2007). According to the

2012 survey, that number has dropped to 45.6% (Pryor, et al., 2013[2]). Today, 86% of college students cite career advancement as *the* determining factor for their college selection, a percentage that has remained stable since 2010 (Gallup, 2016). Unfortunately, barely one in ten U.S. business leaders surveyed by Gallup (2016) believe that a college education is successfully equipping students with the skills and competencies necessary to perform well on the job. Beyond the hard skills ostensibly cultivated in college (e.g., fluency in technological platforms, formidable oral and written communication skills), a recent study that analyzed 75 interviews with senior executives along with an analyses culled from a database of over 1880 executives, revealed that today's employers are looking for students who possess adaptability, 360-degree thinking, cultural competence, empathy, and intellectual curiosity (Wilson, 2014). I find it very problematic that, in general, Americas' employers express a lack of confidence around the ability of our graduates to get the job done. Additionally, the aforementioned statistics point to a fundamental disconnect between the needs of incoming students and their potential employers, and the resources institutions have allocated to career centers. The National Association of Colleges and Employers (NACE), the predominant association for career services professionals, has calculated that since the 2008 recession, U.S. colleges and universities have cut the budgets for career services by 11.4% (Marcus, 2017). No wonder there is an average of one counselor per 1,700 students at the undergraduate level, and one counselor per 2,500 students at the master's level (NACE, 2017).

"We can't do advising here," stated one of my interviewees. "We are transactional, like a post office" (Participant X, personal communication, May 1, 2019). He's right. Career services

[2] This data comes from the Cooperative Institutional Research Program (CIRP) Freshman Survey report, which uses data from first-time, full-time students entering four-year colleges and universities of varying levels of selectivity and type in the United States. The number of students surveyed has fluctuated from year to year. In 1967, the sample was 155,603 students entering 206 institutions. In 2012, the sample was 192,912 drawn from 283 institutions.

cannot provide sufficient career development support with ratios like the ones listed above. Perhaps, if our higher education administrators hired as many career advisors as academic advisors, then all of our problems would be solved. Unfortunately, solutions are rarely this easy and this simple. First of all, though more students are visiting career services offices than ever before—52% to be exact—that number drops to 34% when you poll our seniors (Gallup, 2016; Gallup-Strada, 2017). Plus, students aren't even finding career services that helpful. In fact, only 17% of them report having a beneficial experience (Gallup, 2016). Unfortunately, Gallup does not provide us with more nuance on how students are defining *helpful*. So, with whom are students speaking about their career? Large-scale survey data has found that students are talking to their mentors, who are typically faculty (81%), friends (36%), or other staff members outside of career services (33%; Gallup, 2016).

It is not all doom and gloom for career services, though. According to the Gallup-Purdue Index Report (2016), graduates who reported a high-quality experience with their career services office are 5.8 times more likely to believe that their university prepared them well for life after college, to say that their education was worth the cost, and to find their current work more fulfilling. While correlation is not causation, data show that students are more likely to be flourishing in their work if they found their career center helpful. How can career centers become more helpful, then? Can an approach from positive psychology provide a solution?

The Pressure to Succeed

Today's students, in particular at the most competitive universities, often find themselves breaking under the tremendous strain to perform, to succeed, and to develop a career vision that will set them on the right life path. In 1985, when incoming students were asked to compare themselves to the average person in light of their drive to achieve, 68% characterized themselves as "above average" or in the "highest 10%" (Eagan, et al., 2015). This number continued to climb, reaching a 30-year high in 2015, clocking in at 79% (Eagan, et al., 2015). During this same time period, though, students' self-rated reports of their mental health and emotional well-being declined (Eagan, et al., 2015). More specifically, in 2008, 10% of students reported being diagnosed with or treated for an anxiety disorder; it is now at 20% (Kane, 2019). According to the 2018 National College Health Association Survey (NCHA), 29% of students reported that a career-related issue had been traumatic or very difficult to handle (e.g., the inability to bring oneself to apply to subsequent internship opportunities after experiencing rejection). In 2009 (the first year that a career related item was incorporated), this number was 23%. In fact, research has shown correlations between career decision-making and depression (Rottinghaus, Jenkins, & Jantzer, 2009), negative career thinking and increased career/life stress (Bullock-Yowell, Peterson, Reardon, Leierer, & Reed, 2011), and career indecision and anxiety (Newman, Fuqua, & Seaworth, 1989). Given the exponential increase in generalized anxiety reported on college campuses, as well as the 6% uptick just reported, I believe it is imperative for career services to develop more robust avenues of support.

In March, I had a conversation with a staff member in career services at the University of Pennsylvania (henceforth referred to as UPenn) who told me that a student began sobbing in his office when she received an offer to work at Accenture over the summer. This is a very specific example of a career-related issue perceived as traumatic or very difficult to handle. In case you are not aware, Vault, which is recognized for providing influential rankings, ratings and reviews as well as top-notch career advice, has rated Accenture as the number one firm both in IT strategy and IT operations consulting. However, and this is important, it is not a member of The Big 3, which comprises Bain, McKinsey and the Boston Consulting Group, or BCG for short.

From the perspective of our teary-eyed student, landing an offer at Accenture is not characterized as an achievement. Instead, it is regarded as a disappointment. I can just imagine her thinking: "How will I tell my friends who *are* working at one of The Big 3?!" At schools like UPenn, achievement often looks and feels a certain way. Perhaps it *looks* like working at McKinsey, snagging a fancy internship at an investment bank in Manhattan, or earning a six-figure salary right after graduation. Perhaps it *feels* like winning, taking something you feel that you deserve, or recognition, pure and simple. How do students arrive at these conceptualizations of achievement? How are they defining success?

In my MAPP community, the completion of one's capstone (what you are reading) is considered to be a major accomplishment. As I type these words with three books to my left, nearly sixty journal articles to my right, and my water bottle and snacks, I feel a sense of urgency and drive. I am inherently interested in the subject matter, and I care about putting forth an evidenced-based proposal that will ideally improve the state of career services. At the same time, I am motivated by the desire to impress my faculty members, as well as leaders in the field who may read and even be inspired by this paper. Despite the fact that this is a pass/fail assignment, the mere idea of writing to earn anything less than an A sends me into a tailspin. In other words, I am incentivized by an external reward structure, as well as an internal one. If you think back to a time when you have been motivated to do something, you may be challenged, like I am, to pinpoint the precise origins of your drive. Fortunately, social scientists can shed some light on why this is.

Brown and Ryan (2015) explain that motivation exists on a continuum from extrinsic to intrinsic. As I move from one end (extrinsic) to another (intrinsic), I understand my motivation to be increasingly integrated with myself. This makes me feel more autonomous and self-directed, which is very satisfying. In contrast, Brown and Ryan (2015) explain, "...behavior that lacks autonomy is motivated by real or perceived controls, restrictions, and pressures arising either from social context or external forces" (p. 139). So, as it relates to our psychological well-being, not all aspirations are created equal. For instance, one of the main characters from the HBO hit television series, *Big Little Lies*, is motivated by wealth (extrinsic). When Renata finds out that her husband may have lost all of their money, she screams: "I will *not* not be rich!" (Kelley, 2019). Without divulging too much information about the show's premise and Renata's background, it is safe to assume that her choices around vocation, clothing, and social circle (at least early in season two) reflect her desire to be wealthy and to rise in social stature, rather than to experience a sense of meaning and purpose in her life.

Self-determination theory (SDT) holds that our differing forms of motivation—why we do what we do—generate behaviors that have a profound effect on our psychological well-being (Brown & Ryan, 2015). On the one hand, activities that provide unadulterated enjoyment and/or a sense of mastery are intrinsically motivated. For me, writing and advising students would fall into this camp. I am not sure what these would be for Renata. On the other hand, activities that are more extrinsically motivated are not as likely to be associated with fulfilling our needs for autonomy, competence and relatedness—the three basic psychological needs comprising SDT. Brown and Ryan (2015) have found that that much of what we do professionally is extrinsically motivated. In the worst case, we may feel as if forces or pressures that exist outside of us are controlling our every move. We work for the reward or to avoid punishment. This perfectly encapsulates my husband's three years at an investment bank, whereby his reward was *experience* and a bonus, and punishment spanned everything from bullying to backbiting, as well as additional and extraneous work off-hours. In the best-case scenario of extrinsic motivation in the workplace, one can expect that activities are initially performed for instrumental reasons, but over time, they become meaningful and aligned with an individual's personal values and goals. For example, while I am not intrinsically motivated to plan events (oftentimes, a big part of being in career services), after the event, I feel a sense of pride knowing that I created something that facilitated learning and growth opportunities for the participants. This byproduct, so to speak, makes the step-by-step process of planning itself less of a slog.

Students' conceptualizations of achievement and success usually come from their parents and other family members, societal norms, and their surrounding community. Indeed, there is evidence showing that children often inherit their beliefs and expectations around work directly from their parents (Frome & Eccles, 1998; Whiston & Keller, 2004). At the same time, Betsy Paluck, a psychologist who was awarded a MacArthur Genius Grant for her contribution in the area of social norms and group influence, hypothesizes that student behavior is caused by perceptions, or what she calls "psychologically-generated ideas" derived from them constantly observing and taking note of each other in their environments (Paluck, 2014). These perceptions give them ideas of what is normal, typical and desirable (Paluck, Shepherd, & Aronow, 2016). If what is perceived as desirable (or, I daresay, normal and typical) as a graduate of UPenn's business school is to work at one of The Big 3 consulting firms or at top financial services institution (Wharton MBA Career Management, 2018), then it becomes easier to understand how even those students who are not motivated by that career path can get lured in. And, this is really concerning, because a recent study of young college graduates—our population of interest—shows that the attainment of extrinsic goals negatively impacts well-being (Niemiec, Ryan, & Deci, 2009). This is not to say that fulfilling an extrinsic goal is wholly dissatisfying. On the contrary, it can feel quite good in the moment. Yet, that is part of the problem. Evidence suggests that there is something fleeting about extrinsic aspirations (e.g., money, fame, image). In his investigation of the components of subjective well-being, Diener (2000) discovered that while wealthy nations are happier on average, at a certain point, there is a shockingly low correlation between making more money and experiencing more SWB. In positive psychology, we have a term for this phenomenon: the *hedonic treadmill*. It means that the boost of happiness you feel from your recent promotion or the purchase of a fancy gown, for example, wears away as you naturally acclimate to your new position and/or possession(s) (Bao & Lyubomirksy, 2014; Kauffman, 2006). If you've ever seen *Confessions of a Shopaholic*, you will know exactly what I'm talking about.

