

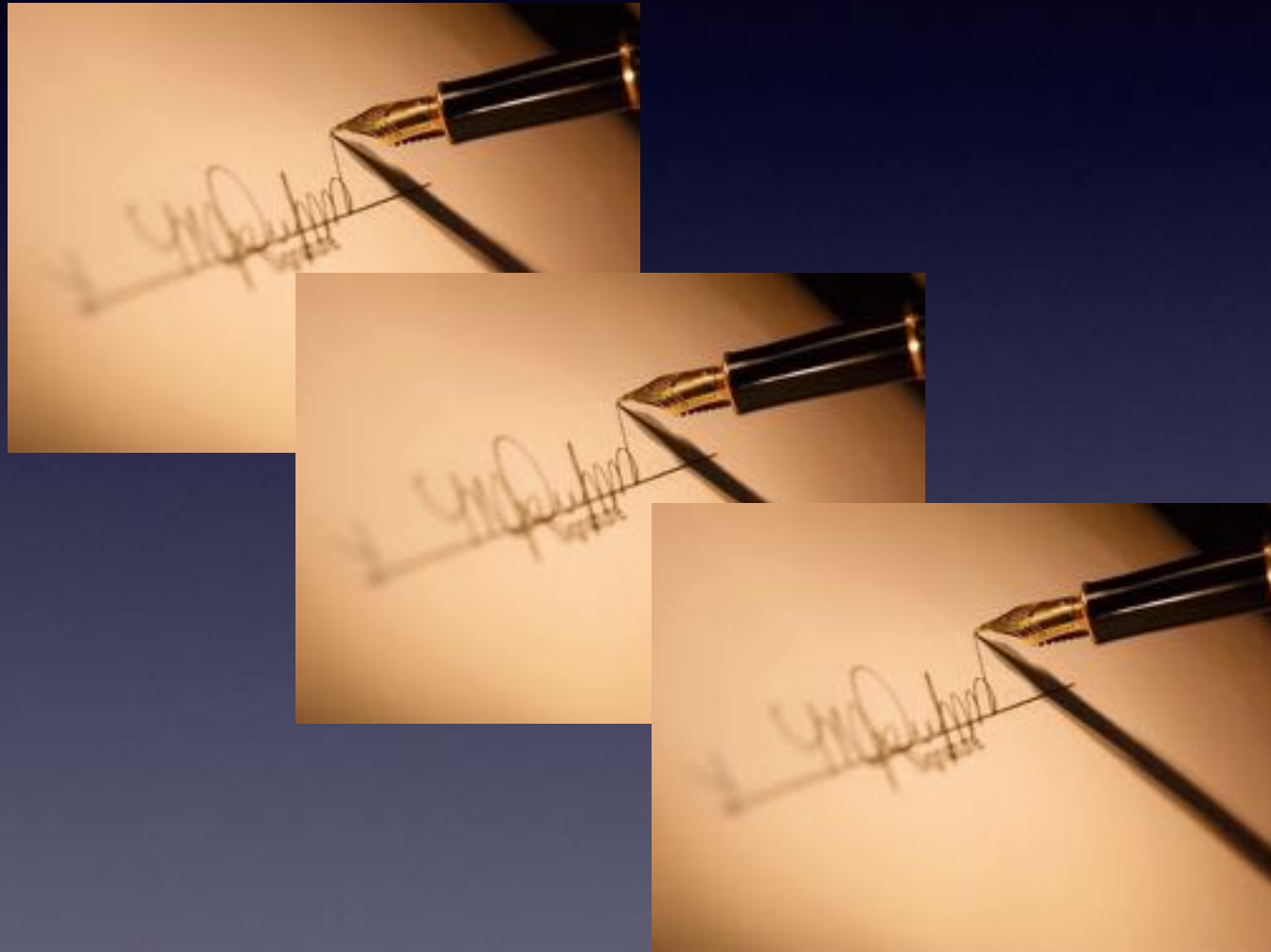
Introduction to using the Chaos Theory of Careers

APCDA 2017
Conference Workshop

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Signatures



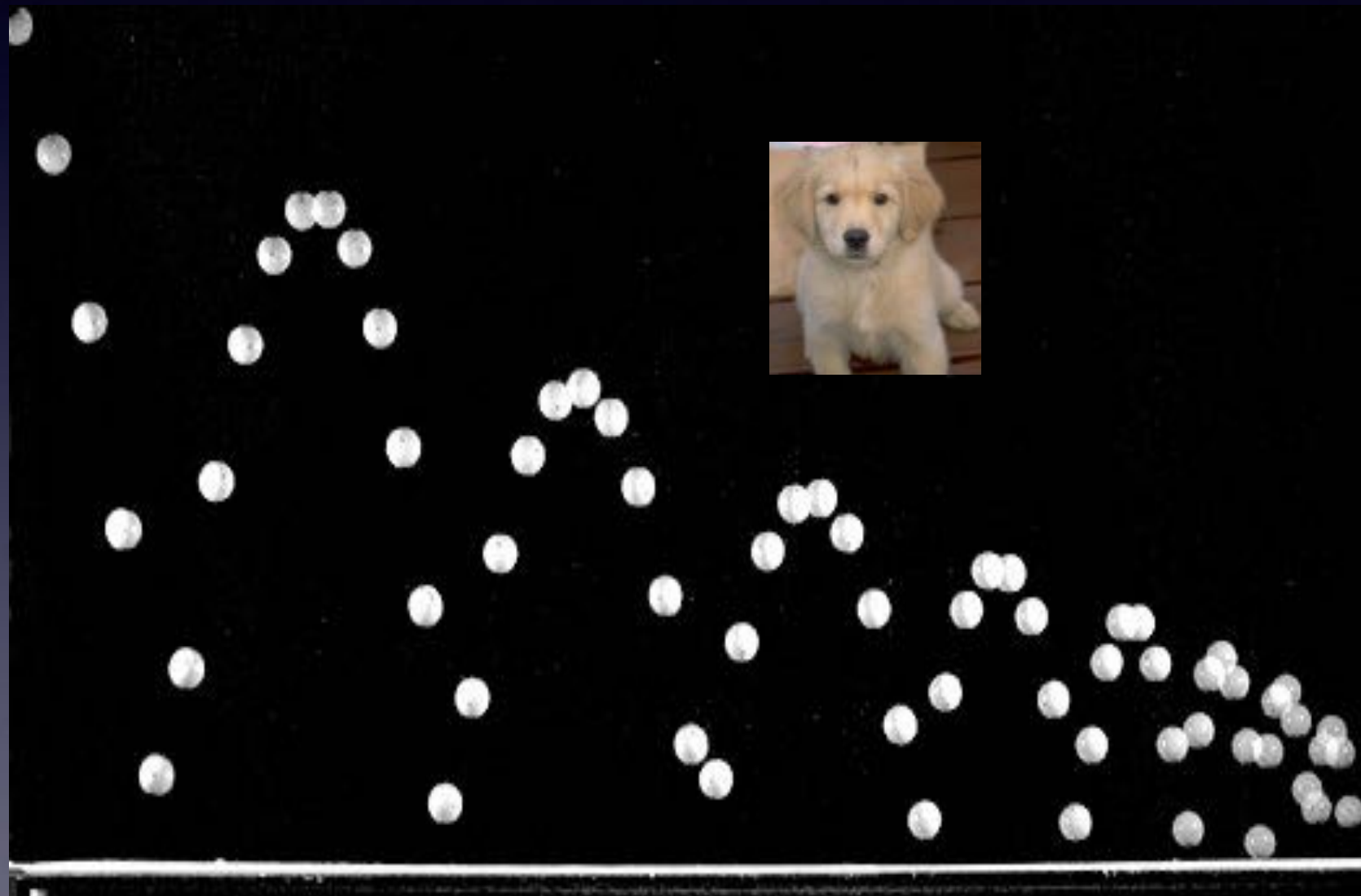
Chaos Theory of Careers

Pryor & Bright 2011

1. Dynamic, continual change
2. Planning NOT Plans
3. Strategic Opportunism
4. Being open to Possibilities
5. Avoid being trapped into narrow & static thinking
6. Stepping back and seeing bigger emergent picture

