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Article 4

Career Development Facilitator Instructors Share Teaching Approaches in College, Workforce Development, and Independent Programs

Paper based on a program presented at the 2010 National Career Development Association Conference, July, San Francisco, CA.

Carrie DeLeon, Kate Duttro, Roberta Floyd, Sally Gelardin, Ahmed Mostafa, and Linda Sollars

DeLeon, Carrie, MEd, is Assistant Professor, Counseling Department, Columbia Basin College, Pasco, Washington.

Duttro, Kate, EdD, independent career consultant/coach in Washington State, delights in working with extraordinary individuals with advanced degrees who want to modify their career journey. She writes for the Career Change for Academics Blog and Job-Hunt.org. Before retiring in 2009 she provided career services for more than 10 years at the University of Washington.

Floyd, Roberta, NCCC, LPC, Floyd & Gelardin Career Training Programs, is a Master CDF Trainer, who piloted the original CDF curriculum in 1995. She has taught hundreds of CDF students, both face-to-face through Oakland University in Michigan, and through blended delivery with Sally Gelardin.

Gelardin, Sally, EdD (International & Multicultural Education), NCC, DCC, Floyd & Gelardin Career Training Programs, career educator, NCDA author, and CCE international consultant, has taught the CDF training since 2001. An approved provider by the Center for Credentialing and Education, she has designed several CEU courses for GCDFs.

Mostafa Kamal, Ahmed, has a bachelor's degree in information systems. Mostafa is the Chief Operation Officer of a career development center inside the Cairo University which is incubated by an Egyptian nonprofit organization called Nahdet El Mahrousa. He determined that the Global Career Development Facilitator (GCDF) program would address the challenges and issues that students face with regards to their careers. He is now growing the CDF program in his country.

Sollars, Linda, MA, CDFI, is an educator, trainer, and coach in career development, focused on personal branding and multigenerations in the workforce. In addition, she is an affiliate faculty in the Master of Arts program at Regis University, has her own consulting business, Creating Purpose, LLC, and has been a featured panelist on CBS, *Beating the Recession* and ABC, *Get Me a Job!*

The 120-hour Career Development Facilitator (CDF) curriculum is so comprehensive that it can be overwhelming for prospective or new CDF instructors to launch. To meet this need, Roberta Floyd, master trainer, and Sally Gelardin, CDF Instructor, have gathered together four of their former CDF Instructor students who share

their experiences in starting a CDF training program and new approaches to teaching, promoting, and organizing the curriculum and competencies in a variety of settings — workforce development office, community college, and independent program. At the end of the article, Floyd and Gelardin contribute their experiences working with CDF Instructors and co-teaching the CDF curriculum.

Workforce Development Office

Linda Sollars, CDF instructor at the Jefferson County Workforce Center, shares the benefits of promoting, marketing, and utilizing public relations in CDF training and career development.

My passion for career development began during my years in corporate marketing, training, and development, as I worked with many of my downsized associates in identifying their strengths and skills and integrating those into new career models. Ultimately, I was laid off in 2005 and began working in the job readiness field fulltime. I founded my own career development business focused on individuals and groups reaching their greatest potential by connecting their strengths, skills, and the needs of the community. I also provided workshops, seminars, and keynote speeches regionally.

In 2008, Jefferson County Workforce Center needed a training coordinator who could facilitate CDF classes for staff. I applied and was hired. The county required staff to be CDF-certified within one year of being hired. A number of staff members needed this certification. I completed the Global Career Development Facilitation Instructor certification with Roberta Floyd and Sally Gelardin and began my first class of 20 staff members in January 2009. Roberta and Sally continue to be my mentors and were instrumental in providing critical guidance in designing the coursework needed for the workforce center. I did not find many exercises or demonstrations of the tenth competency, Promotion and Public Relations, within the CDF model. I wanted to bring this competency alive in the classroom.

The terms “promotion and public relations” and “marketing” are sometimes seen as counterintuitive by some career development professionals. To meet this challenge, I developed a training module and exercise that challenged the students to utilize their expertise and recognize promotions and public relations as remarkable tools for their growth. The students were required to write and submit an article to *Career Convergence*, the National Career Development Association's web-based magazine.