When I began making friends with students who were either in or graduated from business school, I learned about the golden handcuffs: In some ultra-competitive and highly sought-after positions, individuals make personal sacrifices to obtain the pay and perks. Despite having nearly nil work-life balance—or, to use the language of PERMA (Seligman, 2011)—despite a compulsion to overemphasize achievement, people in these roles feel that they cannot leave. In essence, they are handcuffed to their jobs. The money, which provides them and their family (if one is in the picture), with stability, flexibility, and quite often, a luxury standard of living, is too good to pass up. Yes, these individuals are most likely extrinsically motivated, and are most likely in the business—even if unaware—of attaining ego rewards like pride, or staying to avoid feelings such as "...guilt, anxiety, or disapproval from self or others" (Brown & Ryan, 2015, p. 141). If, by some stroke of luck or some other magical property, a person—let's call him Mark—happens to love his work, and his family does not mind that he is rarely available, and when he is, he is answering emails, then, well done, Mark! You have found the golden ticket! Yet, for the rest of the people in these types of positions, the feelings that come from attaining this level of success are not only ephemeral, they have been shown to be negatively correlated with well-being, as well (Brown & Ryan, 2015). There is a very real probability that one day, everyone besides Mark will wake up and wonder: Why am I doing this? What is the purpose of my life?

Questioning the Traditional Model of Career Services

Career services professionals are charged with helping students to determine what meaningful work looks like. Considering that we spend one third of our waking lives on the job (Buettner, 2011), I believe that I have a responsibility to a) prepare students to navigate the rapidly changing world of work with a degree of self-awareness and confidence, and b) to guide them towards work that will provide them with opportunities to be challenged, engaged and fulfilled. The problem is, I can’t do that...not really. There is only one of me and thousands of them. I feel stuck between a rock and a hard place, because on the one hand, I believe in the power of transformational advising, and I think that I possess the expertise necessary to most effectively support students. On the other hand, I just shared dozens of statistics with you proving that the traditional model of career services, of which one-on-one advising is a huge component, does not allow for the provision of support for all students. Whether you were riveted on the ratio of the number of students per advisor, the dismal percentage of students who report that career services is helpful, or the percentage of seniors who actually stop by, we cannot keep doing what we are doing. Sheila Curran (personal communication, May 8, 2019), CEO and Chief Strategy Consultant at the Curran Consulting Group, shared that she once had a boss who told her: “Good is good enough.” Her response? “No, it isn’t. I don’t want to be in a place where good is good enough.” Like Sheila, I too, do not want to be in a business where good is good enough.

But change is hard. For so many career advisors, the job would feel empty without the majority of their time spent in one-on-ones. At Career Leadership Collective, Cattin consults with career centers across the United States and often experiences resistance around scaling the traditional model. Staff like counseling one-on-one with students, he told me, because that is what they are trained to do, that is who they are. It is easy to understand how emotional it would be for a counselor to let go in order to allow a peer—even one who is thoroughly trained—to do what he perceives as his primary job function. Cruzvergara (personal communication, April 19, 2019), the co-author of the *Evolution of Career Services in Higher Education,* explains:

> I think that there is a high level of fear that exists in the profession around will [change] make me irrelevant, will that eliminate my job, that this is my identity...I don't want to change my identity. What I find frustrating about that is the irony, because our profession talks all the time about how we need to prepare our students for the future, and we need to help them be agile and adaptable and reinvent themselves, and yet, we are unwilling to do that ourselves."

Fortunately, there are some professionals in the field who have been agile and adaptable, and who, as a result, have reinvented career services on their campuses. Most notably, Mary T. Calhoon, the Assistant Dean of New Students at the University of Nevada-Reno (UNR) is an exemplar who inspires me in my own work. Indeed, she was able to successfully design an entirely new system of career services delivery that has since been adopted at multiple universities across the United States making her somewhat of a celebrity in our field. Starting with a staff of two and a population of 22,000 students, Calhoon flipped the traditional model by shunting all counseling appointments to rigorously trained and paid peer advisors leaving her and her colleague to manage strategy and programming (personal communication, March 4, 2019).

As they say, necessity is the mother of invention! In anticipation of the opening of UNR's Career Studio, Calhoon fielded concerns from campus staff who were worried about everything from preconceived notions around what advising *should* look like, to maintaining the confidentiality that students have come to expect in a one-on-one setting (M. T. Calhoon, personal communication, March 4, 2019). It soon became clear, however, that the latter concern came from professionals who had only seen one version of career services. It did not come from the students. In fact, "...students don't have the expectation that conversations about their careers are confidential. That is an expectation we have as career services professionals, because that is how we are used to doing it" (M. T. Calhoon, personal communication, March 4, 2019). When I asked Cattin for his opinion on the explosion of these career studio models, he started by sharing what he hears from many staff members: "...[peer advisors] will just not be able to do a good job…they don't have our expertise, they don't have a master's." (personal communication, June 12, 2019). Yet, when we take a step back and ask students what *they* want, and how *they* want to talk about career, there is overwhelming evidence gleaned from the field's associations that students prefer peer advising (Calhoon, 2018; Koring, 2005; Streufert & Rosendale, 2017). Let us explore a few of the reasons why that may be so.

Cattin (personal communication, June 12, 2019) points to the increased likelihood that a student will internalize lessons from a peer rather than from a professional counselor who is perceived as having all the answers. To lend support to Cattin's assertion, a recent study demonstrated that peer mentoring was positively correlated with belonging (Tovar, 2013). In my own experience running a peer-advising program at University of Southern California (USC), I have watched students build their self-confidence and form new friendships as they partner with peer mentors to discuss their questions and concerns around career. Calhoon and I discussed how a peer-to-peer advising model increases feelings of normalization around the career development process—a process that can feel terribly isolating. Given the importance of social support (Davis, Morris, & Kraus, 1998; Diener & Seligman, 2002; Whitney, 2010) and belonging in our lives (Baumeister & Leary, 1995; Lambert et al., 2013), this comes as no surprise. I will explore both of these topics in much greater depth in the following section.

In April, I received an email from a student at USC who said she experienced more stress, fear and anxiety in the three months she spent job searching than in any other period of time during college. According to the National College Health Association Survey (NCHA), she would be part of the 29% I referenced earlier. "Students don't always realize that *everybody* is working through these exact same questions, nobody has the answer, and that there are lots of paths forward," Calhoon (personal communication, March 4, 2019) explained as we talked about the reasons why career choice and decision making can provoke such destabilizing emotions within our students. Despite the fact that our careers no longer unfold in a linear fashion, most students still operate within this dysfunctional belief structure; and, as a result, see very few viable paths forward (See Figure 1 below.)

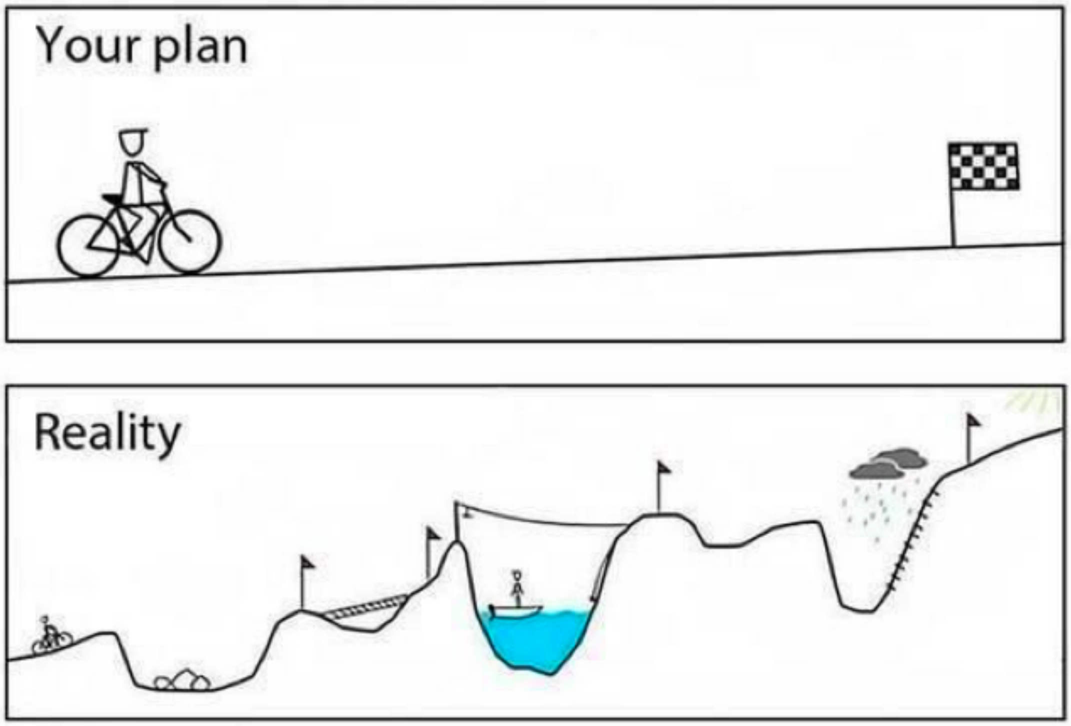

Figure 1. Your plan vs. reality [Cartoon] by Doghouse

In other words, while prior generations "...got a job at GE and worked there for forty years, and then got their gold watch and checked out" to expect this type of certainty today is not only unrealistic, it is also misguided (J. R. Rayman, personal communication, June 17, 2019). Students arrive to the wrought-iron gates of college thinking that they should possess a clear vision of where they want to go, what they want to accomplish in life, and why. Instead, Dave Evans and Bill Burnett (2016), the authors of *Designing Your Life*, have found that only one in five young people between the ages of 12-26 have this type of vision. Students need to get comfortable with uncertainty, because they will be making decisions about their career with limited or partial information. Because no matter how trite the saying is, the only constant in life is change. Rather than constructing a binary of right path versus wrong path, I wish students saw a myriad of paths before them. While some may lead them astray, and some may feel wrong in the moment, it is *that* feeling which exists in all of us that can serve as a wake up a call. If students trusted the process, and listened to that feeling in their gut, I believe they would experience less stress around their career.