A tale of ping pong, puppies, predictability, peturbation (sic!) and chaos

or why
complexity
makes
prediction
tricky



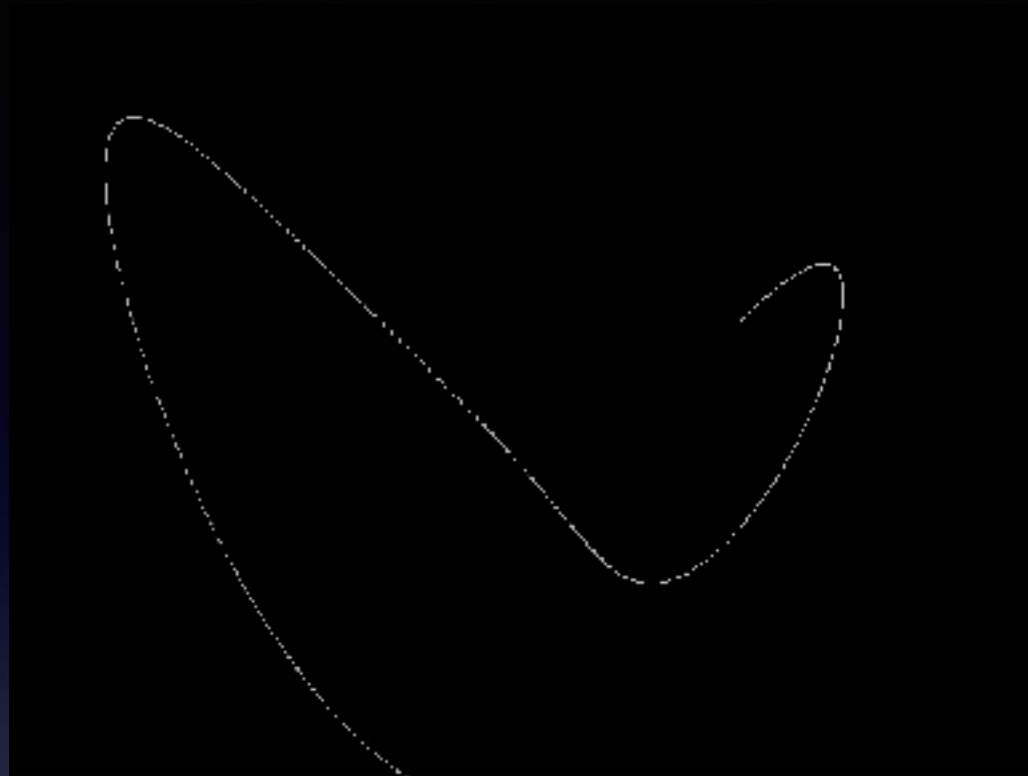
Gather round

Non-linearity

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

In this case the change was

$C = C + 0.01$ between A and B



Lorenz

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

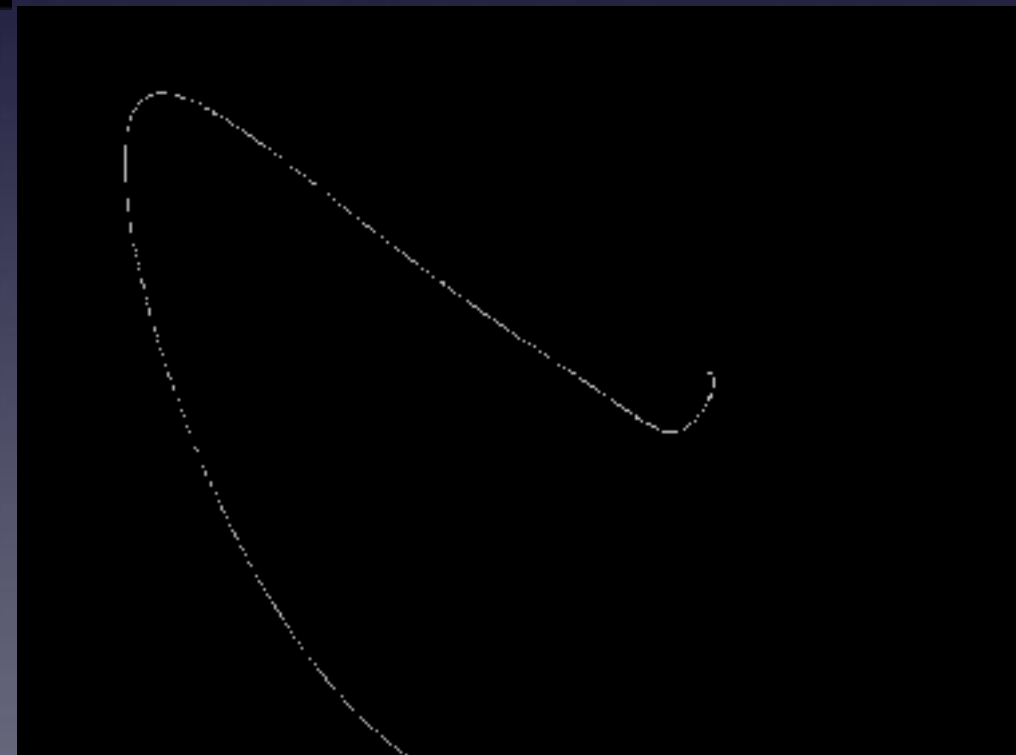
$$dx/dt = -ax + ay$$

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

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

values $a=10$, $b=28$, $c=3.99$ from 3.98

$$x=y=z=1$$



Chance Events

1. Being in the right place in at the right time
2. Being in the wrong place at the wrong time
3. An unplanned work or social interaction
4. An unexpected injury or illness
5. An activity you unexpectedly enjoyed / did not enjoy
6. An unexpected insight/message/vision/calling
7. An unplanned move or change or residence

Chance Activity

Event	Yes/No	Describe	Good/Bad
Being in the right place in at the right time			
Being in the wrong place at the wrong time			
An unplanned work or social interaction			
An unexpected injury or illness			
An activity you unexpectedly enjoyed / did not enjoy			
An unexpected insight/message/vision/calling			
An unplanned move or change or residence			

Unplanned Shift

- accidents and odd events will happen
- it becomes very difficult to predict the future
- unplanned events should be expected
- you should be cautious with weather forecasts...

Shanghai Granny lands on another GRANNY!

1. A 78-year-old granny landed on top of another granny after falling from a fourth-floor Shanghai apartment.
2. The younger of the two grandmothers, named as Granny Zheng, accidentally toppled out of the window of her apartment and bounced off an awning on her way to the ground, the Hong Kong edition of the China Daily reported.
3. She landed on top of 85-year-old Granny Sun who was having a stroll on the footpath below.
4. Both Granny Zheng and Granny Sun survived the incident with only light injuries, the newspaper said.



A car rolls off the road, not an uncommon accident



A new plot for the story?



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



How do people react to complexity?

Treasure hunt

Point attractor

System always move toward
a point

Goal driven behaviour



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

Moths

Pendulum attractor



1. Regular swings between two points

2. Career indecision

I'm leaving

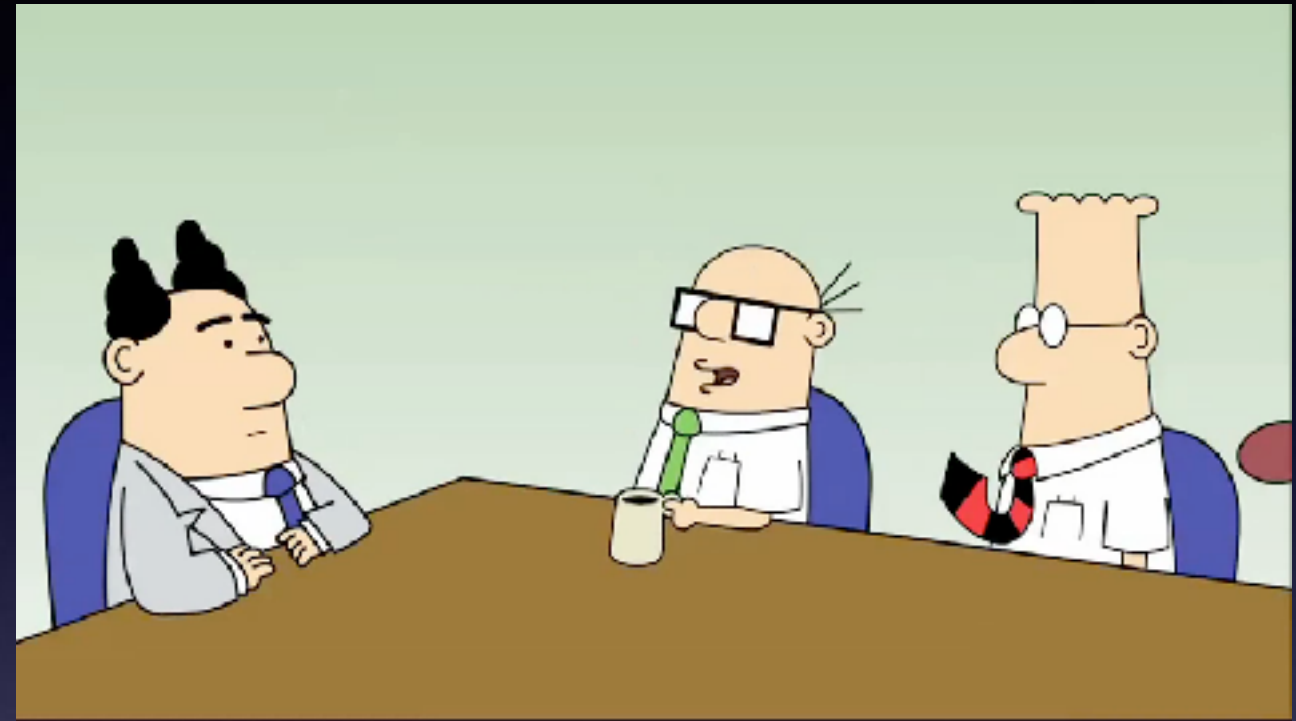
I'm staying

3. Popular conception of “work-life” balance

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

ABCD

Torus Attractor



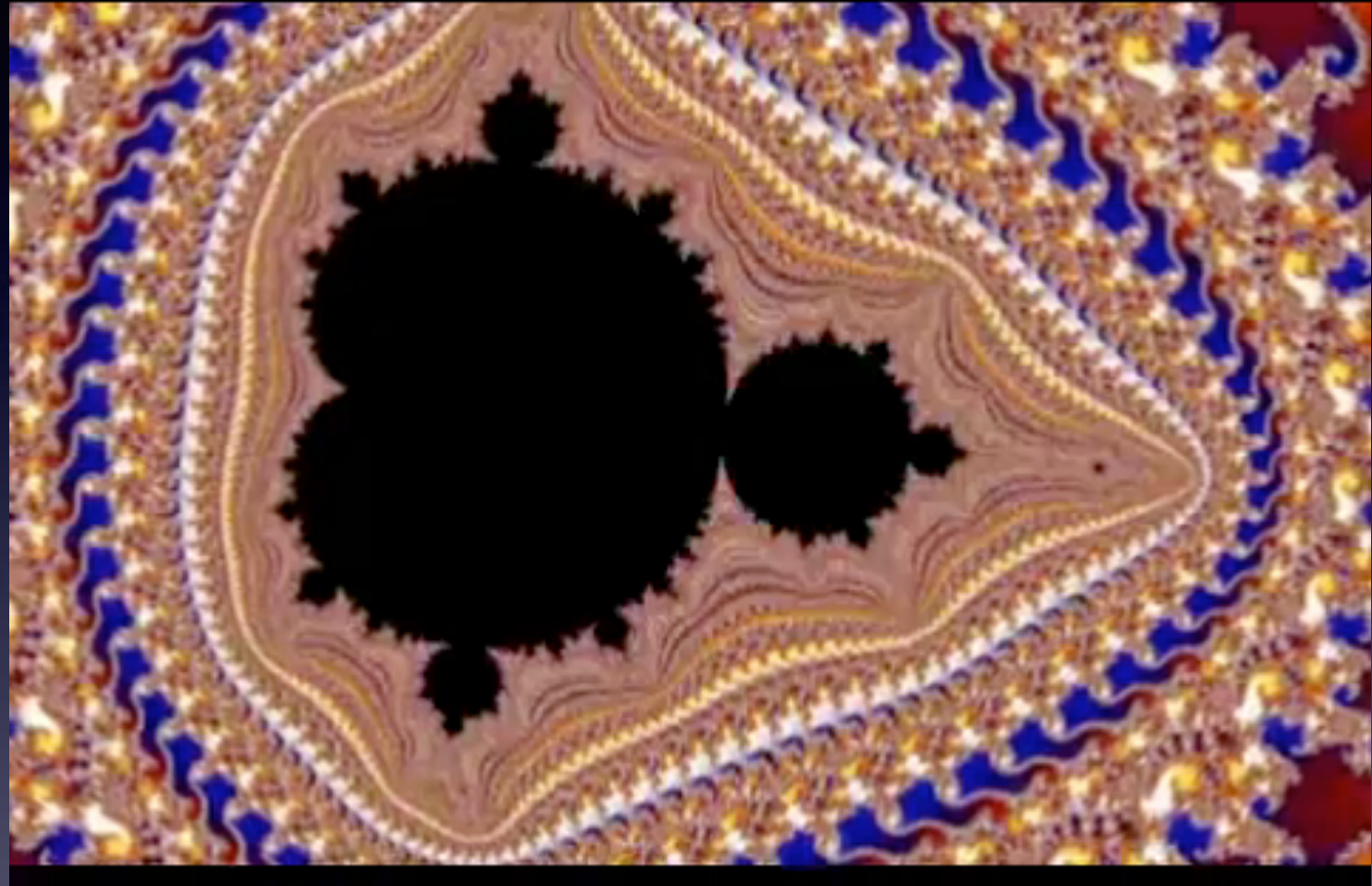
Complex, but ultimately predictable system that may repeat over time