They were instructed to focus on their expertise or research one of the CDF competencies. Melanie Reinersman, the magazine's editor, and her wonderful staff were very supportive. The students in class were not as excited, however, about the assignment. It took quite a bit of encouragement to elicit confidence in them to express their expertise in this new format.

I explained to the class, “Promoting your experiences and ideas in respected career development venues provides an opportunity to share excellent models and ideas. Becoming comfortable with the public relations field will serve you well to secure speaking opportunities and contribute to printed publications and online formats.”

Career development is still a new field to many educational institutions, human resource groups, and job readiness programs throughout the country. The integrity

displayed by CDF graduates, along with sharing their knowledge, are part of the expectations of this certification. By the end of class, in July 2009, every student submitted an article. To date, two of the students' articles have been published in the magazine. In retrospect, students felt that this experience provided confidence and authentication to their work

Private Practice

Kate Duttro refuses to let fear of failure keep her down. She describes how she started her first online CDF class.

After CDF training in 1998, CDF Instructor (CDFI) training in 2003, and online CDFI certification in 2006, I maintained my registration and continued relevant training. I even renewed my online CDF training at NCDA last summer, thinking it would be useful soon. As expected, my layoff notice arrived within the month from the university (which lost a number of career counselor-type positions). I needed to continue health insurance (which the state of Washington so generously allowed me to purchase), so I dusted off plans for my own business, and decided the time was right to launch a CDF class. Having left the university, I no longer had an academic “home” nor access to facilities, peer backup, or automatic credibility that large institutions offer, so I chose the CDF online version partly by default. Roberta Floyd, my teacher and mentor from my original CDFI class, was immensely supportive and kindly shared her experience and advice. One of my toughest challenges was listing my course on the NCDA website. It meant commitment, putting myself out there, and so, I believed, a big risk of failure. But, I could hear my grandmother saying, “Necessity is the mother of invention,” and I truly felt I was re-inventing myself - again.

Because the NCDA listing required a schedule, I had to figure out immediately how that version would work, with a certain number of face-to-face hours required. I thought a 10-week schedule should work (10 units, right?), but when I looked at the other courses being offered, most were 20-25 weeks! I assumed that other CDF instructors with experience had reasons for extending the instruction time, so I entered dates from mid-October to early March. I work best with deadlines, and gave myself barely a month to organize materials, find a classroom, and advertise. I hoped only for a minimum of three participants, to make it feel like a class for them. I informed my Puget Sound Career Development Association, but didn't think much more about advertising, needing the time to review the course materials.

I was astonished to receive inquiries within two days of my listing appearing on the NCDA website, and started the search for a classroom to rent – in hotels, non-profits, libraries, churches, community colleges, and community centers. That was one of the more time-consuming and frustrating parts of my early planning because of the extremes of expense or limitations against “for-profit” concerns – me! One or two inquiries continued to arrive every week, and within the month, I had a class of six students, four from the local area and two from out-of-state - doubly astonishing!

During my classroom search, I worked through the DVD, and read both texts (instructor/student), deciding some units could be covered in one week, while other units needed several. I wanted to keep the group together by offering weekly hour-long

teleclasses, and let the class help choose our evening schedule. One face-to-face class met the third week and the other will be the last class. Getting to know my class of accomplished and wonderful people has been such a great experience that I've listed another class, starting February 2010.

Community College

Carrie DeLeon, an Assistant Professor at Columbia Basin College, describes her first experience teaching the CDF curriculum to the college's staff.

I was trained to become a Career Development Facilitator Instructor (CDFI) in December 2007. My trainers were Roberta Floyd and Sally Gelardin. I had been involved in teaching career exploration and career counseling for many years at the college/university level, so I was eager to continue to grow professionally in the field of career development.

