



Career Planning & Adult Development

JOURNAL

Volume 31, Number 2

ISSN 0736-1920

Summer 2015

OUR FUTURE: Projections of Work and Life

Helen Harkness, Guest Editor

- **The Future**
 - **The End of Work as We Know It**
 - **Jobs and Careers on the Front Line of the Future**
 - **Silicon Valley and the New Rules of Work**
 - **Training Challenges Facing Education and Training and Career Development in the Future**
 - **Old people are people too, so let's act accordingly**
 - **Crisis of Human Capital in Aerospace: It's All About the STEM**
 - **College for All – Reality or Flawed Myth?**
 - **Our Jobs: The American Workforce and Economy in Crisis**
 - **The Future Has Arrived: The Future is Now the Present**
-



OUR FUTURE: Projections of Work and Life

Looking Ahead with the Journal, by **Steven E. Beasley**, Managing Editor4
Introduction to this Issue, by **Helen Harkness, PhD**, Guest Editor5

Chapter 1: The Future, by **Leigh Ellen Key**8

Chapter 2: The End of Work as We Know It, by **Andy Hines**10

Chapter 3: Jobs and Careers on the Front Line of the Future, by **Gary Marx**20

Chapter 4: Silicon Valley and the New Rules of Work, by **Gary A. Bolles**28

Chapter 5: Training Challenges Facing Education and Training
and Career Development in the Future, by **Timothy C. Mack**40

Chapter 6: Old people are people too, so let's act accordingly, by **Aubrey de Grey** 47

Chapter 7: Crisis of Human Capital in Aerospace: It's All About the STEM
by **Deborah Westphal**51

Chapter 8: College for All – Reality or Flawed Myth? by **Helen Harkness**54

Chapter 9: Our Jobs: The American Workforce and Economy in Crisis, by **Ed Gordon**65

Chapter 10: The Future Has Arrived: The Future is Now the Present, by **Helen Harkness**77

Other Information

Guidelines for Authors81

Obtaining Back Issues of the Journal83

Joining the Career Planning Network85

Chapter 8

COLLEGE FOR ALL: Reality or Flawed Myth?

By Helen Harkness

“Why didn’t someone help me learn all this about myself and possible careers while I was still in school, before I spent a small fortune to get degrees, and years stressed out in the wrong career?”

For almost four decades I have heard this repeatedly from the thousands of adult clients in my career transition practice, Career Design Associates, Inc. (www.career-design.com) and today I focus on meeting this need. Students and their parents require special attention on discovering a satisfying career direction in our incredibly volatile and frequently bewildering work world. This insight for career focus must be based on understanding the student’s innate skills, interests, and values, matched with insight in current (and possible future) workplace options. The goal of my nonprofit, Career Design Foundation (www.careerdesignfoundation.org), is to help students research and determine a meaningful purpose for their future work life, so they will avoid becoming a member of the “lost generation,” as Business Week, noted in an article published on Oct. 19, 2009.

Is college for everyone a desired goal or merely a flawed myth—a carryover from a former age? This critical question affects students, their parents, and the tax payer as well.

Countless students enrolled in college today are coming out with:

- heavy student debt
- no career focus
- a major in an outdated career field
- a major they do not fit
- a major with no jobs currently available

My goal is to be instrumental in reducing this waste of time, money, and resources by helping students and their parents better understand their career options in our chaotic, rapidly changing work world! It is imperative to approach this subject with a broad view and insight into where are we now, both in our education and our employment. To determine the value of a college degree, to any student, we must look at a broad picture of the career activities relating to education and work.

Here’s some background: I incorporated Career Design Associates in 1978 following two years of intensive, nationwide research on my dissertation—*Establishing a Career/Educational Counseling and Information Community Center: A Study of the Developmental Problems of an Educational Counseling and Information Brokering Center of Adults*. This concept was designed to meet the emerging (but totally ignored) need of highly educated adults without careers or jobs in the early 70’s.

At the time, the US Department of Labor was searching for a systemic way to help all adults find jobs. I wrote a proposal and obtained a Department of Labor grant for designing and establishing a free Career Service Center in our local public library in Garland, Texas. At the center, I selected and trained eight career counselors, and we worked with over 6,000 adults. The Department of Labor carefully documented the community use and performance of the center. I learned that my community-based model was later used by the Texas Workforce Commission to help adults in social and economic transition. I also rapidly learned that, in reality, college degrees were not protecting adults from severe career/job problems. A full 65 per cent of those using the career center had a college degree or degrees but no job!