The offices that have adopted the career studio model have been able to serve more students at a lower cost through removing some of that burden from professional staff (Koring, 2005; Nacada, 2019). Calhoon and I agree, however, that this is merely a surface benefit of utilizing peer-to-peer advising. The more meaningful and sustainable benefit is not as obvious, because, unlike attendance and satisfaction, it is a) not something we normally measure, and b) it is not as simple to measure. This benefit is the development of a critical life skill, and one that will serve the student through college and beyond. Imagine how empowering it is for a student to take charge of her own career through seeking support from a peer. Imagine her sense of relief when someone her age relates to her fear around video interviewing, because he just did it last week, and, yes, it is totally awkward. Or, he too, had a challenging conversation with his parents over spring break after figuring out that he actually doesn't want to be a doctor anymore. The ability for a student to articulate her concerns and questions around the career development process, or, conversely, to say, out loud, "I am confident I want to change my career path and I would like your help", is not only empowering, it is an indispensable tool. In positive psychology parlance, this is called self-efficacy, or the belief that you can accomplish what you want to (Maddux, 2009). Self-efficacy plays a major role in how we approach goals, tasks and challenges, like putting a strategy together to apply to a prestigious fellowship, or writing four cover letters in one month. "A peer led model of career development can start instilling that life skill as just a normal and natural part of the process," stated Calhoon (personal communication, March 4, 2019). "Instead, what we often do in the traditional model is we lead students to think that conversations about what they want in their career should happen behind closed doors with a trained professional. That really does not resemble what is going to help them in the real world" (M. T. Calhoon, personal communication, March 4, 2019). I agree with Calhoon. When I think back on the inflection points in my career, I did not wait around to make an appointment with an advisor, nor did I wait patiently for an advisor to have an opening. On the contrary: I sought advice from my friends, mentors and parents—my network of trust—straight away.

In order for students to effectively manage the career development process, they must be able to speak earnestly about the impact it is having upon their well-being. At a time when more and more of our students are overemphasizing achievement to the detriment of the remaining elements of PERMA (Seligman 2011), it is critical that they have a space to talk about this with people who care about them. It is critical that students feel like their words matter in that space. Peer advising has emerged as an effective and sustainable solution for many offices that are plagued by an imbalance of supply and demand. With that said, I believe providing a mechanism by which we can get students talking explicitly about their well-being (PERMA) as it relates to their hopes, fears and concerns around career, could supplement peer advising, and/or be even more successful.

We know that students want to have these conversations. And, you know who else wants to have these conversations? Career services staff. Returning to the theoretical orientations that we briefly explored in Act I, many advisors have sought out graduate degrees for the sole purpose of shepherding students through the career development process as effectively and thoughtfully as possible. They have been trained to support students who are, as Participant X described, "...moving toward their quarter life crisis" (personal communication, May 1, 2019). They have expertise to help students answer questions like: Who am I as a person? What do I truly value? What are my strengths? And, how does all of this fit into what the economy is offering? To answer these types of questions, a student would need much more than one, two, or even five 30-minute advising appointment(s). You don't just go somewhere once to get clarity on your career. To put it bluntly, a lot of career centers do not and cannot offer career development. Upon coming to this realization, Participant X started envisioning a new type of office, one that is "...a center of influence, or a hub...that consults and instructs the whole campus community on how to *support* the students' career development" (personal communication, May 1, 2019). Career services staff should really be "orchestrators of opportunity" rather than anything else, stated Curran (personal communication, May 8, 2019). At the end of the day, career services must be able "…to find ways of making students have the kinds of groups that they can attach themselves to, so they don't feel like they are doing it all on their own" (S. Curran, personal communication, May 8, 2019). It would be really comforting for a student to have a group to turn to when he experiences that nagging sensation that everyone knows what he or she is doing but you.

The Importance of Belonging

To feel that you fit in and are accepted by a group of people is what James Pawelski meant when he told us: "You belong here" (personal communication, September 5, 2018). Pawelski is the Director of the MAPP program, and he didn't just tell us this on the first day of school. Rather, he continued to reiterate this simple but powerful message at subsequent on-site sessions, because he knew that ours was not the first class with members who felt like they didn't belong at UPenn. "They probably just made a mistake in admissions," one of my cohort-mates said, giggling nervously. "I had to apply three times to get in," shared another. After reading up on the illustriousness of previous MAPP graduates—everyone from best-selling authors to the first woman investment banker, who regularly performed at Carnegie Hall—it took me months to appreciate that MAPP graduates (and our professors, too) are just people. Once I did that, though, I felt like I belonged at UPenn, and my experience fundamentally changed. As a new community began to form around me, I felt secure knowing that I was accepted. Identifying with my MAPP cohort provided me with a sense of stability, a shared identity, and the support to "…pursue higher order collective goals" (Lambert, et al., 2013, p. 1420) like consulting for a K-12 school in Bryn Mawr and writing this capstone. Being a part of a strong social group such as MAPP, the crew team, or an acapella choir, increases feelings of belonging resulting in indelible marks upon our well-being (Davis, Morris, & Kraus, 1998; Lambert, 2013; Whitney, 2010). When I reflect upon how isolating the career development process can be, or how easy it is to fall into a spiral of upward social comparison (e.g., Blaire is more accomplished than I am, because she is working at McKinsey this summer), I return to the belonging literature.

Belonging does not just feel good, though; it is an inescapable human drive (Baumeister & Leary, 1995). According to these authors, both influential social psychologists, the human need to belong is grounded in evolution—that is, desiring and maintaining social bonds has survival and reproductive advantages, including sharing food, providing mating partners, and caring for offspring. Abundant evidence shows that it is easy for humans to form bonds, too. When given the opportunity, people are strongly inclined to be in relationship with each other (Clark, 1984). Indeed, with very few exceptions, every person in every single society on the planet belongs to small groups involving face-to-face, personal interactions (Baumeister & Leary, 1995). When was the last time you laughed until you stomach hurt? When was the last time you felt utter delight, or felt like your life was imbued with meaning and purpose? Seligman (2011) poses these questions to point out that "very little that is positive is solitary" (p. 20).

Stillman and his colleagues (2009) put it differently: "Meaning itself is acquired socially" (p. 687). The more opportunities we have to feel like we belong, the better off we are.

ACT III

Circle: A Group Coaching Intervention Utilizing PERMA

In my final act, I bring you Circle: an evidence-informed group coaching intervention sponsored by career services. I selected group coaching, because it allows career services to fulfill its goal of providing career development support to all students. It is a scalable, low-cost solution that can be deployed at any campus, which asserts to help students succeed, find fulfillment and become leaders in their respective fields. As a disclaimer, while the group coaching literature is replete with potential benefits of this model, I cannot say the same about definitive results. Most of the research is based around training, with the population of interest typically being executive teams aiming to improve their key performance indicators. In fact, I have been unable to locate one peer-reviewed article on group coaching for college students. Therefore, the advantages of utilizing Circle will be undergirded by the science of positive psychology rather than group coaching methodologies, and will be speculative in nature. With that being said, what follows is my hypothesis utilizing the PERMA model of well-being: **If students have structured opportunities to talk about the career development process (to create Meaning) with a group of peers they feel connected to (Relationships), I believe that they will be better equipped to define a sense of accomplishment (Achievement) for themselves.**

What is Circle?

In the following pages, I will explain in detail, the Who, Why and How of Circle. First, however, is the What, so you at least have an image in your mind of what the intervention might look like. Circle is a student's career community. It is a group she joins as a freshman, and one that stays with her throughout her four years, and ideally, beyond. Eleven other students are along for the ride with her. Ozge Yorumazlar, a social psychologist with expertise in motivation, SDT, and well-being in the workplace, believes that group coaching is the "…new venue of efficient career counseling" (personal communication, July 10, 2019). The group is the most effective vehicle for career counseling, because it constitutes a *motivational background*, or sphere of support where students can safely question, brainstorm and test out ideas with their peers. Recalling the research conducted by Betsy Paluck (2014, 2016), we know that students' primary reference points are each other, so why not capitalize upon this? Why not make use of this information to create a new career norm around the utilization of group advising to supplement the services that the career center already provides?

Inspired by the *moai* in Okinawa, a life-long support group composed of five individuals who provide health, financial, social and spiritual assistance to each other (Buettner, 2011), and the Reciprocity Ring (Grant, 2013), an interactive exercise that utilizes the pay-it-forward principle, my goal is simple: Give students a customized career support group that becomes a network of trust over time. While *moai* do not have facilitators, Circle will. Taking a cue from Savoca's model and the concept of *redefining we* (see p. 10), anyone on campus with an interest in career and student success can volunteer to be trained. This includes career services staff, of course, but also resident assistants, librarians, front desk staff at the gym, admissions, etc. The sky (or rather, the ivy-strewn red brick) is the limit. In order for Circle to be as effective as possible, the group would meet two times per month for ninety minutes. Yes, there will be snacks; and, yes, attendance is mandatory. Students must attend 75% of their meetings in order to fulfill the requirement.

Who is Circle?

The composition of Circle is diverse: It is not major specific, interest specific, or even career specific. In college, just as in life, people tend to gravitate towards others who are like them (Bahns, Crandall, Gillath, & Preacher, 2017; Montoya, Horton, & Kirchner, 2008; Youyou, Schwartz, Stillwell, & Kosinski, 2017). This can be comfortable, of course, but it isn't necessarily conducive to developing the skills necessary to succeed in the workplace. Gallup (2016) reports that "...college students and graduates who are exposed to people from different backgrounds learn key analytic and social skills and have a greater commitment to democratic values" (p. 17). They are also twice as likely to believe that their degree was worth the cost (Gallup, 2016). A recent study conducted by the American Education Research Association found that frequent interactions with diverse peers were positively related to students' sense of belonging (Supiano, 2018). The importance of diversity in the truest sense of the word is nothing new, however. In 1850, Nathaniel Hawthorne wrote the *Scarlet Letter* where these prescient words appear:

> It contributes greatly to a man's moral and intellectual health to be brought into habits of companionship with individuals unlike himself, who care little for his pursuits, and whose sphere and abilities he must go out of himself to appreciate" (p. 25).

My hope is for a student majoring in art history to share his job search process with a pre-business student who is only familiar with on-campus recruiting. My hope is for a veteran to share what her experience has been like as a non-traditionally aged student returning to school, and for low-income, first generation students to explain what code-switching means to their peers with a high degree of social capital. "As our society divides more and more between those with 'advantages' (our euphemism for money) and those without, the two camps know less and less about each other" (Delbanco, 2012, p. 123). I find this deeply concerning, and quite frankly, very sad. Growth, self-discovery, maturity, and meaning come from learning about each other, and perhaps, more importantly, through being with each other. Circle can facilitate this.

The Why of Circle

When I reflect upon the utility of group-based interventions, I can't help but to recall Gertrude Stein's poem, "Sacred Emily", in which she writes: "A rose is a rose is a rose" (Stein, 1922/1993). Simply put, the group itself *is* the intervention. The participants become their own community—one that they can always rely upon and draw mutual support from as they navigate the ups and downs of college. There is something quite powerful about the fact that only the members of Circle will have gone through the same experience together.