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

“As long as I have some variety in my work I do not feel the need to be creative”

Mad music

Strange Attractor



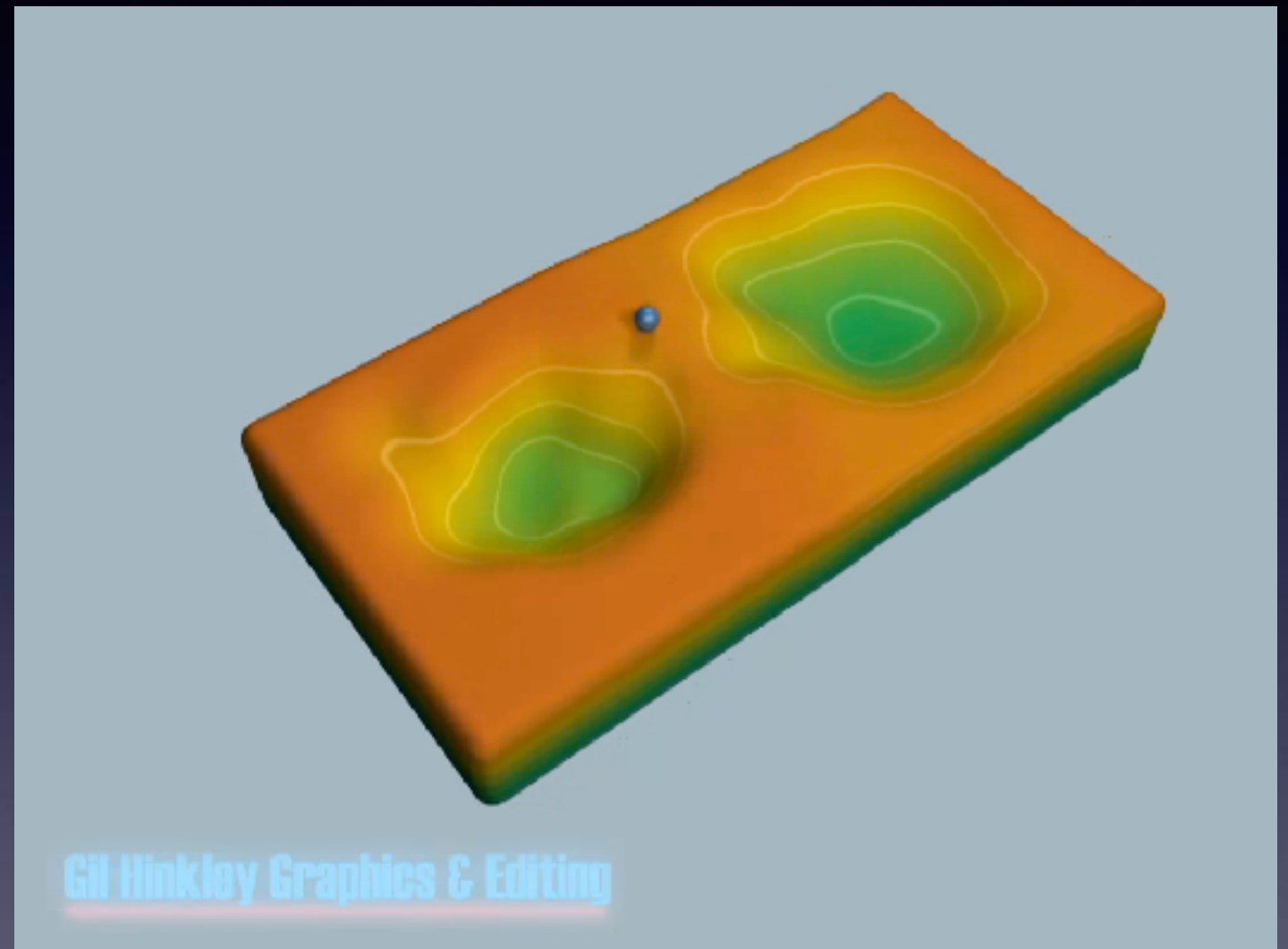
“My job is never the same there are always at least subtle differences from day to day”

© [J. C. Sprott](#) used with permission

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Phase Shift

*“My life changed
completely and
unexpectedly”*



CONTINUING CHAOS

–FEATURES

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



Closed and Open systems

1. The unexpected will not happen



The unexpected can happen

2. Life should be fair



Life → no guarantees

3. Disregard contingency



Contingency planning

4. Confidence in order & the past
predicting the future



Recognize phase shifts

5. Personal control



Human limitations

6. Exceptions = errors



Exceptions → opportunities

The 4 Attractors

POINT
(GOAL)



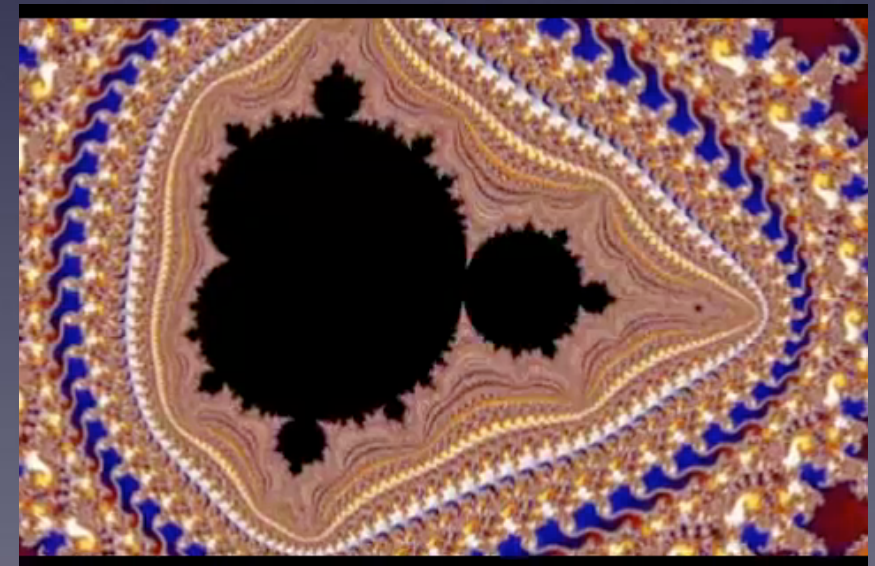
PENDULUM
(ROLE)



TORUS (ROUTINE)



STRANGE (CHANGE)



Four attractors – 3 closed system and 1 open system

Point	Closed
Periodic (Pendulum)	Closed
Torus	Closed
Strange	Open

Fractals - capturing dynamic order through complexity



© Jim Bright 23/05/2017

Four Paradoxical Principles

H.B. Gelatt

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

Chaos Counselling

1. What help is sought?
2. What are the expectations
3. Work out what really matters now and how work turns into that.
4. Keep the mind open to opportunities.
5. Generate and try several possibilities.
6. Expect that some of the generated possibilities will fail.
7. Make failure survivable
8. Seek and examine feedback to learn what works and what does not.
9. Utilise what works and examine what has emerged.