When I returned from the CDF Instructor training, I approached the administration at Columbia Basin College (CBC) about the possibility of offering a CDF course to my coworkers on campus. They were in favor of this idea and said that the training could take place during work hours, as long as the schedule didn't interfere with our high peak times of year (registration, the first week of the quarter, etc.). The group I taught consisted mainly of counselors and advisors, who work with undeclared students on a daily basis. The CDF course I offered took place over a year period (April 2008 through June 2009). We had several one-half day classes and six full-day sessions.

The major obstacle I faced in offering the CDF course to my colleagues was being in a position where I would be required to grade my peers' work. I consulted with Bobbi and Sally, as well as my supervisor at CBC about my concern. We brainstormed options that would allow me to assess the group, without putting in place the grading process that is common in a typical CDF class. I sought a way to limit the possibility of straining my collegial relationships by consistently grading their work. After consultation, I decided that I would put the greatest emphasis on class attendance, field work experience, and class presentations. Although the group was required to complete many typical CDF assignments, I assessed these using a check mark system. This was a helpful solution to a situation that could have been problematic. It allowed me to retain the collegial relationships I developed with my peers over the years.

If I were to teach a course to my colleagues again, I would seek to implement some type of tuition or fee for the class. I believe that if an individual pays something for a course, it is a greater investment, and thus participants are more likely to stick with it. Perhaps the monies could be used towards supplies, or bringing in more guest speakers.

The attrition in my group was higher than I expected - eight students graduated out of the 14 who began the course. Since the participants were not charged any type of fee for the course, they did not lose anything monetarily by dropping out at any time. On a positive note, the feedback I received from the CDF graduates was overwhelmingly positive, and many have told me since the training that they have used the tools and knowledge they gained through the CDF training on a weekly basis.

International Program

In July of 2009, Ahmed Mostafa was certified as a Career Development Facilitator Instructor and as a CDF e-Learning Instructor. He set a priority to introduce the Career Development Facilitation Training into Egyptian society with the intent of generating fresh approaches to human development and to broaden mindsets into higher levels of thinking and aspirations. With a sincere willingness to accept challenges and listen to the wisdom of others, his mission is to thoughtfully help people solve major challenges in their life and work.

Ahmed presides over EInamaa (in Arabic, this means growth and prosperity) an Egyptian youth-led non-governmental organization (NGO), established and in action since September 2009, and officially registered April 2010. EInamaa is the first and only Arab Association in the entire Middle East and North Africa providing career development programs. Under Ahmed's direction, EInamaa created the following six steering committees: (a) project management, (b) public relation/media and fund raising, (c) international affairs, (d) activities, (e) business development and (f) curriculum development and adaptation.

The highest priority for EInamaa is the *Global Career Facilitator Program* incubated and delivered via ACDA-MENA (Arab Career Development Academy in the Middle East and North Africa). ACDA-MENA is guided by the National Career Development Association's standards, terms, policy, and code of ethics. The ACDA-MENA GCDF curriculum covers the following areas common to all career counseling programs: social, psychological, professional, cultural, thoughtfulness, and wellness. EInamaa targets, trains, advises, counsels, and facilitates diverse, resourceful and educated young Egyptian professionals and empowers them with current career development theories and practices through its NCDA affiliation.

Sincere effort has been exerted extensively (in relevance to short time interval and net preparation) to enhance student learning with experiences and professional application procedures. Ahmed Mostafa has already trained 67 GCDFs (43 UNICEF social workers and 24 highly selected candidates with versatile professional backgrounds) from December 2009 to May 2010. In April 2010, Ms. Roberta Floyd, NCDA Master Trainer, attended and handed out graduation certificates to the second group of graduating GCDFs.

ACDA currently incubates UNICEF 10-governorates (Alexandria-Aswan) Global Career Development Facilitator Program aiming at training, assessing, mentoring and evaluating (reporting on quarterly basis) UNICEF social workers. In order to maintain and develop UNICEF Career Counseling Centers, they are sponsoring 10 different governorates and developing a sustainability plan and a counseling guide/procedural manual.