Manfred Kets de Vries, the Distinguished Professor of Leadership Development and Organizational Change at INSEAD Business School, pioneered his own group coaching technique, and quickly discovered that several psychodynamic processes were taking place in his groups. I predict that some of these processes could take place within Circle, as well. Using Kets de Vries' (2012) working paper as inspiration, here is a set of design principles for the development of Circle:

1. Establishing Norms of Reciprocity: This norm operates within the principle of obligation—that is, we tend to feel obligated to return a favor once one has been done for us. The norm of reciprocity is so powerful, that if you have helped someone in the past, you can generally expect to get help in the future (Riller et al., 2002). Still, when I started conceptualizing and soliciting feedback on Circle, a number of individuals expressed concerns like: "Aren't you concerned that students won't want to share their tips on networking, or their social contacts?" And this: "What if you have three students in a

group who are in direct competition for the same job or internship?" While these concerns are valid, Adam Grant's research and implementation of the Reciprocity Ring at Wharton, arguably one of the most competitive business school environments in the United States, is a direct illustration that people, even students who are competing for the same internship at Goldman Sachs, are hard-wired to want to help (Van den Bos et al., 2009). In addition, simply spending time helping others can make people feel effective and capable (Grant & Gino, 2010). It could be quite useful, therefore, for Circle to transform into a Reciprocity Ring once or twice per year, a problem-solving experience where each student makes an ask and all other participants tap into their personal, professional and/or academic networks to fulfill that request. As Kets de Vries (2012) explains: "Having something of value to offer others can be a heartening experience" (p. 26).

2. Identification with Other Group Members: In every group, certain students will emerge as role models. As they discuss the way they have handled certain life events, other students may be inspired by their maturity or demonstration of resilience. These students become the types of individuals we want to emulate. Imitative behavior, or identifying with the other, "...involves our associating with or taking on the qualities, characteristics, or views of another person or group" (Kets de Vries, 2012, p. 25). As a result, participants may assimilate an aspect, quality, or attribute of his or her role model, which can lead to real growth. This process can also be instrumental in detecting our own cognitive distortions or errors in self-perception.
3. Minimizing the Gap: When disparate groups of students are intentionally brought together, they may discover that they are more similar than different. For example, both a

low-income, first generation student and an affluent legacy student may be experiencing extreme stress as a result of parental pressures. One may feel the pressure to follow in his father's footsteps at the investment bank, and the other may struggle with the weight of holding his parents' hopes and dreams upon his shoulders as the first in the family to attend college. These situations could not be more different. Nevertheless, the well-being of both students is negatively impacted, and that is where we find the similarity, and where they may find the common thread connecting them.

4. Normalization: Listening to participants' fears and worries about their future will be a major focus of Circle. As students lean in and hear each other, they may come to find that their personal struggles are remarkably similar to their peers. They may no longer feel that they are alone in their experience, and this can bring with it a great sense of relief.
5. An Opportunity for Catharsis: If the group successfully contains and then responds to a participants' repressed feelings (e.g., I will never make it as a pre-med student), she may be able to release them in a way that is productive and sustaining (Butler & Fuhriman, 1983). This can be an extremely significant and powerful experience.
6. Vicarious Learning: Every session of Circle offers students the opportunity to learn from one another. Because group members will come from different backgrounds, they will inevitably go about the career development process differently. This provides all participants with the chance to learn a variety of approaches, to gain an appreciation of what has and has not worked, and, ideally, to experiment themselves (Bandura, 1982).

Brown and Grant (2010), both coaching psychologists, also provide us with a robust list of group coaching advantages. In my experience as an advisor and managing career education at a prominent university, these are the types of learning goals I hope our students fulfill.

1. Development of trust and support
2. Improved listening and communication
3. Constructive conflict resolution
4. Greater commitment and accountability
5. Increased emotional intelligence
6. Leadership development
7. Appreciation and alignment of individual goals, strengths and values

"Without a doubt," Brown and Grant (2010) state, "many participants find group coaching highly challenging and often personally difficult, yet paradoxically, it is often this discomfort that fosters real change" (p. 34). Indeed, perhaps the fundamental tenet of group work practice is the capacity for the group to foster change within its members (Brown, 1991; Garvin, 1997; Yalom, 1995). If you are anything like me and believe that expanding the hearts and minds of our young adults is at the core of the university's mission, then putting a group of diverse peers together to discuss something truly meaningful offers us an avenue to fulfill this goal.

The importance of meaning. In the college student's quest to find meaning in her life, she embarks upon a journey of self-exploration, discovery and questioning. While there are a variety of ways meaning has been operationalized in the literature, I am utilizing Michael Steger's (2009, 2012) conceptual model, encompassing "…comprehension (i.e., individuals' understanding of who they are, what the world is like, and how they fit in and interact with the world around them) and purpose (i.e., individuals' long term and overarching goals or missions to which they are highly committed and actively engaged; as cited in Shin & Steger, 2016, p. 19). In a study investigating the relationship between students' search for meaning and their college environment, Shin and Steger (2016) discovered that students are more apt to develop and reinforce meaning in their lives when they believe that this journey is both supported and encouraged by their faculty, peers, social and cultural atmosphere and institution at large. Indeed, "colleges and universities have been regarded to be one of the most important contexts in which to intervene," explain the authors, because it is here that academic, career and social development starts to unfold (Shin & Steger, 2016, p. 26). And, prominent developmental psychologists including Erik Erikson (1968) and James Marcia (1966) state that the young adults' search for meaning is universal and part and parcel with paving the way towards maturity.

Earlier, I theorized that it would be meaningful for students to have a designated space to discuss their hopes, dreams and fears around their future. I believe that a career-services sponsored campus-wide intervention demonstrates that the institution supports and encourages students to explore what the career development process looks like for them. This includes questioning the traditional career path, defining alternative routes towards achievement, the impact of machine learning and artificial intelligence on the changing nature of employment prospects, and exploring work-life balance in the 21st century. For a list of potential Circle topics, please see Appendix C. I believe that forming hypotheses around these topics and then going out into the world and testing them via laboratory research, an internship, or civic engagement opportunity, for example, could help students initiate their search for meaning, as well. Shin and Steger (2016) argue that the act of meaning searching could even provide students with the opportunity to integrate their past and current life experience, or set goals for the future, which has the added benefit of giving them a sense of direction and significance. Along these lines, living a life of purpose basically means that one must possess "future-orientated aims and goals", (e.g., securing a summer internship, setting a goal to conduct three informational interviews per month) which provide the individual with direction and serve to imbue her actions with significance (Martela & Steger, 2016, p. 534). As an advisor, it is very important for me to support a student as she designs her own plan of action, rather than provide her with a suggested to-do list that I made myself. This way, there is a higher likelihood that she experiences increased self-efficacy as she takes ownership of her career plan.

To sum up, college students with higher perceptions of institutional support in their search for meaning reported a higher sense of meaning in life (Shin & Steger, 2016). The social science literature abounds with research demonstrating positive correlations between a higher sense of meaning in one's life and flourishing in all dimensions—namely, increased life satisfaction and positive affect (King, Hicks, Krull, & Del Gaiso, 2006; Steger & Frazier, 2005), higher self-esteem (Debats, 1996; Ryff, 1989; Steger, Frazier, Oishi, & Kaler, 2006), self-acceptance (Ryff, 1989), adaptive coping and adjustment (Park & Folkman, 1997), increased academic achievement (DeWitz, Woolsey, & Walsh, 2009), lower rates of anxiety and depression (Steger et al., 2006; Steger & Kashdan, 2009), and, finally, better physical health (Brassai, Piko, & Steger, 2011; Steger, Mann, Michels, & Cooper, 2009). For college students, knowing that their institution cares about them, that their voice matters, and that they are in a place where they can grow, can make a big difference in their well-being.

The How of Circle

In this section, I will tackle the logistics of Circle including the selection of participants, timing and location of meetings, training of facilitators, and how to measure the efficacy of the intervention. In each subsection, I will articulate the challenges the group coaching intervention presents.

Selection of participants. Considering the mysterious qualities of the number seven

(Simon, 2007) perhaps it comes as no surprise that the ideal number for group therapy is also seven (Yalom, 1995). According to other theorists, groups can be as small as three and as large as fifteen (Cherry, 2018). I was unable to find literature indicating the magic number of participants for group coaching. As I considered the optimum number for Circle, I recalled conducting research on a pedagogical philosophy called the Harkness Method, which was popularized at Phillips Exeter Academy. The Harkness Method begins with an oval table with 12 students and one teacher seated around it. (An oval table is not a prerequisite for Circle). While I will be the first to admit that I partially selected the word "Circle", because I like the sound of it, it is the shape that is of the utmost significance. In Circle, students are facing each other, looking at one another, and making eye contact. I resonate deeply with the overarching goal of the Harkness—specifically, to facilitate discussion, foster collaboration and to encourage deep engagement with the material at hand (Kennedy, 2017). Menatallah Bahnasy (2016), a student at Exeter, expounds upon the value of this type of learning: "You come to realize that learning from others rather than just one person or from yourself, allows your mind to be able to explore rather just accept." Bahnasy's reflection further articulates the why of Circle, and, I believe speaks to the way a small group can create the space for students to search for and to make meaning together.

Since offices of admissions possess the identifying information of all incoming students, they will own the sorting process. A computer program will execute selection so that it is totally random and blind. Despite the possibility that random selection could churn out groups that are not diverse, I believe that this is the only way to guarantee a fair process. During orientation, students will have their first group meeting where they will become acquainted with one another, as well as the subsequent session structure (e.g., format, number of sessions, time allocation per session, and when and where it meets). At the close of session one, all students will be directed to take three assessments: The Beck Depression Inventory (BDI; Beck, Steer, & Carbin, 1988) and the Positive and Negative Affect Schedule (PANAS; Watson, Clark, & Tellegen, 1988) in case individual referrals to mental health counseling are necessary, and the PERMA profiler, which measures flourishing using the five dimensions of PERMA (Butler & Kern, 2016).