When the grant ended in late 1979, I opened my own practice, Career Design Associates, Inc (www.career-design.com). Since that time, I have provided in-depth career counseling/coaching for more than 15,000 adults. My research and learning is an ongoing project, and I closely follow notable futurists, especially Heidi and Alvin Toffler. I have attended the World Future Society (www.WFS.org) for two decades, where I have coordinated free career counseling for all attendees. I have completed four books on our career issues, options and solutions. In the early 1980's, I designed a national program called "Campus to Corporate Careers" designed to help unemployed PhD's transition from academe to alternative careers. It was funded by a group of high level Dallas entrepreneurs who strongly supported its success.

As a teacher, researcher, author, futurist and pioneer in solving career/work related problems in an era of change, chaos, complexity and uncertainty, my mission is to do whatever it takes to help younger students, their parents, and teachers gain valid information and insight into their career options and where they can find work/life success. This must be based on each student individually, and be coupled with the reality of our rapidly changing and chaotic current work world!

Today, we are in Future Shock, which results in rampant career shock that directly affects our education decisions. Defined by Toffler in 1970, Future Shock is "*the shattering stress and disorientation that we induce in individuals by subjecting them to too much change in too short a time.*" Toffler carried this theme forward to 2004 at a meeting of the International Conference on Complex Systems, when he emphasized that most underlying and industrial management theory of the last 100 years is obsolete, and that all major social institutions are in trouble. "At every level, economics, social organizations, culture, politics, we're in the process of inventing a new civilization. Everything is transient: families, corporations, governments, universities, organizations, religions, communities and nations are all temporary . . . most human institutions haven't caught on – all in denial – operating as they did almost three centuries ago in the Industrial Revolution!"

As a result of all this, our careers are in collision with reality! We are grieving over our careers as they were *supposed to be*. As a result, millions are frazzled, strung out, numb, overwhelmed and shocked!! More than 60 percent of adults are unhappy in their work life and research states that as many as 20 per cent are so deeply negative about their employers that they wish them harm. This, of course, has a negative effect on innovative thinking, which is much needed in today's work world.

According to the U.S. Department of Labor, the workplace is the greatest single source of stress, no matter what you do or how much you earn. Stress may now account for fully 75-90 percent of all visits to physicians, according to the American Institute of Stress. The price of stress for American businesses is at least \$200 billion a year. This figure is the “*emperor’s new clothes*” of organizational effectiveness. We all know that stress is out of control, but we’re all afraid to speak up about it. A United Nations report called job stress “*the 20th century disease.*”

We’re Worried! In one recent study, 44 per cent of the workers questioned believed their workload was excessive; 46 per cent worried about layoffs; 55 per cent worried about the company’s future, and 50 per cent felt that their jobs were not secure. This equates to millions of people trying to work through worry and insecurity on a daily basis. Another study found that 42 per cent of Americans had looked for a new job because of the struggle to maintain balance between work and their personal lives. We must recognize that change will accelerate.

All of our unexpected and rapid changes could create a feeling of total uncertainty and even helplessness. However, Ilya Prigogine, a colleague of Toffler’s and a winner of the Nobel Prize in 1977, maintained in his book, *The End of Certainty* that “the future is uncertain ... but this uncertainty is at the very heart of human certainty.”

As chaos theory implies, order and disorder are mirror images, with disorder as a source of new order. Dissipative describes a loss, energy ebbing away, but it plays a constructive role in the creation and rebirth of the new. Dissipative-like disorder does not lead to the end, but is the first part of the process from which new forms develop. It makes a path for a new structure to be created.

Prigogine found that a dissipative structure was any self-organizing, renewing system—a person, a chemical solution, a seed, a school system, a city government, a culture, a dynamic pattern in the brain, or anything capable of change and interaction with its environment. Prigogine said that if the perturbations—the initially small changes outside the normal system—exceed the power of integration, the system is destroyed or gives way to a new system or organization. Isn’t this what is happening today on myriad fronts?

Questioning the value of a college education today, which in the past seemed a good investment and certainty, may be very wise. “Our instability, our questioning of past and current rules, can be the key to transformation. This transition involves relinquishing parts of the past and taking hold of the future. We must first determine what to firmly grasp from the past to continue to build on; second, what to turn loose; and third, what new piece to pick up or add onto. It’s a process of “hold on, drop off, create, and build.” It is critical for individuals and organizations experiencing cultural change to understand this if they are to remain successful. And it is critical for an education system that is currently out of step with our economy, according to Brandon Busteed of Gallup.² This is also very true for adults forced into a recareering process, either by the unavoidable loss of their former career or by an interior, psychological shift that dictates the career change.