Convergent and Emergent Properties

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

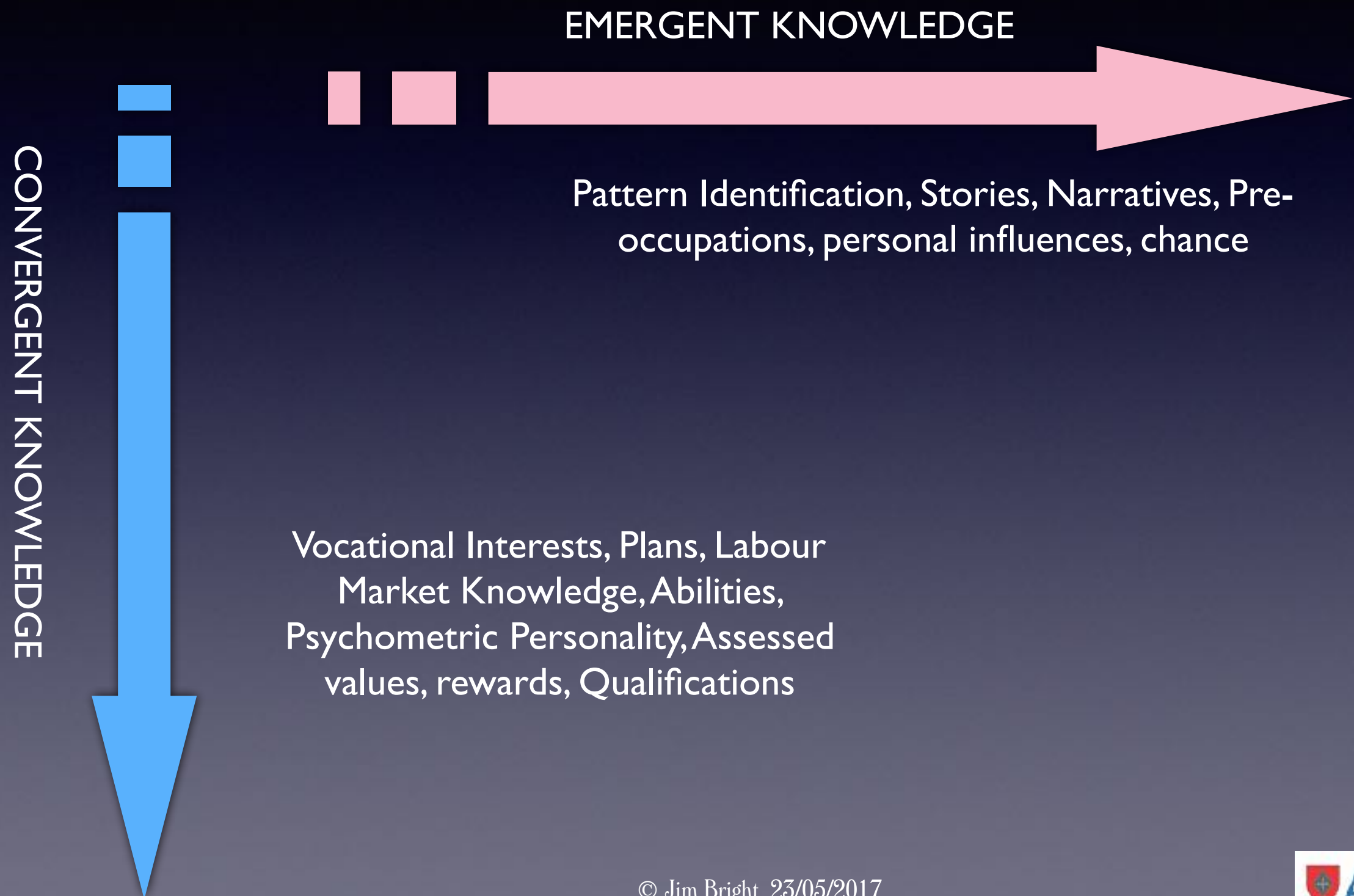
The Counselling Quadrant Pryor and Bright 2005

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

FIGURE 1

The Counseling Quadrant.

Counselling techniques within the Quadrant



Using the Counseling Quadrant

CONVERGENT QUALITIES

EMERGENT QUALITIES

LOW

LOW

THE START



The assumed starting point for many clients

HIGH

Clients have a good understanding of Preoccupations
Story,
Patterns
Range of influences
BUT
Not necessarily
Accurate self-appraisal of skills,
abilities, labour market knowledge,

Lacking understanding of:

- ✍ their story,
- ✍ themes.
- ✍ preoccupations and
- ✍ patterns in their career.

Equally lacking in:

- ✍ self-knowledge of abilities,
- ✍ values,
- ✍ attitudes, and
- ✍ labour market knowledge

HIGH

Clients have a good understanding of their knowledge, skills and abilities
BUT
Little sense of purpose, direction, trajectory
How it all fits together, or what really matters to them as individuals

The Breakthrough / End



Table 17.1 Convergent and emergent career counselling perspectives

	<i>Convergent perspective</i>	<i>Emergent perspective</i>
Focus	<ul style="list-style-type: none"> • Stable characteristics • Shared attributes • Measurable traits • Individual differences • Probable outcomes • Find an occupation 	<ul style="list-style-type: none"> • Potential for change • Idiosyncrasies • Indeterminant qualities • Unique character • Possible outcomes • Create a career
Counselling content	<ul style="list-style-type: none"> • Background information • Quantitative assessment • Scores • Facts • Occupational information • Past/present • Suitability 	<ul style="list-style-type: none"> • Thoughts and ideas • Qualitative assessment • Stories • Metaphors • Opportunities • Present/future • Meaning/purpose
Counselling process	<ul style="list-style-type: none"> • Objectivity • Rationality/logic • Linearity • Order • Analysis • Limiting options • Weighing options • Risk reduction • Prediction • Decision-making • Fit • Goal setting • Commitment 	<ul style="list-style-type: none"> • Subjectivity • Creativity/originality • Non-linearity • Disorder • Intuition • Expanding options • Modifying options • Accepting risk • Curiosity • Experimenting • Belongingness • Keeping options open • Exploration