Let's dive into some numbers: At a school like Dartmouth with 1,925 incoming freshmen, there would be 160 groups operating simultaneously. This number balloons to 283 at USC, and shrinks dramatically at Swarthmore, which admitted 995 students for the class of 2023 (you do the math). Of course, I recognize the complexity of accomplishing the Herculean task of dividing all incoming freshman into random groups, notifying each individual of their group, finding spaces for them to meet, and determining how Circle will fit into an already packed academic and extracurricular schedule. Not to mention the fact that if the pilot was successful in year one, there would be a new crop of students to organize into groups the following year, and so on and so forth. This is some daunting stuff. Yet, before we throw in the white flag, let us not forget how daunting it was for Calhoon and her colleague to run career services for 22,000 students. Or, to use an example outside of the world of career services, for Apple engineer, Bill Atkinson, to develop a rectangle with rounded corners. When there is a will, there is a way.

Timing and location. As previously mentioned, the group coaching literature is bereft of information around how often groups meet, how long they meet for, and how many participants is optimal (hence my turning to other sources of information including group therapy and The Harkness). According to the American Psychotherapy Group Association (2007), session times range from one and a half to two hours and meet anywhere from six to 12 times or continuously function depending on the structure of the group (e.g., time limited vs. open ended group). When groups meet over an extended period of time, participants are better able to assimilate knowledge that has been presented, to practice new skills, and to develop better avenues of emotional support (Sands & Solomon, 2003). As a result, my recommendation that Circle meet twice per month for 90 minutes is a) grounded in the group therapy literature, b) based on the significance of creating a sense of belonging for the students, and c) undergirded by the efficacy of the *moai*, which to reiterate, meet for life (Buettner, 2011). If all goes well, by 2023, there would be an average of 330 groups at Swarthmore meeting approximately 16 times per year.

On the one hand, anyone who has spent time in career services knows how challenging it is to find space on a college campus, even one as large as USC. On the other hand, anyone who has stepped foot on a college campus knows that the most popular place for students to hang out is the quad. If you return to Table 1 on pages 19-21, and find the Location cell, you will see that career services is becoming mobile. In other words, rather than requesting that students meet us where we are, we want to meet students where they are. During orientation, designated locations will be mapped out for each group. Ideally, the location will remain the same throughout the students' four years. The facilitator of each group is responsible for notifying participants of a locale adjustment due to weather, construction or any other issue that may arise.

Facilitation. In this section, I will discuss sourcing facilitators, training them, and managing the time and personnel commitment that it would take to make Circle a truly valuable and worthwhile undertaking.

Sourcing. Facilitators can be anyone on campus who is sincerely interested in students' achieving career success, including seniors and/or master's and PhD students. Returning to Savoca's agents (see p. 10), "...this is anyone students have talked to about their problems, fears, and insecurities regarding the future" (personal communication, April 19, 2019). After all, Savoca continues, “They come to you for their career concerns before they come to the career center!” (personal communication, April 19, 2019). As previously discussed, students are having the majority of their career conversations outside of the career center, so it makes sense to provide basic training to those individuals who are already on the front lines, or, who want to be in the future. During the summer, career center staff will recruit and train facilitators. Akin to the way staff are overloaded for teaching one or two credit courses, facilitators will be compensated for their time running the group, as well as for attending training sessions.

Training. First, it is important to understand that facilitators are neither teachers nor therapists. Rather, they are guides who are responsible for fostering an environment where students can sort things out together. Second, facilitators are neutral and should never take sides. This means that instead of volunteering their own opinions, facilitators are trained to elicit the opinions of the group members. Finally, by focusing on the process, or what Yalom (2005) describes as the “...nature of the relationships between the parties involved,” the group shifts their attention from the what to the how (p. 250). In other words, while content and achieving goals are important to group progress, it is even more important for group members to focus on the process of participation, learning and creating goals together.

With that said, because group coaching relies on the students developing rapport with each other, it is essential that the facilitator be well-versed in group dynamics (Brown & Grant, 2010). To expand upon this, when tensions arise within Circle, it is imperative that the facilitator maintains control of the group. Otherwise, a session could devolve into a cacophony of students spending time defending their actions, or justifying their own behavior rather than constructively exploring the tensions themselves (Brown & Grant, 2010). Therefore, a chunk of training will be devoted to learning how to diffuse tension within a group setting, a beneficial skill for anyone on campus to possess, in my opinion.

Train the trainer. To tackle the issue of time and personnel commitment, I am adapting the Train the Trainer (ToT) Model designed by the Centers for Disease Control (CDC). According to the CDC, the ToT model utilizes master trainers—in this case, the career services staff—to coach new trainers (e.g., alumni, current upperclassmen, and campus staff) who possess less experience with either the topic, skill or both. Circle Training (CT) need not be anymore than two days for master trainers (exclusive of refresher workshops) and one day for trainers. Recalling the old adage, "Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime" (origin contested), the goal of CT is to train a large enough crew of primary instructors on each campus that the program becomes as sustainable as possible. Please see Appendix E for detailed information.

Measurement. In advance of sharing my ideas around effectively measuring the value and success of Circle, it is important that you understand how the typical career center currently conceives of its metrics of success. What follows, therefore, is a general summation of the role measurement plays in the field today. Most offices of career services are not designing their own metrics. Rather, National Association of Colleges and Employers (NACE, 2014) provides us with a series of metrics called First Destination Data, which capture how new college graduates are faring in their careers six months post-graduation. Outcomes include:

1. Types of employment—full or part time, contract, freelance, etc.
2. Additional education (e.g., accepted to graduate or professional school)
3. Still seeking either employment or further education
4. Starting salary for those who are employed full time

Outcomes data not only demonstrates how well students are doing, but also, how well career services is doing at their job of getting students out successfully, to use Cruzvergara's turn-of-phrase (see p. 11). For example, it is common to see survey items inquiring if a student secured an internship through the career fair, or found a full-time job through the recruiting portal. Outside of first destination data, career centers measure attendance (to the annual career fair, let's say) and satisfaction (e.g., resume workshop, mentorship events, etc.). Together, these are considered measures of success. As you can imagine, these metrics are important to many institutions. Parents, alumni, and incoming students want to see the percentage of students who are employed full time immediately after graduation, where they are working, and, of course, how much money they are making. Lest we forget that 86% of young adults cite career advancement as *the* determining factor for their college selection, career centers are displaying these statistics front and center (Gallup, 2016). With that said, top-notch first destination data can be a double-edged sword. William Jones, the Senior Director of University Career Services at Rutgers told me that we have to be mindful of being victims of our own success (personal communication, May 14, 2019).

Participant X picks up where he left of:

> I think a problem with…any of these highly rated schools…is that [the upper administration] will not be as financially interested in tinkering or looking at [career services], or putting resources into student career development, because why should they? They don't need to. What am I going to do—move the needle on retention from 92% to 92.5%? Would anyone care about such an incremental improvement or put resources into it? (personal communication, May 1, 2019).

This puts career services in a very challenging situation. On the one hand, we want our students to get good jobs by graduation and to command a competitive wage. On the other hand, it will be difficult, if not impossible, to effectively support our students if the administration continues to reallocate resources elsewhere, because, as Participant X pointed out—students are getting jobs in a timely fashion. Career services clearly doesn't need more money.

As I listened to my interviewees discuss metrics of success, I started to wonder if the institution cared more about first destination data than we did? I started to wonder what the relevance is of measuring attendance and satisfaction if my aim is to help students determine what meaningful work looks like for themselves. "Who cares if a lot of students came to a program but wouldn't recommend it to anyone?" asked Curran (personal communication, May 8, 2019). "Or, even if they come to a program, and they say, that was a great program, I had fun…does that actually make a difference to what our goals were?" (personal communication, May 8, 2019). This begs the following questions: What are our goals? And, what should our metrics of success be? When I asked my interviewees how they are measuring the success of change, most of them concluded with aspirations—that is, what they wish they could measure, or what they hope to measure in the future. Savoca (personal communication, April 9, 2019), for example, is interested in assessing the impact of student engagement with her office's services. Participant X (personal communication, May 1, 2019) aspires to measure the ways in which his career center has impacted a students' transition from college to the working world. More specifically, did engagement with his office give students the skills to launch with greater ease? And, Rayman (personal communication, June 17, 2019) pondered the difficulties of quantifying something as monumental and abstract as self-actualization. For Curran (personal communication, May 8, 2019), however, this all comes down to evaluating if the institution made good on its mission. This requires the utilization of longitudinal data surveys, as well as each university doubling-down on whether or not they care about preparing students to be life-long learners, to expand their hearts and minds, and to leave the world better than when they found it, or whatever the mission statement may be. Curran explains:

> "What I would challenge most institutions to do is to look at [their mission statements], and then go backwards and say: How do you know that you did that? I don't think you can know that you did that unless you do 5 years out or 10 years out surveys. Because nobody knows that at graduation, they don't know…if they are doing meaningful work, or if they are having satisfying or productive lives…but we need to be asking those questions if we think that is important, if that is really our mission. If it is not our mission, then let's throw that out, and say—no, we are here to get you a job" (personal communication, May 8, 2019).

But, "What university president says our college should prepare students for their first job and their first job only?" "That's right," Cattin said, as if he was reading my mind, "None of them" (personal communication, June 12, 2019). So, while career services staff recognize that it is their responsibility to help students get jobs, and while they understand that parents and incoming students alike are justifiably concerned about their return on investment, at the same time, they are feeling the mounting pressure to show pristine first destination data, which is "…pushing aside other values—intellectual adventure, joy in learning, self-understanding—which are, and always will be, immeasurable" (Delbanco, 2012, p. 184). If you take anything away from this paper, I hope that it's this: Getting students jobs is not why individuals work in this field. Individuals like me, like Curran, Cruzvergara and Rayman (who has been in the field for 32 years, by the way), pursue this line of work, because we are committed to student success. Truly, we want to show students that we care about them. We delight in each moment a student makes a meaningful connection, learns something about herself, and becomes more self-aware in the process. That's why we do it.

I agree with Curran (personal communication, May 8, 2019): we must send brief surveys to our alumni once every five years, or if you are Rayman (personal communication, June 17, 2019), every year beginning when you enter college through retirement. I can't overstate how often the significance, or rather, the dream of employing longitudinal data surveys came up in my interviews, because we know how instrumental they can be in helping career services prepare our next generation of students. In fact, Curran advocates for the institution to be more explicit in requiring all alumni to give back, not necessarily financially, but via providing helpful information (personal communication, May 8, 2019). Recognizing the difficulty in accurately assessing abstract concepts like engagement, impact, and ease of transition, I believe we can start with sending our alumni a question set that gets at career pathways, civic engagement, satisfaction and living a life of meaning. For a list of sample items, see Appendix E.