If we Americans, both individuals and institutions, are to move forward today, we must identify and unlearn or release countless *mindless myths*. These major *autonomic* assumptions based on our current *have it all today* mentality are rapidly taking us to the *edge of the talent cliff*, accord-

ing to Ed Gordon, author of 18 books and more than 76 articles on current career and workplace needs. His latest book, *Future Jobs: Solving the Employment and Skills Crisis*, is a must read for everyone. When I researched and wrote *The Career Chase* in 1997, I included the following certainties—myths to be questioned and perhaps dropped altogether. I teach all my career clients the necessity of developing a sharp *crap detector* to successfully address and question these set, rigid rules.

Moving from Mindless Myths to Meaning and Money at Mid Life

Myth 1: Our current chaos and disorder is temporary and it will pass and the good old days will return. We were taught that the more things change, the more they stay the same! Current Reality: Our most passionately held assumptions may vary from the emerging reality. Two certainties seem to be emerging: continuing technological change and the insistence of individuals to control their own destinies.

Myth 2: One life equals one career. The work we selected, perhaps in our late teens, or somehow backed into without much thinking, is a lifetime commitment. We picked it, so till death do we part! Current Reality: Most people experience 3–5 career changes and 14–16 job changes by age 36.

Myth 3: The best is over, so go gently into the good night! Old dogs can't learn new tricks! Reality: Chronological Age is Crap! Focus on Functional Age—Mental, Emotional, Physical. I wrote 120 pages on this subject which was cut by the publisher to less than one page, so I had another book, *Don't Stop the Career Clock*, practically completed.

Myth 4: Increasing middle-class affluence and expanding opportunities are our inherent right and expectation. Reality: The loss of our middle class is a very real current concern.

Myth 5: Career success, happiness and high self-esteem directly correlate with status, money and upward mobility. Dropping out of the corporate world is career suicide: step off the ladder and you're dead! Sacrificing your personal/private life is the price of success. Reality: This is not proven but assumed! Positive Psychology, www.ippanetwork.org, is researching this in-depth.

Myth 6: Planning a career isn't necessary because there is an automatic system in place that will take care of it. Trust the system and keep the career on cruise control. Superior performance will be automatically recognized and rewarded in the workplace. "Someone" is coming to provide career security and direction for us. Reality: The *Yo Yo Career Model* is in operation. You're on your own! Any automatic career advancement system has totally collapsed!

Myth 7: Select your career on labor market projections: Go where the best jobs, best money, and most secure jobs are predicted to be. Reality: Be aware: predictions and numbers are frequently way off. We have "*liars, damn liars and statistics*," according to Mark Twain.

Myth 8: Successful people make no mistakes and they do it all perfectly every time. Failures are to be avoided at all costs, and less than perfect is not acceptable on any level. Reality: Perfectionism (except for my dentist) is to be avoided. Lessons learned from our mistakes and failures frequently help us focus and advance faster.

Myth 9: "Either/Or" Paradigm: only one reality! There is one best option—to be, to think, do, act and succeed! So discover it, freeze into it, live with it, and serve it tenaciously! Reality: Think “both/and” such as both Meaning and Money, work and leisure, etc.

Myth 10: A college degree is a magic key to a good job and career success. The more degrees and the more advanced, technical and specialized they are, the more magic, and the greater the guarantee of career success. Reality: 82 per cent of upcoming jobs in Texas do not require a B.A. degree, but post secondary training only. *“In the conventional view, a college degree prepares one to enter the workforce. This is no longer true, as higher education has failed to keep pace with technology and a fast-changing economy. Anyone seeking a livelihood must also understand the new role of education in the emerging economy.”*

I am currently focusing on the myth of college for all, because while I highly value advanced education, I can see from my work with thousands of adults in career chaos that our beliefs and education are frequently a total mismatch for our current economy. The cost of college, if it is not really desired or really required for our career success, is not the best use of the money or time.