Table 17.6 Product and process in traditional and chaos-informed counselling

Traditional counselling

Chaos-informed counselling

Solving a puzzle

Exploring a mystery

Finding an answer

Trying a strategy

Choosing the best option

Exploring several options

Tying up the loose ends

Living with ambiguity

Controlling outcomes

Influencing systems

Clear goals

Fuzzy goals

Being certain

Embracing uncertainty

The past does not always predict the future

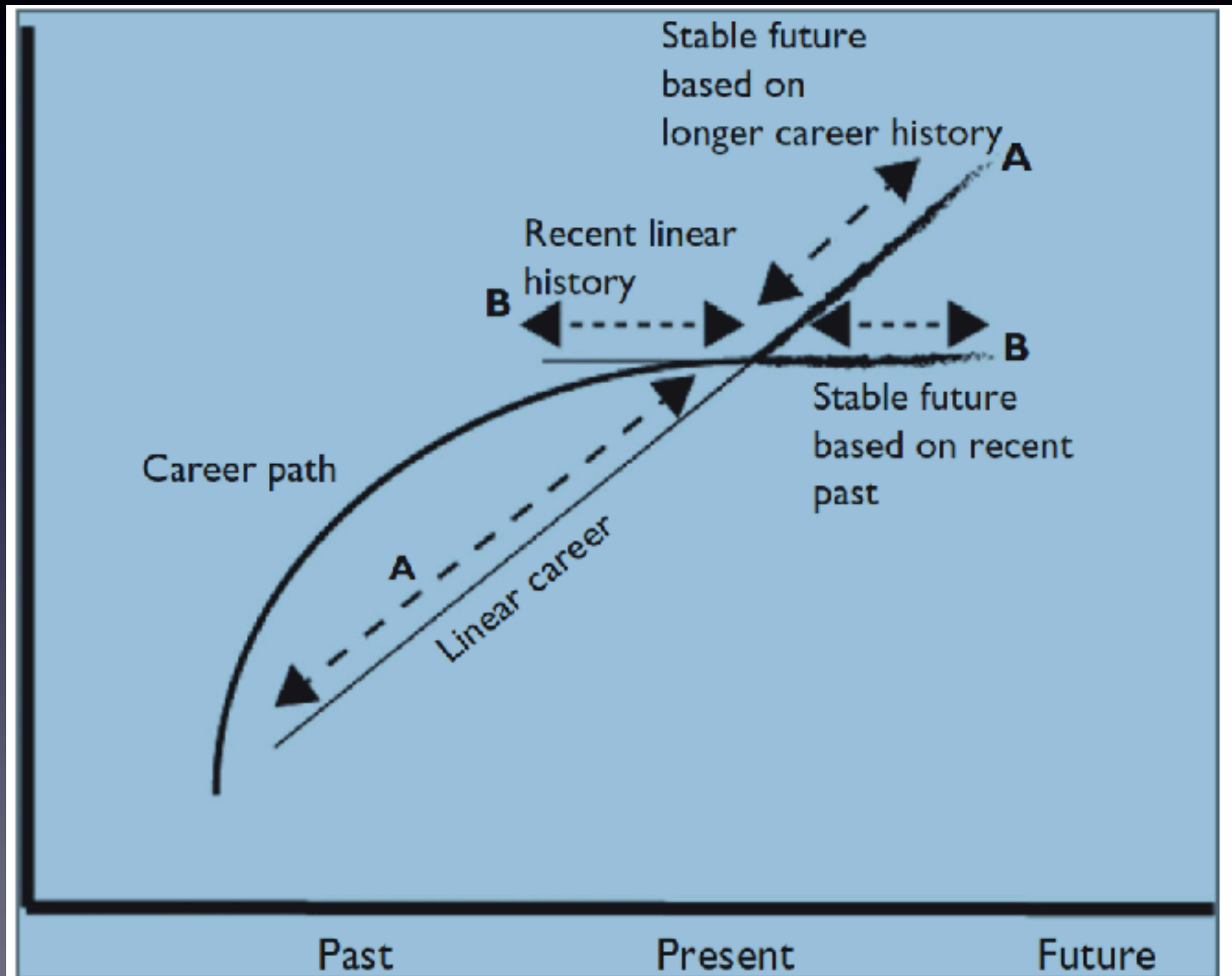


Figure 17.1 Traditional linear career counselling

Chaotic Career paths

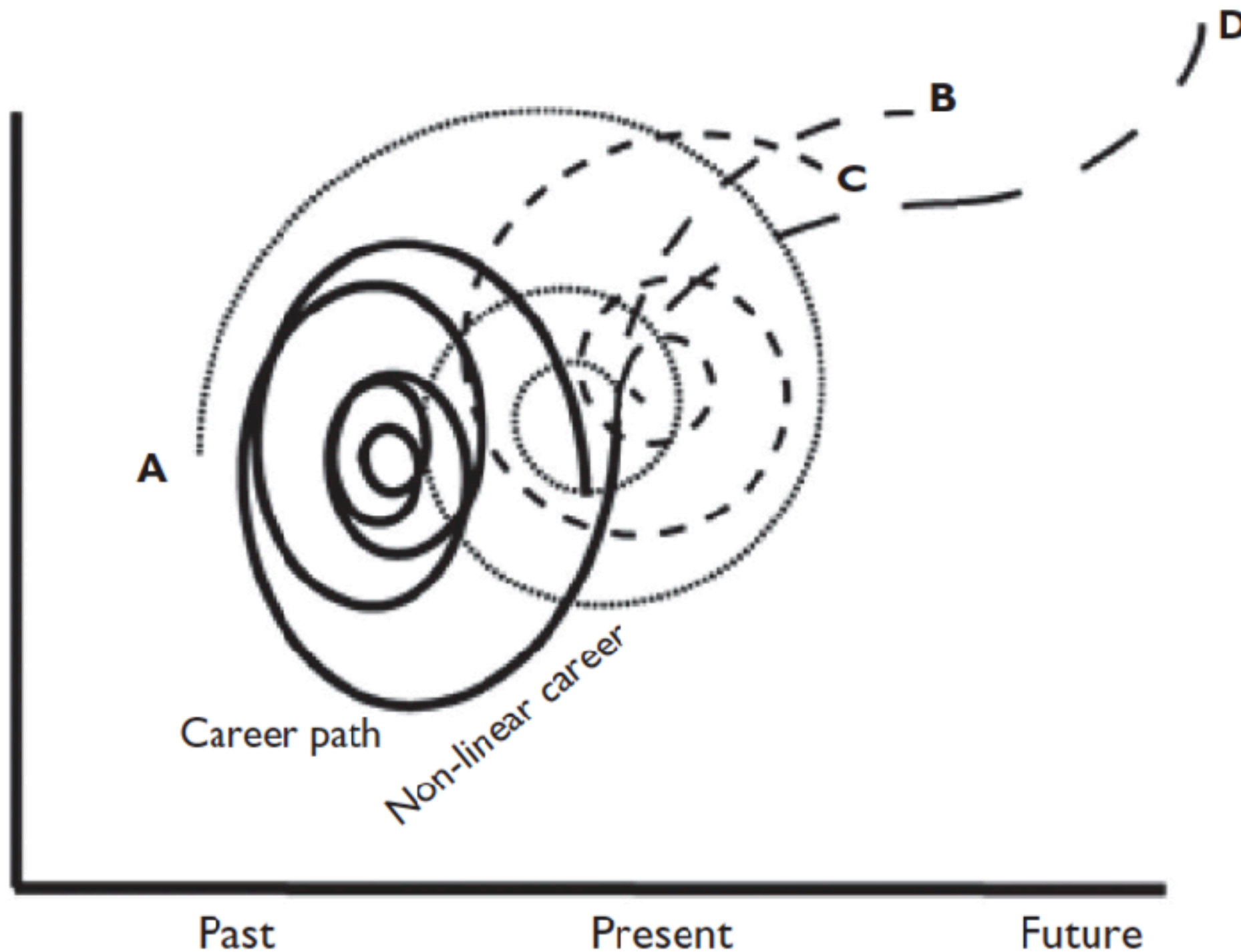


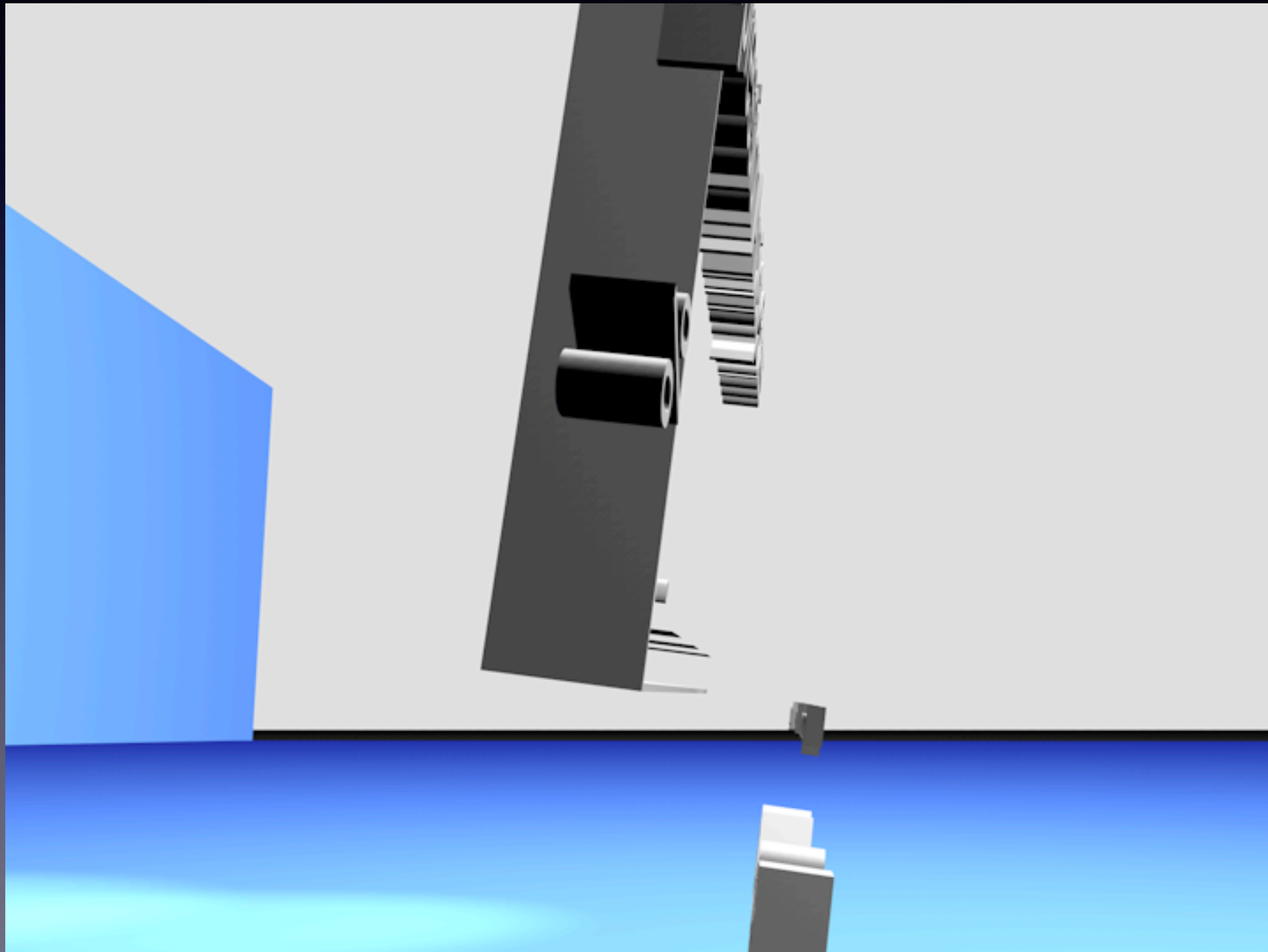
Figure 17.2 Chaos-informed non-linear counselling

Evidence Of Outcomes To Assist And Improve Practice

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

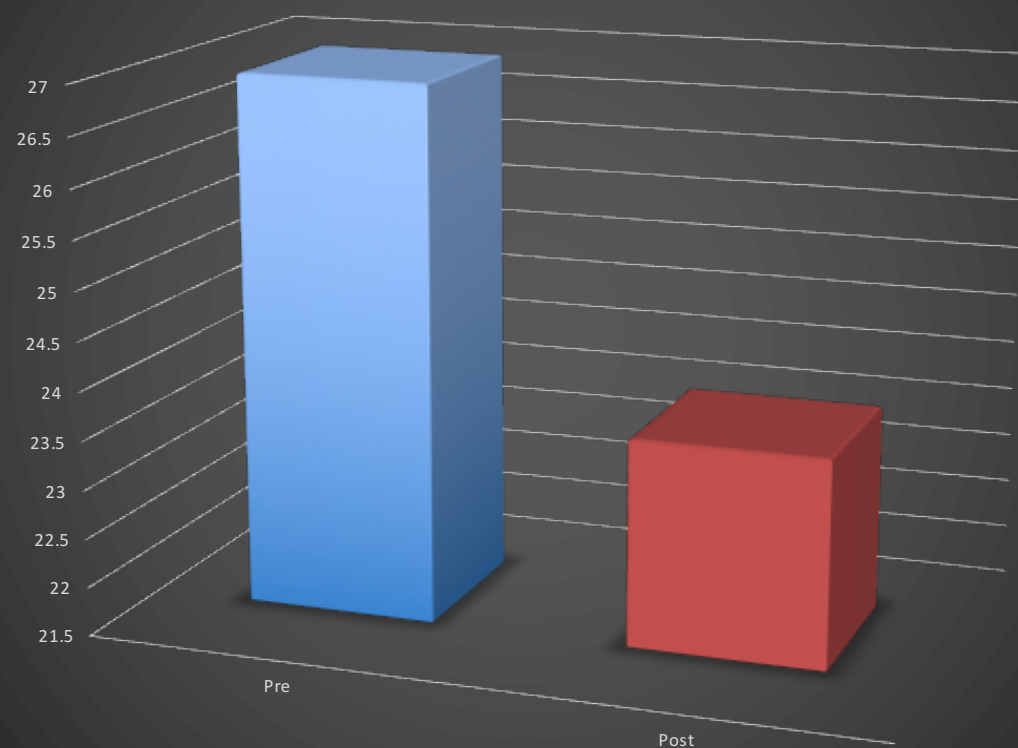
Effect of showing videos of chaos in graduate lives to undergraduates

Davey, R., Bright, J.E.H., Pryor, R.G.L. & Levin, K. (2005).