Finally, I have included a list of questions to assess the value of participating in Circle. In concert with the alumni surveys, this should help career services to determine if my hypothesis is correct: **If students have structured opportunities to talk about the career development process (to create Meaning) with a group of peers they feel connected to (Relationships), I believe that they will be better equipped to define a sense of accomplishment (Achievement) for themselves.**

Conclusion

The last question I asked each of my interviewees was this: "Imagine it is five years from now and the field is radically different. What do you envision?" As you can imagine, I received a wide variety of responses from envisioning an entirely different structure of career services and arguing for it to be its own division, to forecasting a takeover by marketing and public relations professionals who care more about promoting the university than the career development process. Answers ranged from incredibly optimistic (the former) to exceptionally pessimistic (the latter) and everywhere in between. Now, it is my turn to answer this question.

Ally: So, Allyson…imagine it is five years from now and the field is radically different. What do you envision?

Allyson: I love this question. It reminds me of the miracle question, which I learned about in social work school. It goes a little something like this: "Imagine that a miracle happened to you while you slept, and all of your problems went away. What would your new world look like?"

Ally: That's lovely.

Allyson: Isn't it? I feel like I am holding a kaleidoscope and each time I turn it, I catch a glimpse of another idea that radicalizes career services. Five years is a relatively short period of time, though. Frankly, I don't predict dramatic changes in our field, even though the question includes the adverb *radically*. By that I mean, I predict that some institutions will dramatically change, but not the majority.

Ally: Uh huh

Allyson: With that said, I am concerned about the state of affairs for our students, and given the major uptick in reported loneliness, depression, hopelessness and anxiety on campuses, sometimes, I fear that it will get worse before it gets better. Like a cold. Despite the fact that today's students are often characterized as coddled and as special snowflakes, the truth is, they are entering an unprecedented employment landscape. They must contend with the ramifications of AI, machine learning, and social media, of course. On the one hand, a large swathe of students can look forward to a future of underemployment and the uncertainty of recruiting for a temporary position as dictated by the mandate of the gig economy. On the other hand, another swathe—a much smaller one at that—can look forward to a life dominated by the need to succeed, to reflect a certain lifestyle, and to make pretend that they are, of course, enthusiastically pursuing their passions. I realize I have not answered your question.

Ally: That's okay. I am used to it by now.

Allyson: Well, I mention all of this, because the context is important. I believe that the field will change radically when the majority of leaders at the top—I mean university presidents, provosts, and chancellors—decide to allocate increased staff and resources to our field. I am inspired by the substantial changes underway at Drew University and John's Hopkins. Both of these institutions are wholly embedding career services. They understand and appreciate that if students are going to school to get a job, then they have to step up their game. Now, I have to be honest with you. As someone who attended a liberal arts college, I regard the true purpose of a higher education as a journey towards self-discovery…towards meaning and a cultivation of a life-long desire to learn, to grow and to give back. I know! It sounds—

Ally: I wasn't going to say it sounds corny. I happen to agree with you.

Allyson: We can't keep doing what we are doing. That's really it.

Ally: It is sort of unbelievable that career services is basically the same when so much else has changed.

Allyson: Exactly! And doesn't it feel like things are changing faster than ever before?

Ally: Right. I mean…I looked at that table of paradigm shifts on page 19, which is quite helpful, by the way, but it seems to me that the structure and the delivery model—to use your language—hasn't changed that much in the last forty years. Like, the career fair endures as the flagship event.

Allyson: Precisely. A huge part of this problem, though, as my former supervisor would say, is career services is a sinkhole—

Ally: A sinkhole?

Allyson: Yes, it costs the university money rather than earning money. Naturally, you recall the Networking Paradigm, in which offices became revenue generating for the first time.

Ally: Oh, yes! Definitely, I—

Allyson: Those offices are in the minority, which is why, now that I think about it, some leaders foresee a coup d'état by the fundraising and PR folks. I'm using coup d'état loosely, of course.

Ally: Of course.

Allyson: It's just profoundly irritating, because research demonstrates a correlation between alumni giving and a positive experience with career services.

Ally: I can't believe you talk like this in real life.

Allyson: I'm serious, though! Check out McDearmon (2010) and Lohnes and Nekvasil's (2016).

[Beat]

Allyson: Anyway, Christine Cruzvergara (personal communication, April 19, 2019) posed this question to me in April and I haven't been able to stop thinking about it:

If career services ***never existed*** and you asked a group of people to create a way to get students connected to more opportunities so they can be successful after graduation, I guarantee what would be created would look nothing like what we know of 'career services to currently be' because the demographic of students we're working with is different and so is the marketplace. More importantly, because they aren't encumbered with an existing paradigm. But if you asked a bunch of career services professionals now the same question, I'm not convinced you would get very drastic changes because people already have an existing paradigm in their head... and that can be hard to break free from.

Ally: Wow! That is super compelling. She is pointing to the challenge of creating something new when you have a pre-existing paradigm, a structure, a methodology, or whatever firmly rooted in your head. How can you possibly start with a clean slate?

Allyson: Right!? This mindset can really faze you, not to mention a whole team, or whole field for that matter. You know, this is reminding me of that famous proverb about the Zen master and the teacup.

Ally: Not familiar.

Allyson: Oh! Great! Allow me to share…So, one day, a scholar came from afar to visit with the renowned Zen master. "I have come to ask you to teach me about Zen," he says. But, soon, it becomes obvious that the scholar was not there to listen. Instead, he regales the master with his own stories, opinions, and yada yada yada.

Ally: Yada, yada, yada

Allyson: So, the Zen master suggests some tea, and begins pouring a cup for the scholar. But when the cup fills up, rather than stopping, he keeps pouring. The cup starts to overflow. The scholar cried out: "Stop! The cup is full already. Can't you see?"

"Exactly," the Zen master replied with a smile. "You are like this cup — so full of ideas that nothing more will fit in. Come back to me with an empty cup."

Ally: Ahh, a metaphor.

Allyson: It's ironic in a way. We want to start with a clean slate, or an empty cup, or however you want to think about it, but we also need to consider the context and the university walls in which we are working. Mary T Calhoon at UNR started with an empty cup, well…an empty career center. She re-started their career services operations from scratch, and because she didn't have a typical higher ed background, and because of the specific circumstances at UNR at the time, she created something totally different (M.T. Calhoon, personal communication, March 4, 2019).

Ally: This just shows you that there is no formula. There isn't one way to do it.

[Beat]

Allyson: So, to answer your question…

Ally: Yes! Let's get to it!

Allyson: Admittedly, I would love for Circle or iterations of Circle to exist on college campuses across the United States. I designed Circle to scale the traditional model of career services, but I would argue that it targets other significant needs, as well. I want to show you this quotation from an article that appeared in the *Los Angeles Times* recently.

Ally: You are obsessed with quotations.

Allyson: You got me. Anyway, here it is: I never got the question in my first five years at USC that I now get almost daily from students: "How do I make friends?" Students may have thousands of friends online, but few in real life; they may be experts at talking with their thumbs, but not so much with their tongues. As a result, many feel as though they don't have a tribe or a sense of belonging. They feel disconnected from what it means to be human.

Ally: Oh my goodness. Who said that?

Allyson: Varun Soni, the Dean of Religious Life at USC.

Ally: Didn't you work there?

Allyson: I sure did. Now, here is the thing. I am not arguing that Circle is the antidote to this epidemic of loneliness; however, I believe it will help students feel an increased sense of belonging, and to feel more connected to each other. And, at the same time, it will equip students with the skills and the tools to navigate this ambiguous and oftentimes, volatile landscape when they leave the institution. Honestly, I've always felt that career services needs to be executed like a covert operation.

Ally: What do you mean?

Allyson: I mean…you read my capstone. I didn't really talk about what we do in career services. I didn't provide you with any details on the theoretical orientations of advising, what types of events we put on, how we partner with student groups, which technological platforms are prominent, the importance of experiential learning, the development of for-credit career courses, and so on and so forth.

Ally: That's true.

Allyson: Instead, I talked about the environmental and socio-economic factors that have influenced career services. I wrote about the changing mission of higher education, which, I believe, should have considerably more sway on the way we deliver career services. I talked about how positive psychology could be the lever, which propels our unit forward into the future. Two of my interviewees, Christine Cruzvergara, whom I just mentioned to you, and my former supervisor, Valerie Savior, said something remarkably similar when I asked them why they became interested in the transformation of career services. Both of them immediately remarked upon the fact that career services is always changing. It is the one unit, Cruzvergara (citation) said, that has one foot in higher education and one foot in the marketplace, so it has to stay really responsive. However, career services professionals are often stuck in their offices, Savior noted, which means that their knowledge is often at threat of becoming obsolete. That's basically a direct quote by the way.

Ally: See! You're doing it again.

Allyson: Listen, if the marketplace is always changing in response to the ups and downs of the economy, then we need to be adapting, too. And, in this case, I think adaptation looks like meeting students where they are, and I know we always say this, but students, as Soni pointed out, are seeking connection and belonging. I think Circle could be the best way to facilitate that while also supporting them in the career development process, something I care so much about.

Ally: I feel like we've reached the end.

Allyson: Indeed we have.

[Ally exits stage left. Allyson exits stage right.]

Afterword

“You should just say you’re an artist!” she exclaimed, pointing her finger in the air. But, I’m not an artist, I thought. I don’t even like making art. “Or, maybe a writer! Yes, that’s it! I mean you are literally writing a capstone as we speak.” That’s true. I am writing for hours every day. But it’s not my profession. I know real writers who make money from the things they say, and that’s not me, except for this one time, when I wrote a short play about an ex-boyfriend. I am still getting the residuals. The truth is, I am unemployed. I am unemployed, because I relocated from Los Angeles to New York for a variety of reasons that I will not get into right here, right now, but I bring this up, because going through the job search process while writing a capstone about career development has been quite meta to say the least. In the last couple of months, I have become riddled with anxiety, refreshing my email constantly to see if someone replied to my networking email, or anguishing over the language in a thank you note, knowing that this communiqué is the last thing I will write before relinquishing control to the job selection gods. As my husband will tell you, relinquishing control is one of my least favorite activities.

Lest you believe that career advisors, coaches, counselors, whatever you want to call us, glide through the job search process exuding calm and confidence, you are sorely mistaken. I won’t say that I never take my own advice, but it’s hard. It’s really hard. For the last six weeks, my capstone has been my job. It has imbued me with meaning and purpose, and between you and me, I am afraid to submit it. I am afraid for it all to end. That’s the thing about a job. No matter how you may feel about it, a job provides you with a place to go, people to talk to, tasks to perform, and money to take home. In the worst case, it provides you with stability and routine. In the best case, it provides you with meaning, joy and fulfillment. Don’t you see now? Don’t you understand why I love what I do so much? I love it, because it matters. I love it, because I get to help people find meaning, purpose and fulfillment in their lives. While I hope to be employed soon, until then, I will savor this moment fully aware that this accomplishment does not comprise every letter of PERMA (Seligman, 2011). Schopenhaur is known for equating happiness and well-being to goal attainment (Atwell, 1990). Well, in this case, Arthur, I must disagree with you, because I know by now, it is much more than that!