A college degree today does not ensure employment, as once assumed. As pointed out in *The Tragedy of College for Everybody*, the traditional American dream is a college degree tied to the implicit promise of a golden future. *“While the media portray those who bypass college as doomed to low incomes of blue collar jobs,”* this is questionable. The article points out that while the concept of universal higher education seems appealing, the reality is that college education only makes sense under the right conditions. For those motivated to make the most of the opportunity to attend college and pick a major with a high return on investment, it’s a sound choice. However, many will be worse off economically by spending four years out of the workforce. This is the opinion of three-fourths of employers recently surveyed by Millennial Branding and Beyond.com, an online career network. This is based on the results of a study focused on helping people grow and succeed professionally. Of the 2,978 respondents, 43 per cent said *“cultural fit”* was the single most important determining factor when making a new hire. And while academic success was helpful, the majority of hiring managers (64 per cent) would consider a candidate who had not attended college. Also, 73 per cent feel that college is only somewhat preparing students for the work world.

The top three attributes that companies are currently looking for are:

- positive attitude (84 per cent)
- communication skills (83 per cent)
- an ability to work on teams (74 per cent)

Ironically, liberal arts majors who are historically more focused on communication were least likely to land a job since only 2 per cent of the companies were recruiting them. In addition, 49 per cent of all generations believed that there were no jobs for those with a liberal arts degree. Based on this research, acquiring a college degree may take a backseat to the applicant’s personality. Even worse, 60 per cent of full-time students take six years to graduate college. They keep switching majors or they drop out without a degree but with college debt!

Is College Worth it?

Although 71 per cent of all generations pay their way through college, 31 per cent of job seekers said that a degree isn't worth the cost due to the high price of education.

41 per cent said it's going to take four or more years to pay back student loans.

53 per cent said that colleges should be accountable for getting students jobs.

33 per cent of all generations would rather have started a business than attend college.

59 per cent said that college doesn't prepare students for the real world.

Time magazine stated that our Human Skill and Knowledge base must change and be reworked to capitalize on our changing workplace, marketplace and social culture. We must constantly change and adapt. The key question remains, what works best in a changing environment?

The goal of the book that I am currently researching and writing is to provide information to revise and unite education to match the current and world of work. As a confirmed futurist, teacher and entrepreneur, I find this research highly engaging!

For example, Hugh Smith, reported that Google said *“Doing well in college – earning a high test score and grades has no measurable correlation with becoming an effective worker or manager. The entire higher education system is detached from the real economy: excelling in higher education has little discernible correlation to real-world skills or performance.”*

Our education system today prepares students to advance to the next level of education. It does not create real value or solve problems in the real economy. Smith states that education prepares students to obtain a credential, rather than developing skills essential in the real economy. Credentials are largely worthless in the real economy. Instead our emerging economy needs workers with practical skills and professionalism.

Runaway education costs and the failure to prepare students reveals a total lack of accountability. The educational path is unaffordable and obsolete. Colleges maintain a government-grounded monopoly on accreditation and even more alarming, Academically Adrift found that over 1/3 of college graduates did not demonstrate any significant improvement in learning in college.

The *New York Times* reported that 50 per cent of recent college graduates under 25, (the highest number in 18 years) are unable to find high paying jobs and are working at jobs that teenagers once held. Older workers—reluctant to leave—have impacted this. Higher minimum wages may also be creating a reluctance to hire teenagers. More people going to college leaves the remaining labor pool less desirable. Also, half of the traditional-age college students work 20 hours per week. By 2016, 53 per cent of college graduates will be underemployed.

More importantly, much of the demand for workers in the next 10 years will be in occupations that do not require a degree. The Bureau of Labor Statistics estimates that 15,628,000 jobs will need to be filled by 2022, but only 2,731,000 actually need at least an associate's degree.

These occupations include:

Registered nurses

Secretaries and administrative assistants, except legal, medical and executive

General and operations managers

Bookkeeping, accounting and audit clerks

Medical secretaries

Licensed practical and licensed vocational nurses

First-line supervisors of office and administrative support workers

Elementary school teachers, except special education

Accountants and auditors

Medical assistants

Software developers

Management analysts

Sales representatives, wholesale and manufacturing, except technical and scientific products

Most of the job growth – about 13 million of the 15 million jobs – will be in the following fields for which a degree is not required such as:

Personal care aides

Retail salespersons

Home health aides

Combines food preparations and serving workers, including fast food

Nursing assistant

Customer service representatives

Janitors and cleaners

Construction laborers

Laborers and freight, stock and material movers

Carpenters

Heavy tractor-trailer truck drivers

Childcare workers

Office clerks

Maids and housekeeping cleaners

Cooks

Landscaping workers and groundskeepers

Receptionists and information clerks

Therefore, millions of college graduates with liberal arts degrees will enter a bleak world in which the only jobs available are as retail sales clerks, groundskeepers, and fast food workers. Not only do they earn low incomes, but they are saddled with student loan payments that further reduce their spending power. However, not all of the jobs available for people without college degrees are low paying. The BLS also lists 40 jobs that don't require bachelor's degrees. Each has an annual salary of at least \$58,000, **including the following top 10:**