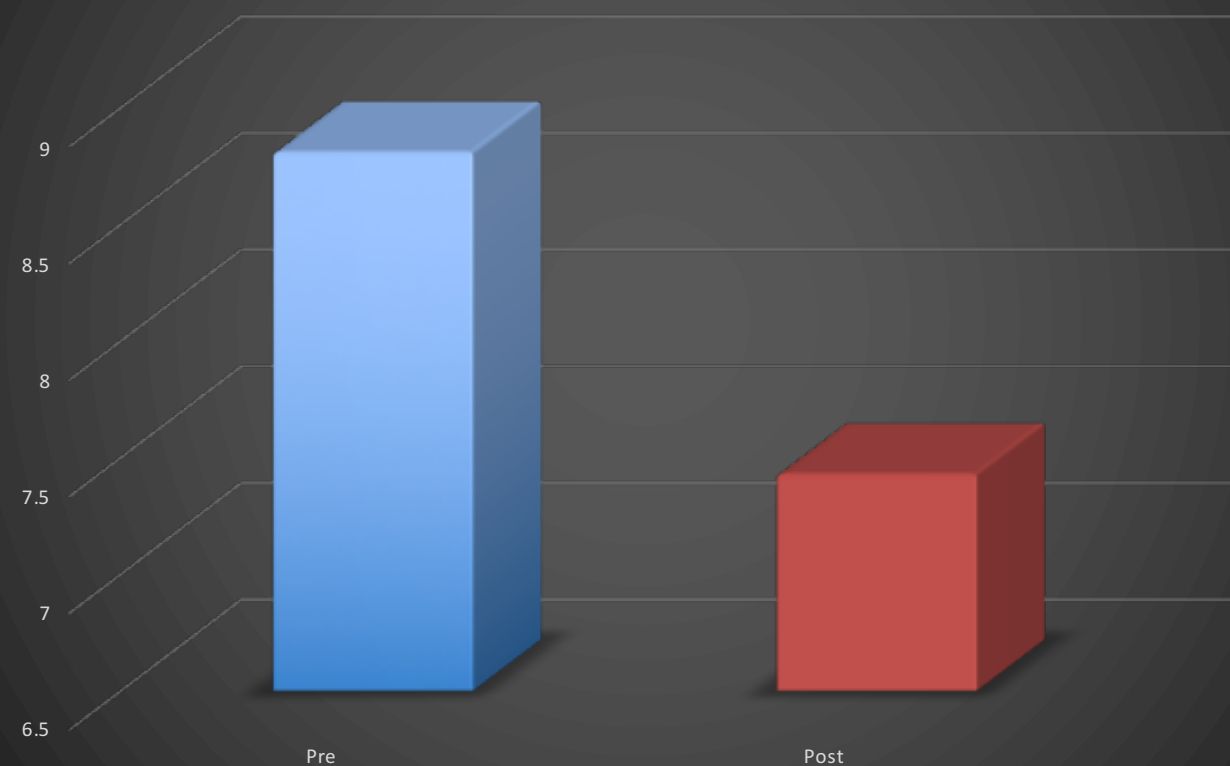


Depression Anxiety Stress Down

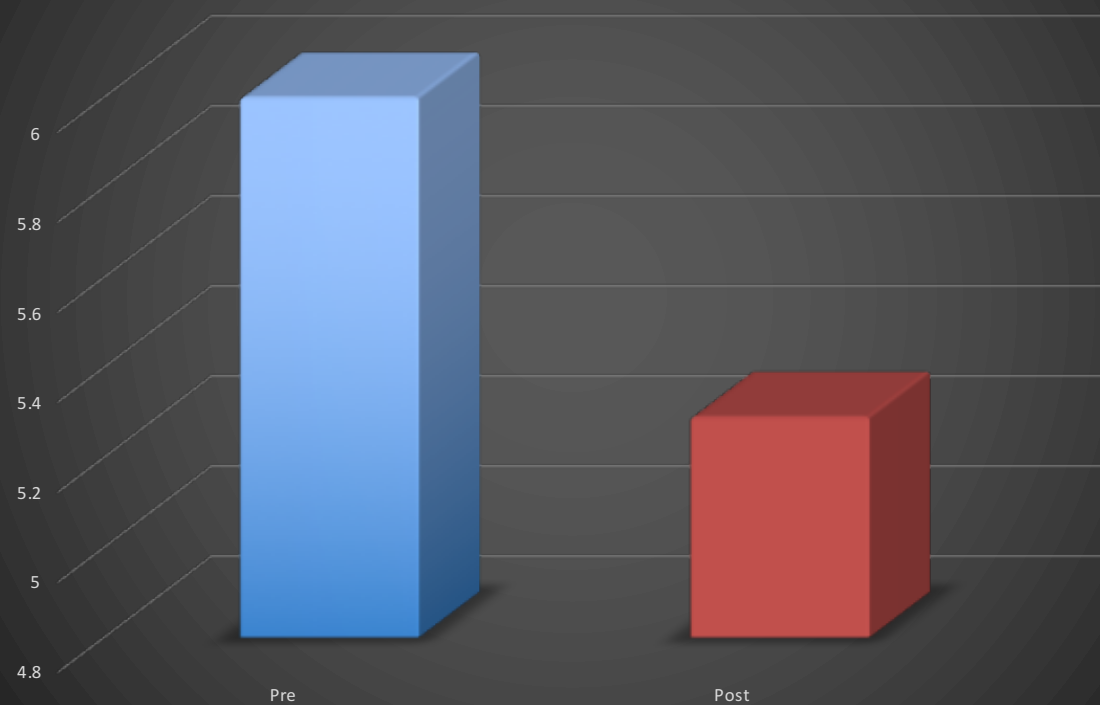
**Depression Anxiety Stress (DASS) Total
Before Chaos and 1 Week After**



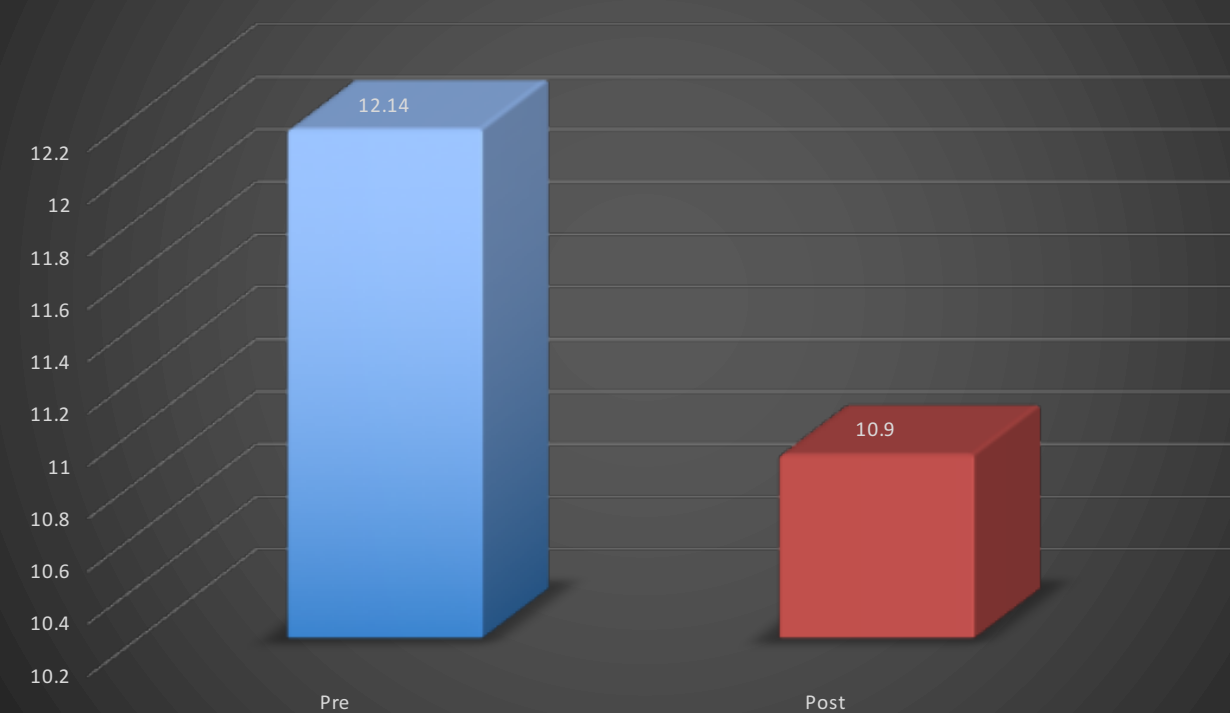
**DASS Depression Total
Before Chaos and 1 Week After**



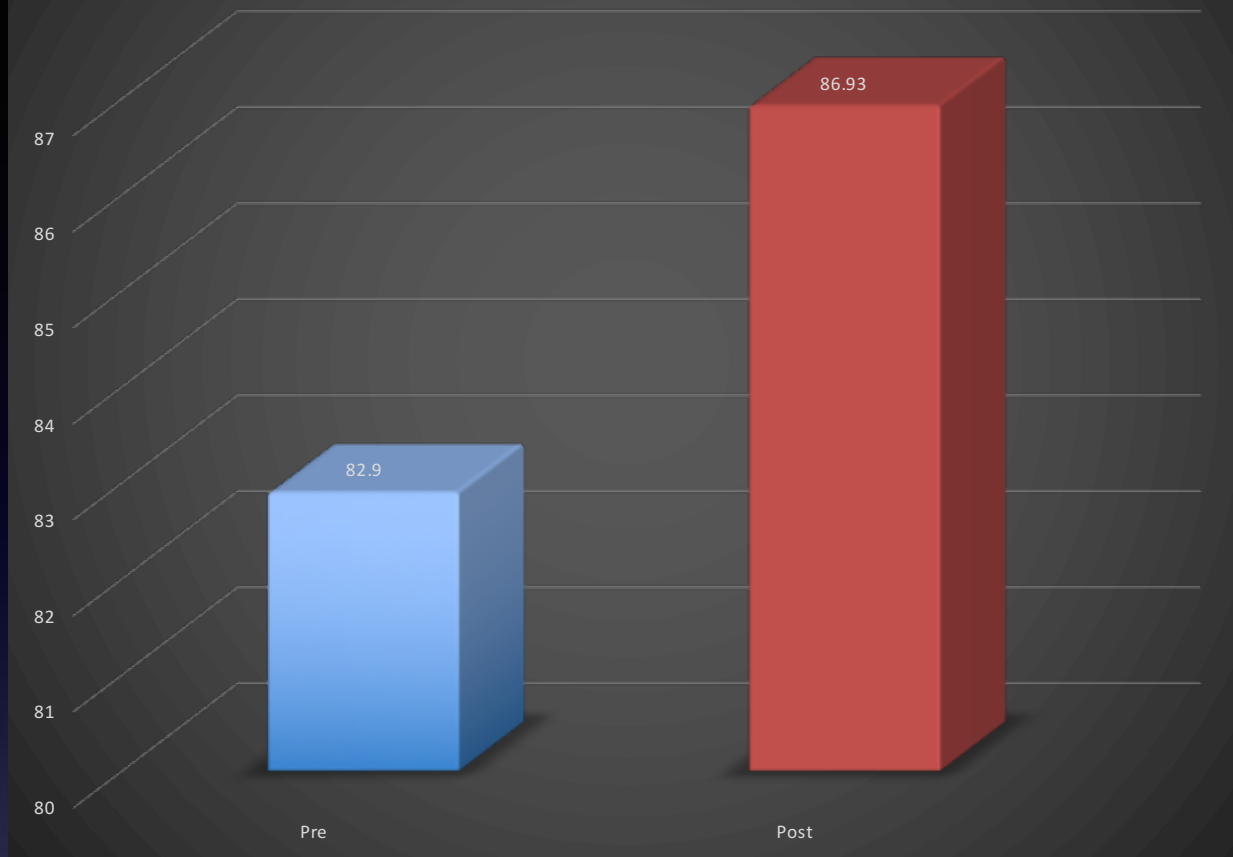
**DASS Anxiety Total
Before Chaos and 1 Week After**