After only nine month of hard work, EInamaa has created a huge resource of Arabic materials, including videos, audio, pictures, assessments and information, with a recorded permission from every trademark owner to reuse this material in EInamaa development work and training. Moreover, NCDA's curriculum has been adapted and mostly translated into Arabic, with additional valuable assessment tools (upon trademark owner's approval) that will massively cater to Arab community needs and create new avenues for NCDA growth and network expansion in Egypt and the Arab world.

EINamaa earned NCDA affiliation in May 2010. A pioneer in the field of career development, EINamaa policies and procedures are within NCDA respected terms and bylaws. EINamaa looks forward to becoming a valuable asset to NCDA. With the intent of continuing to build an affiliation with NCDA, EINamaa will regularly seek guidance from NCDA.

Training CDF Instructors and CDFs

As one of the contributors to the original CDF curriculum, Roberta Floyd has been involved in the development of the CDF training from its roots in the mid-90s. In 2003, she invited Sally Gelardin, CDF Instructor, to launch the CDF Instructor training with her in California. where they have conducted training programs for CDF instructors for the past six years and CDF blended learning programs for the past three years. Sally Gelardin describes how the partnership began and developed.

As a CDF Instructor, with experience teaching several CDF classes, mostly in conjunction with career counseling classes at the University of San Francisco, I was thrilled to have an opportunity to support Bobbi in the CDF Instructor training.

Initially my role was to recruit potential CDFI candidates into the training since I had recently served as president of the California Career Development Association and am well known in the career counseling community. We quickly found that we complement each other's teaching style. Bobbi is strong on content and organization. I recruited potential candidates and provide creative interventions throughout the training to keep students engaged.

In 2006, we started teaching the CDF curriculum through blended learning. Co-instructing the CDF training with Bobbi has been a valuable experience for me, since she is so knowledgeable about the competencies. My technical expertise and creativity have been useful in setting up a Floyd & Gelardin Training Programs website and in mounting and maintaining our CDF training online.

Although I had taught several CDF classes by myself before we started teaching the blended learning classes together, I have found that co-teaching is much more fun and beneficial. As we mentioned at the beginning of this article, the CDF curriculum is dense, packed with useful information that requires extensive work on the part of instructors to make sure students understand the competencies.

Teaching the curriculum online is especially time-intensive, because, for the most part, students contribute to discussions/client consultant groups and submit assignments in writing, which requires careful reviewing on the part of instructors. Like Kate, we also communicate with students through teleconferencing, and, of course, devote several days to in-class training, which is required for all NCDA instructors to make sure students complete helping skills and training others in a face-to-face format. We included more face-to-face hours so that we could cover additional competencies.

Bobbi and I have been especially happy with the team teaching format. We have fun working together on SKYPE, where we can see each other for free, even though we live across the country. It's like we are in the same room as we plan the curriculum and discuss student progress together.

We both have experienced major family issues that have required our attention throughout the trainings. I moved my mother and sold her home in 2007. Two years later, Bobbi's mother passed away and she is now in the process of preparing her mother's house for sale. We have been able to keep the CDF classes going by covering for each other. Also, with Bobbi's methodical mind (the engineer) and my creative approach (the artist), as a team, we feel much more effective than teaching the CDF training by ourselves.

Summary Reflections

Roberta Floyd explains that by reading about the experiences of the CDF Instructors that she and Sally trained, they have been inspired to teach future CDF Instructor trainings.

We are very pleased that Linda, Kate, and Carrie agreed to participate in this article. Although each of them began with hesitancy, as they jumped in, each little idea generated more ideas. Each of their programs ended up being different, but excellent.

Sally and I hope that their passion, successes and insights will encourage those who are considering the CDF Instructor Training. Through their open and honest contributions to this article, they demonstrate how they brought out the best in their students, thereby increasing their teaching competence and confidence.

Not only have they grown in the professional development through their teaching, but by sharing their experiences, their enthusiasm is contagious. Sally and I have grown professionally by listening to their stories. Their energy and successes have spilled over to us and we look forward to teaching future CDF Instructor trainings.

Note: This paper is part of the annual VISTAS project sponsored by the American Counseling Association. Find more information on the project at: http://counselingoutfitters.com/vistas/VISTAS_Home.htm