Air traffic controllers, with an average annual salary of \$122,530

Transportation, storage and distribution managers, at \$81,830

First-line supervisors of police and detectives, at \$78,720

Radiation therapists, at \$77,560

Elevator installers and repairers, at \$76,560
Nuclear power reactor operators, at \$74,990
Detectives and criminal investigators, at \$74,300
Commercial pilots, at \$73,380
Power distributors and dispatchers, at \$71,690
Dental hygienists, at \$70,210

According to *Trends e-Magazine* (August 2012) American education is increasingly out-of-step with the new economy. The university education model has worked well for only the top 5-10 percent of the population. Forcing that model on everyone has led to a severe shortage of people with the skills needed for this country to compete in the 21st century.

College for all directly reflects the *one size fits all* of a piece of apparel according to the author of a *Trends e-Magazine* article aptly named, “American Education: Increasingly Out-of-Step with the New Economy.” Why? “*Because individuals possess very different abilities, aptitudes, and dreams.*” The traditional four-year liberal arts education is suitable only for a subset of the population. We are beginning to face the reality that it can be detrimental to many for whom it is not the best option. . . “*forcing too many square pegs into this round hole is, in the long run, a bad thing for the country as well.*”

Here are some additional realities: About 40 per cent of Americans have a bachelor’s or an associate’s degree. About 36 per cent of Texans have these degrees but ironically, there is an action plan to increase this to 60 per cent by 2030. Nationally, between 1992 and 2008, about 20 million students graduated from college but 12 million of them found jobs that didn’t require their college degree. This result means that 60 per cent were underemployed. In 1992, over 5 million people were in this career situation. In 2010 Forbes research reported that this number had tripled to 17.4 million.

The research by *Trends e-Magazine* focusing on all current working graduates reported that they found that more than one-third are employed in jobs that require no degree – flight attendant, taxi driver, non-technical sales and so on, and nationally, 330,000 waiters and waitresses have college degrees not needed for their jobs.

The problem is not the number of degrees, but the types of degrees and their poor fit with business needs. At the same time, we have a “shortage of workers in specialized trades and a scarcity of job candidates with a deep understanding of science and engineering.”

College for all thinking became strong in the 1980’s when the marketplace was demanding higher skills and a college education was seen as the ticket to top-paying jobs and entry into the middle class. So, all possible barriers were removed for attending college, and a “significant number of students who did not have the wherewithal to absorb and implement the lesson derived from higher learning were admitted.” Other post high school learning options would have better served both them and society. The *college for all* direction also had detrimental effect on colleges, leading them to water down or *dumb down* their intellectual content.

A highly significant study on current college students is summarized in *Academically Adrift* by sociologists Richard Arum and Josipa Roksa. They found that after two years in college, 45 per cent of students showed no significant improvement. For the two main real world skills measured, critical thinking and writing skills, the figure was 36 per cent after four years in college. Arum's and Roksa's research shows that the reason for these results is a lack of rigor. Students were too comfortable, and not challenged. They only spent 12–14 hours per week on studying—mostly in a group setting. Only a third of the students studied alone, averaging 5 or fewer hours per week. A majority avoided taking courses that required more than 20 pages of writing per semester, and 32 per cent avoided courses that required reading more than 40 pages per week. Countless students did not make wise decisions regarding majors that would help them build a satisfying career.

A Rutgers University survey asked recent college graduates what they would have done differently to be better prepared for the workplace of today and tomorrow. They offered some good advice, including:

- Be more careful about selecting a major or a minor.
- Do more internships or part-time work in the field related to your field of study.
- Take more classes to be prepared for your career.
- Take greater care in selecting a college, university, or technical school program.

To determine if college for all is highly desirable or a flawed myth, we should not track how many students enter college, but how many students graduate with marketable skills—and then find satisfying work!

References

“American Education: Increasingly Out-of-Step with the New Economy.” *Trends eMagazine*, August 2012.

Busteed, Brandon. “The Future of Work” *Fast Company*. July 29, 2014.

Childre, Doc & Cryer, Bruce. *From Chaos to Coherence: The Power to Change Performance*. Boulder Creek: HeartMath LLC, 2004.

Clifton, Jim. *The Coming Jobs War*. New York: Gallup Press, 2011.