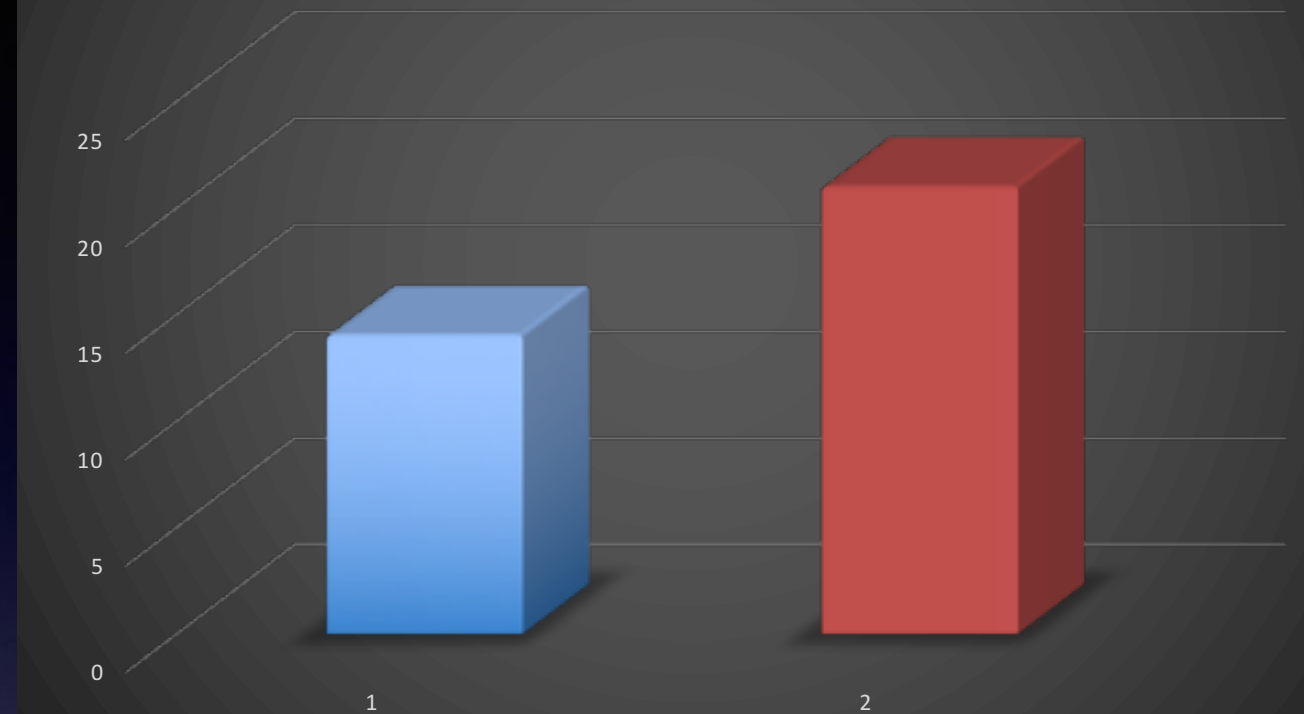
**DASS Stress Total
Before Chaos and 1 Week After**



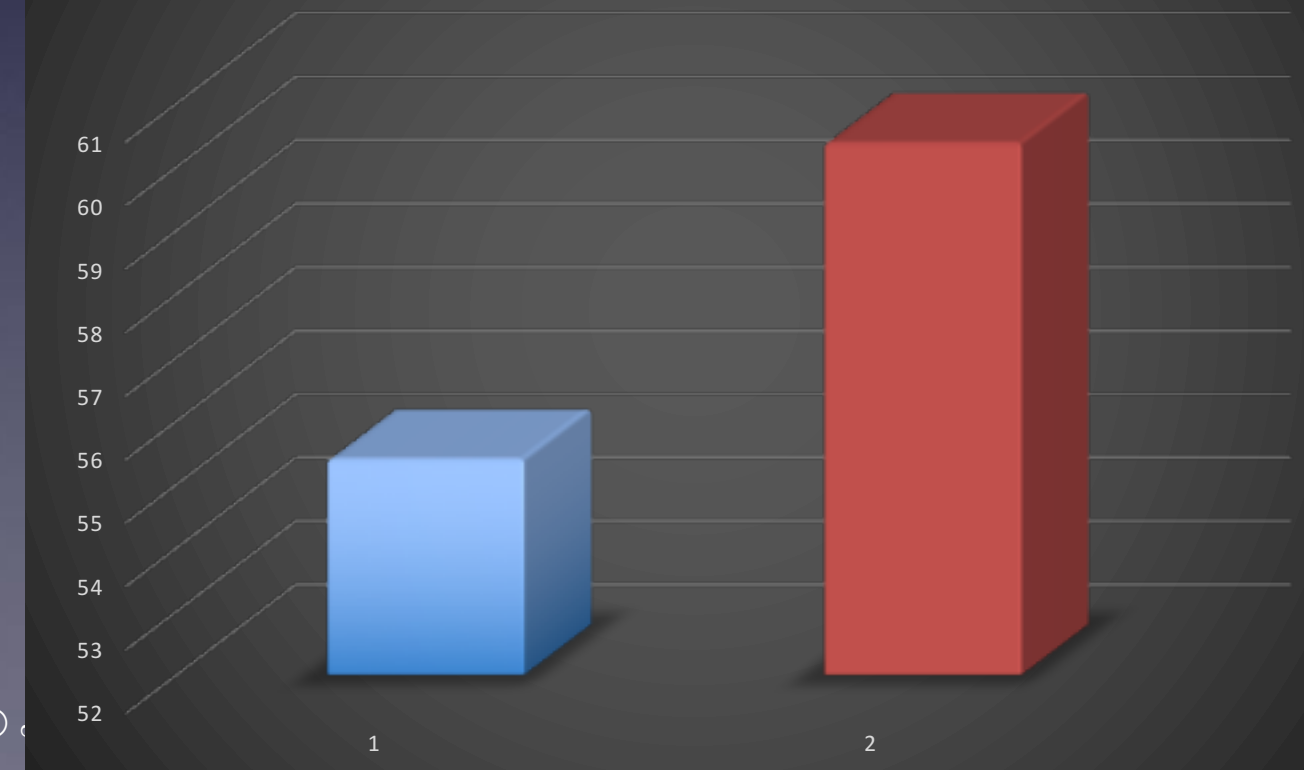
**Caereer Decision Making Self Efficacy
Before Chaos and 1 Week After**