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Appendix A

Research Methodology

I conducted ten qualitative interviews with leaders in the field in order to gain a better understanding of the real ways in which individuals have adapted the delivery model of career services. Interviews were one hour, and were conducted in-person or via phone. All interviews were recorded with the individual's consent, and identifying information removed when requested. (Please see Appendix B to review the interview questions). I selected my interviewees using an exemplar methodology, a technique involving the intentional selection of persons of interest who exemplify a specific and relevant characteristic, or a set of characteristics (Bronk, 2012). In this case, I was looking for leaders who had demonstrated innovation, vision, and the willingness to take risks in order to positively change their career center. My nomination criteria included the following:

1. The individual must currently hold or have previously held a leadership position in career services.
2. The individual must have at least ten years of experience in higher education (there is one exception to this in the sample).
3. The individual must have demonstrated intent to improve the current delivery model of career services.

As a result, I ended up with a mixture of directors, assistant deans, vice provosts, vice presidents, and consultants who represent public and private institutions both big and small. There are three limitations to my methodology. First, though my sample was varied, it was not necessarily representative due to its small size. Second, while I transcribed my interviews, they were not coded. This means that I was unable to meticulously comb through the interviews to lift certain themes. With that said, as I mentioned previously (see p. 7), it was not my aim to analyze qualitative data in order to draw conclusions about the nature of career services. Finally, my methodology relied exclusively on self-report. I did not fact check any of my interviewees' statements.

Appendix B

Interview Questions for Research Participants

University of Pennsylvania IRB -Approved Research Subject Interview Questions

Protocol Title:	Transforming the Delivery Model of Career Services through the Lens of Positive Psychology
Principal Investigator:	Judy Saltzberg-Levick Faculty, Master of Applied Positive Psychology jsaltzberglevick@gmail.com
Lead Investigator	Allyson Dhindsa Candidate, Master of Applied Positive Psychology ahim@sas.upenn.edu

1. Why did you become interested in the transformation of career services?
    a. What irritated you about the current model?
    b. Which aspect(s) of the traditional model do you believe is really worth keeping/embracing?
    c. Was your goal around changing a program, a structure, or a system?
2. Who are your allies in this enterprise? Where have you been thwarted? In other words, did you experience staff push back? Staff support?
3. Did you engage students in the change-making process? And, did you find that students experienced success soon after you began implementing change?
4. Did you use research from the field when persuading stakeholders about the change you wished to make? Where did your primary source material come from?
5. How are you measuring the success of the change?
6. Imagine it is 5 years from now and the field is radically different. What do you envision?

Appendix C

Circle Topics, Tools, and Activities

Questionnaires

1. PANAS (Watson, Clark, & Tellegen, 1988), BDI (Beck, Steer, & Carbin, 1988), PERMA Profiler (Butler & Kern, 2016), StrengthsFinder, Values in Action Inventory (VIA)[3]

Potential Session Topics

1. Positive Introduction: Students are asked to share a story about a life event that they believe portrays them at their best, not necessarily regarding achievement or performance (unless that rings true), but in strengths of character.
2. Conflict styles as they relate to generational differences in the workplace and in school
3. How does social capital influence the career development process? For example, a student who comes from an affluent background can network with family and friends to get the fancy internship. The first generation, low income student who arrives to school without these kinds of connections will have a different relationship to social capital
4. Health and relationships: sleep, stress, friendships and romantic relationships
5. What does achievement look and feel like to you? This will be a reoccurring theme throughout the four years of Circle. Students will be prompted to explore their definitions of success as they make their way through the career development process. Subtopics include:
    a. Workism: A cultural phenomenon that is spreading through the upper echelons of America's major metropolitan cities, workism (or hustle culture) is defined as the belief that work "…is not only necessary to economic production, but also the centerpiece of one's identity and life's purpose" (Thompson, 2019). Though this idea is grounded in American's Calvinist work ethic, it has experienced a rebirth with its new name. Are our students currently feeling the pressure to self-express primarily through their work? Are our students graduating thinking that all of their well-being will come from the job that they devote themselves to? I think these are important discussions to be had in Circle
    b. Upward Social Comparison: Please turn to page 41 for a brief example
    c. Career Shame: Riebman (personal communication, April 30, 2019) coined this term to describe a feeling of shame around a person's career. For example, this could manifest in regret in my choosing the wrong path, in an obsession around why I am not advancing fast enough, or why I am not making enough money when my peers are. Where does this shame come from and how can we protect ourselves against it?
    d. The economy: Gig economy, machine learning, artificial intelligence
    e. Underemployment

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[3] The VIA pro-site allows for individuals to set up a team account in order to see the constellation of strengths for each group.

Activities

1. Reciprocity Ring: See page 43 and 46
2. Real Time Resilience (Reivich &Shatté, 2002): This activity challenges individuals to put their dysfunctional beliefs into perspective. For example, if a student believes he will never get an internship, because he bombed his interview yesterday, he can challenge that belief by reminding himself that he has another interview scheduled next week, or that he was able to secure an internship the prior summer. He can ask himself: "Do I bomb every interview?" Real Time Resilience or RTR for short uses CBT to help individuals combat their dysfunctional beliefs with those that are more accurate and powerful.
3. Knowdell Card Sorts: This values-sorting activity helps students to prioritize their values as they make decisions about their work (Knowdell, 2018)
4. Wandering Map (Brooks, 2010): A variation of the mind map, a wandering map encourages a student to explore her whole life on paper, placing everything from her favorite books and a flute performance in the 4th grade, for example, to a demanding internship and her summer on Outward Bound. After completing the map, she uncovers "themes" and "threads" revealing natural strengths, inclinations, and skills. The overarching goal of the wandering map is to help students connect who they are and what they have pursued in the past to what they might want to do in the future.
5. Designing Your Life Exercises: Bill Burnett and Dave Evans (2016), the authors of *Designing Your Life*, have created a robust sequence of exercises to help individuals all over the world to determine what meaningful work looks like. You can see why I like them! Two that I would like to include in Circle are Lifeview and Workview
   a. Lifeview: By answering a series of personal and philosophical questions, one ideally arises at his or her own definition of what matters the most in life. I will not include all of the questions here, but to give you a flavor, here are three:
      i. Why are we here?
      ii. What is the meaning/purpose of life? Of death?
      iii. What is good? What is evil? Are the concepts of good and evil relevant?
   b. Workview: Similar to Lifeview, here the individual answers a series of questions to arrive at his or her concept of good work. Questions include:
      i. Why work?
      ii. What is work for?
      iii. What does work mean?
6. Pre-op job crafting (Berg, Dutton, & Wrzesniewski, 2013): Job crafting is a process whereby an individual can "redesign" her own job to better suit her values, strengths, and passions. Job crafting goes beyond thinking about nice-to-haves and requires the participant to consider what he or she wants to do through organizing task blocks. Given that the majority of students in Circle will not be working full time, it could beneficial for students to imagine and map out what an ideal job would look like, or what I like to call pre-op job crafting.
7. Signature Strengths (
   a. Using them in a new way, specifically asking the students to think about applying their signature strengths in the service of the greater good. Examples from the VIA Institute on Character (2019) are below.
      i. Appreciation of Beauty and Excellent = join a community garden

ii. Gratitude = express gratitude to a faculty member
iii. Kindness = volunteer on behalf of an organization you care about

Questions to Start Circle

1. What type of conversation do you want to be having at work?
2. How do you manage competition?
3. How do you imagine cultivating a supportive relationship with your supervisor?
4. How do you conceive of your role when you work on a team?
5. How do you connect with others?
6. How does stability and security fit into the equation?
7. How do you become a good leader?
8. How do you deal with conflict?
9. How do you want to be in the world?
10. Who do you want to be when you grow up?
11. Who is your role model and why?
12. How do you plan to contribute upon graduating college?

Appendix D

Measuring the Efficacy of Circle

Though my dream is for all current students to be in Circle, this poses a problem from a measurement perspective. You guessed it—I don't have a control group. I cannot run an experimental study without both an experimental group and a control group. If we don't do this properly, then we have no way of knowing how well the experiment is being executed. In other words, we lack internal validity, which is really important in determining the worth of the intervention. To put it simply, we need to measure whether or not Circle is doing what we want it to do. Demonstrating that Circle helps students navigate the career development process in addition to increasing feelings of belonging and connection on their campus is the only way to get continued assurance of resources.

Unlike a lot of social science experiments where college students enrolled in psychology courses earn extra credit for participating in an intervention, in this case, a computer will randomly generate the names of the students who will participate in Circle. The sample size will be half of the freshmen class, so, it will ideally be representative of the population on that campus. All participants will take the PANAS (Watson, Clark, & Tellegen, 1988), BDI (Beck, Steer, & Carbin, 1988), and PERMA profiler (Butler & Kern, 2016). Students with scores that indicate severe depression and/or substantial negative affect will be referred to mental health counseling. Whether or not they should participate in Circle will be assessed in one-on-one appointments with a counselor. After one year of participating in Circle (two 90- minute sessions twice a month for the academic year), students will retake the PERMA profiler and answer the following questions

1. Did participating in Circle help you to determine what a meaningful job might look like for you?

   Yes ☐ Sort of ☐ No ☐

2. Did participating in Circle help you to consider how success fits into your life?

   Yes ☐ Sort of ☐ No ☐

3. Did you make new friends in Circle?

   Yes ☐ No ☐

4. If you had an emergency in the middle of the night, is there at least one group member in Circle that you would feel comfortable calling?

   Yes ☐ No ☐

5. Did you feel an increased sense of belonging on your campus as a result of participating in Circle?

   Yes ☐ Sort of ☐ No ☐ What do you mean? ☐

6. Did participating in Circle influence the way you think about your future career?

   Yes ☐ Sort of ☐ No ☐

7. How often did you visit career services this year?

   0 ☐ 1-3 ☐ 3-6 ☐ 6-9 ☐ Too many to count ☐

8. Did participating in Circle increase your confidence as you searched for an internship[4]?

   Yes ☐ Sort of ☐ No ☐

9. Did you make friends with people who are really different from you as a result of participating in Circle?

   Yes ☐ No ☐

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[4] This question will be adjusted depending on the student's class year. For example, this question will be excluded for freshman, and it will change from "internship" to "job" for seniors.