“College Readiness of High School Students and College Graduates has Not Improved.” *Time* magazine. July 23, 2014.

Gordon, Edward E. *Future Jobs: Solving the Employment and Skills Crisis*. Santa Barbara: Praeger, 2013.

Gray, Kenneth. *Getting Real: Helping Teens Find their Future*. Thousand Oaks: Corwin Press, 2009.

Gray, Kenneth & Herr, Edwin. *Other Ways to Win: Creating Alternatives for High School Graduates*. Thousand Oaks: Corwin Press, 2006.

Harkness, Helen. *Capitalizing on Career Chaos: Bringing Creativity and Purpose to Your Work and Life*. Mountain View: Davies-Black Publishing, 2005.

Harkness, Helen. *The Career Chase: Taking Creative Control in a Chaotic Age*. Mountain View: Davies-Black Publishing, 1997.

Hubbard, Glenn. "The Unemployment Puzzle: Where Have All the Workers Gone?" *Wall Street Journal*. April 4, 2014.

Prigogine, Ilya. *The End of Certainty: Time, Chaos and the New Laws of Nature*. New York: Free Press, 1997.

Roksa, Josipa & Arum, Richard. *Academically Adrift: Limited Learning on College Campuses*. University of Chicago Press, 2011.

Smith, Charles Hugh. *Get a Job, Build a Career and Defy a Bewildering Economy*. Berkeley: www.oftowminds.com, 2014.

Toffler, Alvin. *Future Shock*. New York: Random House, 1970.

Toffler, Alvin. *Previews & Premises*. New York: William Morrison & Company, Inc., 1983.

The Multigenerational Job Search Study, 2014, Millennial Branding. <http://millennialbranding.com/2012/multi-generational-job-search-study/>

"The Tragedy of College for Everybody." *Trends eMagazine*, July 2014.

**JOB & CAREER TRANSITION
COACH CERTIFICATION in 2015**

- **Washington, DC.... September 14-15-16, 2015**
- **Los Angeles, CAOctober 19-20-21, 2015**
- **Orlando, FL December 7-8-9, 2015**

Receive 21 Continuing Education Hours in these workshops led by

RICH FELLER, Ph.D, LPC, NCC, NCCC and JCTC

DICK KNOWDELL, MS, NCCC, CDFI, CMF and NCDA Fellow

Check our web site for fees and registration information

www.CareerNetwork.Org

About the author



Helen Harkness, PhD, founded Career Design Associates, Inc. (CDA) in 1978. She is a futurist, consultant, researcher, an experienced speaker, teacher, writer, and a pioneer in the development and implementation of career management programs and resources for organizations and individual clients. Her work integrates her own multidimensional career as a successful entrepreneur, former academic dean/provost, college professor, director of continuing education, and public school teacher. In 2012 she founded Career Design Foundation to provide service for middle and high school students, parents and teachers to determine a career based on their skills, interests, values and the current and future workplace needs. She wrote and produced a series of eight videotapes, *Careers in Finance* and *Discovering Career Options* with Dr. John Holland. CDA has produced and maintains a library of 600 *Pathfinders for the Future* career videos available to the public at no charge. She has published *Best Jobs for the Future; The Career Chase; Don't Stop the Career Clock; Capitalizing on Career Chaos* and countless articles exploring the myths of contemporary work life that steer careers off course. Her work focuses on the new realities and changes to be faced in our work life in the 21st century. She taught Career Options for Teachers, Making Your Career Change, Myers-Briggs Temperament Indicator and Best Jobs for the Future for Southern Methodist University [SMU] and FunEd. She also taught Running From the Law, and continues to teach a two-night course, Re-Careering: The Search for Meaning, Money, Creativity and Control at SMU. She formerly taught Career Development in the Psychology Department for the graduate students at SMU and Career Development Coaching for the Executive Coaching Program at University of Texas-Dallas [UTD] School of Management. The Dallas/Fort Worth Chapter Association of Career Professionals (ACP) International created an annual award, the "Helen Harkness Professional of the Year Award" permanently named for her. She is a member of the World Future Society and has coordinated the career counseling at their annual conferences. Also, she is a member of the International Positive Psychology Association, Association of Professional Futurists, National Speakers Association, International Association of Career Professionals and The Collaborative Law Institute of Texas.

Contact her as follows:

Helen Harkness, PhD

Career Design Associates, Inc

2818 South Country Club Road, Garland, TX 75043-1227 USA

972-278-4701

e-mail: options@career-design.com