10. Did participating in Circle change your outlook on the way work fits into your life plan?

    Yes ☐ Sort of ☐ No ☐

Appendix E

Alumni Survey

Alumni are requested to take this survey once every five years until they retire.

1. In general, to what extent do you lead a purposeful and meaningful life?

   0 – Not at all ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 10 - Completely

2. Are you in a leadership position?

   Yes ☐ No ☐

3. How much of the time do you feel you are making progress towards accomplishing your goals?

   0 – Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 10 – All of the time

4. Do you feel engaged in your surrounding community?

   Yes ☐ Sort of ☐ No ☐

5. Are you serving on a board?

   Yes ☐ No ☐

6. How often do you achieve the important goals you have set for yourself?

   0 – Never ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 10 – All of the time

7. Are you satisfied with your career?

   0 – Not at all ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 10 - Completely

8. To what extent do you generally feel you have a sense of direction in your life?

   0 – Not at all ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 10 - Completely

9. In general, to what extent do you feel that what you do in your life is valuable and worthwhile?

   0 – Not at all ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 10 – Completely

10. Are you making less, the same or more than last year?

Less ☐ The Same ☐ More ☐

Work-Life Questionnaire[5] (Burnett & Evans, 2016)

It would be beneficial for alumni to take this brief survey, as well.

Read each of the questions. For questions 1-3, think about how much you are like the person described, and check the box accordingly.

1. Ms. A works primarily to earn enough money to support her life outside of her job. If she were financially secure, she would no longer continue with her current line of work, but would really rather do something else instead. Ms. A's job is basically a necessity of life, a lot like breathing or sleeping. She often wishes the time would pass more quickly at work. She greatly anticipates weekends and vacations. If Ms. A lived her life over again, she probably would not go into the same line of work She would not encourage her friends and children to enter her line of work. Ms. A is very eager to retire.

☐ Very much
☐ Somewhat
☐ A little
☐ Not at all

2. Ms. B basically enjoys her work, but does not expect to be in her current job five years from now. Instead, she plans to move on to a better, higher-level job. She has several goals for her future pertaining to the positions she would eventually like to hold. Sometimes her work seems like a waste of time, but she knows she must do sufficiently well in her current position in order to move on. Ms. B can't wait to get a promotion. For her, a promotion means recognition of her good work, and is a sign of her success in competition with her coworkers.

☐ Very much
☐ Somewhat
☐ A little
☐ Not at all

3. Ms. C's work is one of the most important parts of her life. She is very pleased that she is in this line of work. Because what she does for a living is a vital part of who she is, it is one of the first things she tells people about herself. She tends to take her work home with her and on vacations, too. The majority of her friends are from her place of employment, and she belongs to several organizations and clubs pertaining to her work. Ms. C feels good about her work because she loves it, and because she thinks it makes the world a better place. She would encourage her friends and children to enter her line of work. Ms. C would be pretty upset if she were forced to stop working, and she is not

[5] You can find this questionnaire on authentichappiness.com

particularly looking forward to retirement.

❐ Very much
❐ Somewhat
❐ A little
❐ Not at all

4. Please rate your satisfaction with your job on a scale from 1 to 7, where 1 is completely dissatisfied, 4 is neither satisfied or dissatisfied, and 7 is completely satisfied.
❐1 ❐2 ❐3 ❐4 ❐5 ❐6 ❐7

Appendix F

Facilitator Training

Facilitator trainings are mandatory and will take place once per year during the summer. Trained facilitators are encouraged to attend a refresher workshop once per year.

The information below was taken directly from the CDC's Division of Population Health, School Health Branch site on the Train the Trainer Model, which was last reviewed on January 28, 2019. Information that does not pertain to Circle has been omitted. When it comes to training, I don't have to reinvent the wheel. For the comprehensive guide and manual, please head to: https://www.cdc.gov/healthyschools/trainingtools.htm

- **The Training of Trainers** (ToT) model is intended to engage master trainers in coaching new trainers that are less experienced with a particular topic or skill, or with training overall. A ToT workshop can build a pool of competent instructors who can then teach the material to other people. Instead of having just one trainer who teaches a course for a long time, there are multiple trainers teaching the same course at the same time in the ToT model. This means a new participant typically gets to watch an experienced trainer teach, complete the exercises, and then practice teaching segments to other participants. The master trainer and trainer participants should use the CDC Professional Development (PD) Best Practices.

- **Goals:** The main goal of the ToT model is to prepare instructors to present information effectively, respond to participant questions, and lead activities that reinforce learning. Other goals include ensuring that trainers can:
  - Direct participants to supplementary resources and reference materials
  - Lead discussions
  - Listen effectively
  - Make accurate observations.
  - Help participants link the training to their jobs
  - Trainer participants also learn the importance of maintaining eye contact, presenting a positive attitude, speaking in a clear voice, gesturing appropriately, and maintaining interest and dispelling confusion.

- **ToT Components:** When designing a ToT, it is necessary to allow enough time to ensure the effective transfer of learning. Consider the type and number of topics when determining how much time a training session needs, and include the following elements:
  - Pre-assessment
  - Pre-work
  - Trainer and participant agenda

- Facilitation manual
- Modeling of the skills and topic to be delivered
- Adult learning principles
- Skill practice and feedback
- Action planning
- Planned follow-up support

- **ToT Objectives:** As a result of attending a ToT, participants will be able to:
    - Apply current practices in delivering a training on a selected evidence-based program *(in the case of Circle, this will be evidence-informed)*
    - Deliver proven facilitative skills to promote learner engagement, reflective practice, critical thinking, and skill acquisition.
    - Show mastery in delivering key training strategies commonly used; such as, brainstorming, processing/ process checks, role-plays, and practice sessions.
    - Use appropriate levels of intervention when managing difficult training situations, including disruptive learner behaviors.
    - Initiate a personal plan of action

- **Definitions**
    - Pre-assessment—identifies pre-training knowledge, skills, and interest of the trainer participants to determine or inform the training design.
    - Pre-work—provides trainer participants with the knowledge and background needed before the actual ToT.
    - Adult learning principles—provide insight into how adults learn, and can help instructors be more effective in their practice and more responsive to the needs of the learners they serve.
    - Skill practice and feedback—provides opportunities for the practice of selected training activities or content by asking participants to present to other participants. Participants then provide feedback regarding the practice.
    - Action planning—takes participants through the process of creating a plan outlining the sequence of steps that must be taken or activities that must be performed well for a strategy to succeed.
    - Planned follow-up support—provides completed, continued, and targeted follow-up support once a professional development event has been completed to strengthen the knowledge and skill level of participants.
    - Follow-up support is intended to strengthen the transfer of learned strategies or skills so they will be retained and applied effectively.

Appendix G

Table of Paradigm Shifts Inclusive of My Prediction

Table [1]

Evolution of Career Services in Higher Education

Paradigm	**1940-1970 PLACEMENT [reactive]**	**1970-1990 COUNSELING [proactive]**	**1990-2010 NETWORKING [interactive]**	**2010-2030 CONNECTIONS [hyperactive]**	**2030-2050: MEANING-MAKING *[my prediction]***
Environmental Factors	GI Bill & Manufacturing Boom	Self-actualization movements, diversity of candidates & opportunities, & Less Job	Dot-com boom, Technology, University funding, Globalization, Generational changes	Economic Downtown, Fewer jobs, Society's Expectations, Value of Higher Education, Social Media	Performance Workaholism, Social Media, The Gig Economy, Alternative Work Arrangements, Underemployment
Purpose	Placement	Decision Making & Skill Development	Preparing, Educating & Revenue Generating	Building connections & communities	Integrating career with wellbeing
Method	Employment Service	Counseling, workshops, & print resources	Coaching, Courses, Career Fairs, Web Resources	Facilitation, Relationship Development, Social Media	Group coaching
Name of the Office	Placement Center	Career Development Center	Career Services	Career & Professional Development	The Career Connections Community
Stakeholders	Students & Employers	Students	Students, Employers, Parents	Community: Students, Alumni, Employers, Parents, Faculty, Administrators, & Government	Anyone who is engaged with the Center in order to further a student's career success
Theoretical Orientation	Trait-Factor (criteria matching)	Typology: matching based on personality, interests and skills	Eclectic: based on counselor's theoretical orientation	Design Thinking: Strengths Based, Chaos & Happenstance	Appreciative Inquiry, Design Thinking, Chaos Theory
Provider Identity	Job Filler	Generalist counselor	Supportive Coach, Educator, Organizer	Customized Connector, Multifaceted, Relationship Developer, & Group Facilitator	Customized Connector, Relationship Developer, Group Facilitator

Paradigm	**1940-1970 PLACEMENT [reactive]**	**1970-1990 COUNSELING [proactive]**	**1990-2010 NETWORKING [interactive]**	**2010-2030 CONNECTIONS [hyperactive]**	**2030-2050: MEANING-MAKING *[my prediction]***
Provider Skills	Processing	Counseling	Multitasking, Coaching, Coordinating	Facilitating, Synthesizing, Connecting, Specialized Expertise	Expertise supporting underserved students; Expertise leading change; Relationship Builder
Director Profile	Placement Director	Director: Senior Counselor, Staff Trainer & Supervisor	Executive Director: Manager of Operations, Employer Developer, Fundraiser	Elevated Role (AVP, VP, Dean): Visionary, Strategic & Political Leader, Convener of Stakeholders, & Change Agent	Elevated Role (AVP, VP, Dean): Visionary, Strategic & Political Leader, Convener of Stakeholders, & Change Agent
Reporting Line	Student Affairs	Student Affairs	Student Affairs/Academic Affairs	Enrollment Management, Advancement & Development, Alumni Relations, Academic Affairs, & Student Affairs	Own Division
Location	Placement Office	Counseling Office	Web, Classroom, Event Hall	Mobile, Social Media & Campus Hot Spots	Anywhere career conversations are taking place
Employer Recruiting Strategy	Demand	Selective	Experiential Learning (early identification)	Branding & Campus Engagement	Tailored, intimate; forward-thinking
Industry Growth	Manufacturing & Mining	Retail & Service	Technology, Finance, Real Estate, Government	STEM, Energy, Social Impact, Healthcare, & Media	STEAM, Healthcare, Media, Technology, Transportation, Energy, Consumer Retail; AI + Machine Learning
Measures of Success	Placement Data	Appointments & Attendance at Programs	Learning outcomes, Engagement, Revenues	Employability: First Destinations, Reputation, & Engagement	Occupational Well-being, PERMA Profiler; Longitudinal data surveys