**Career Exploration Survey Environmental
exploration
Before Chaos and 1 Week After**

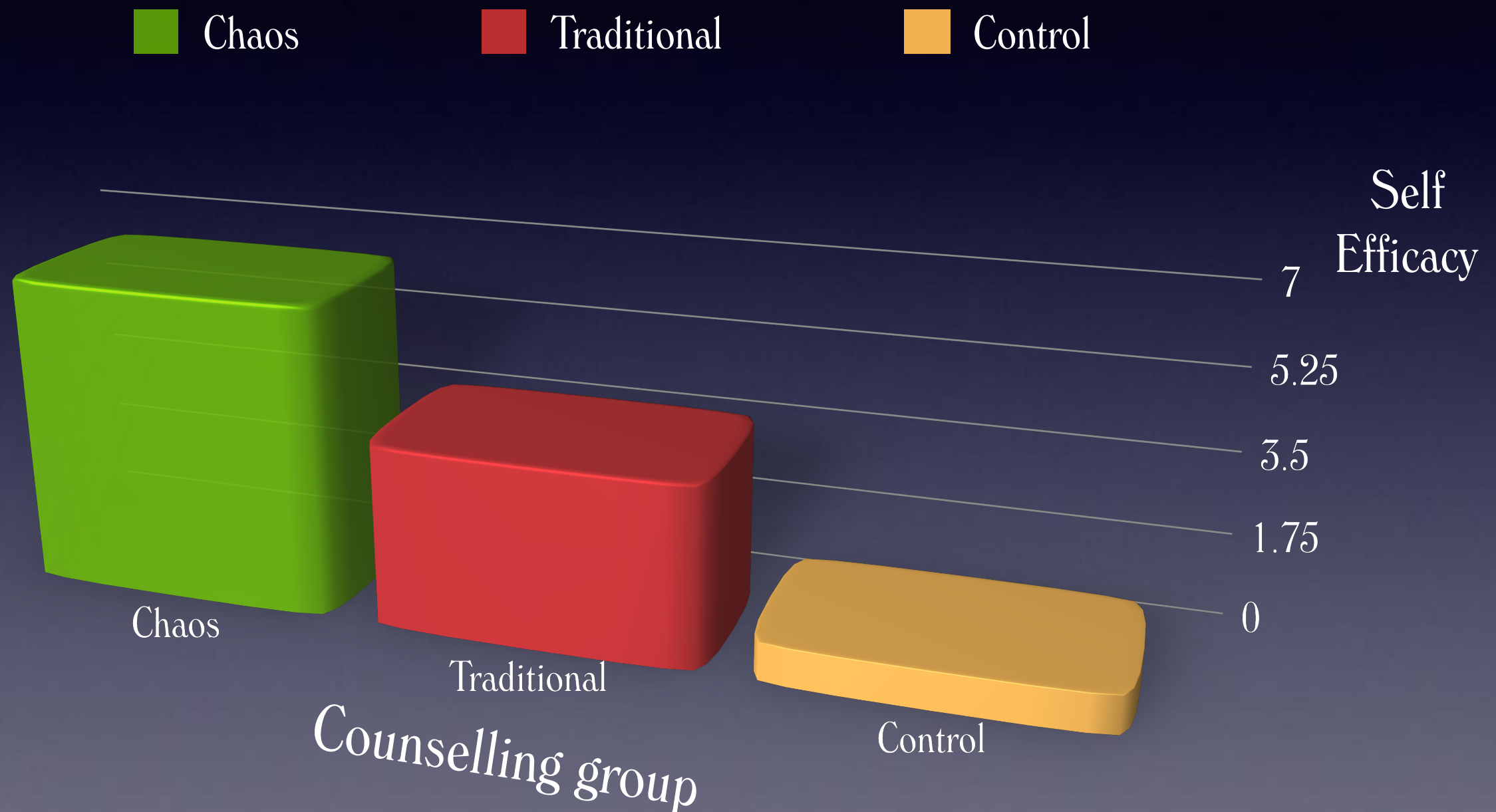


**Career Exploration Survey Total Score Before Chaos
and 1 week After**



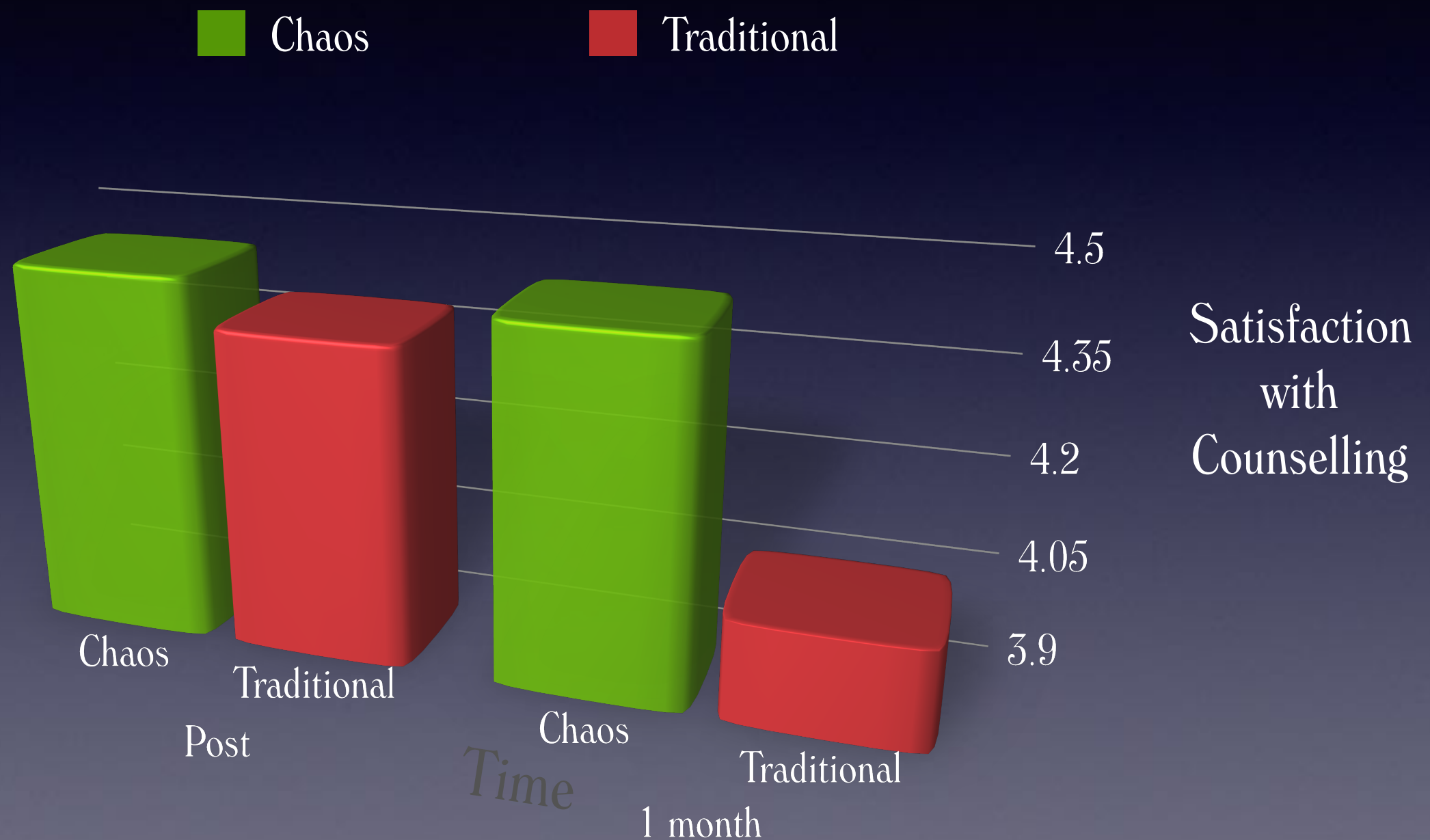
Career Self Efficacy increases
Exploring the environment increases
Exploration intentions generally
increase

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



Chaos Counselling maintains satisfaction levels over 1 month

McKay, Bright & Pryor (2005)



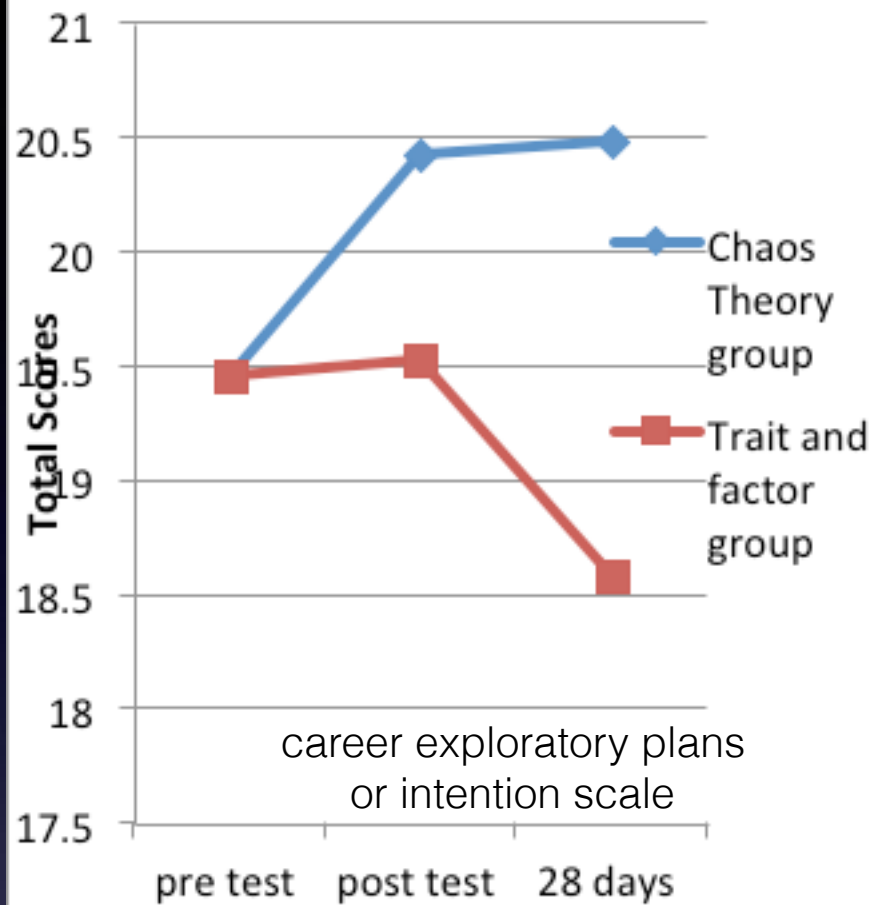
Longitudinal study of High school leavers from Australian High School

Borg, Bright & Pryor (2014)

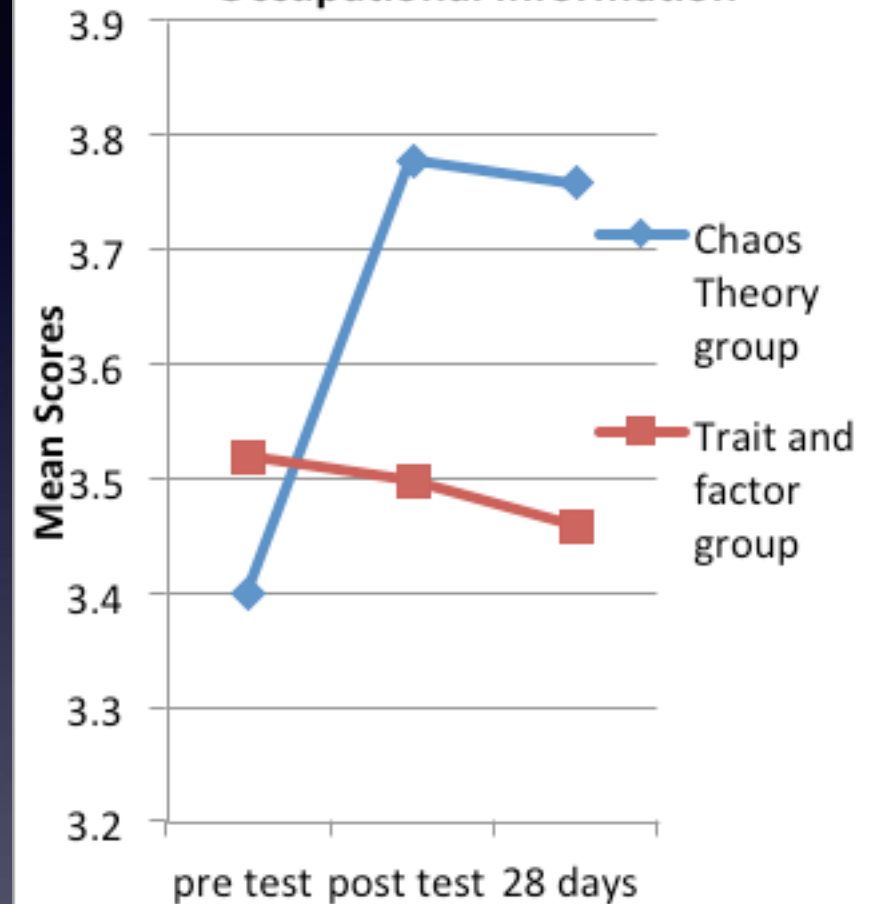
- 50% of students attending university experienced changes to their degree
- 33% students changing degree entirely
- 17% changing the major
- 71% of respondents reported unexpected change Year 12 that was 'significant', 'large' or 'major',
- 53% of respondents changed career interest

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

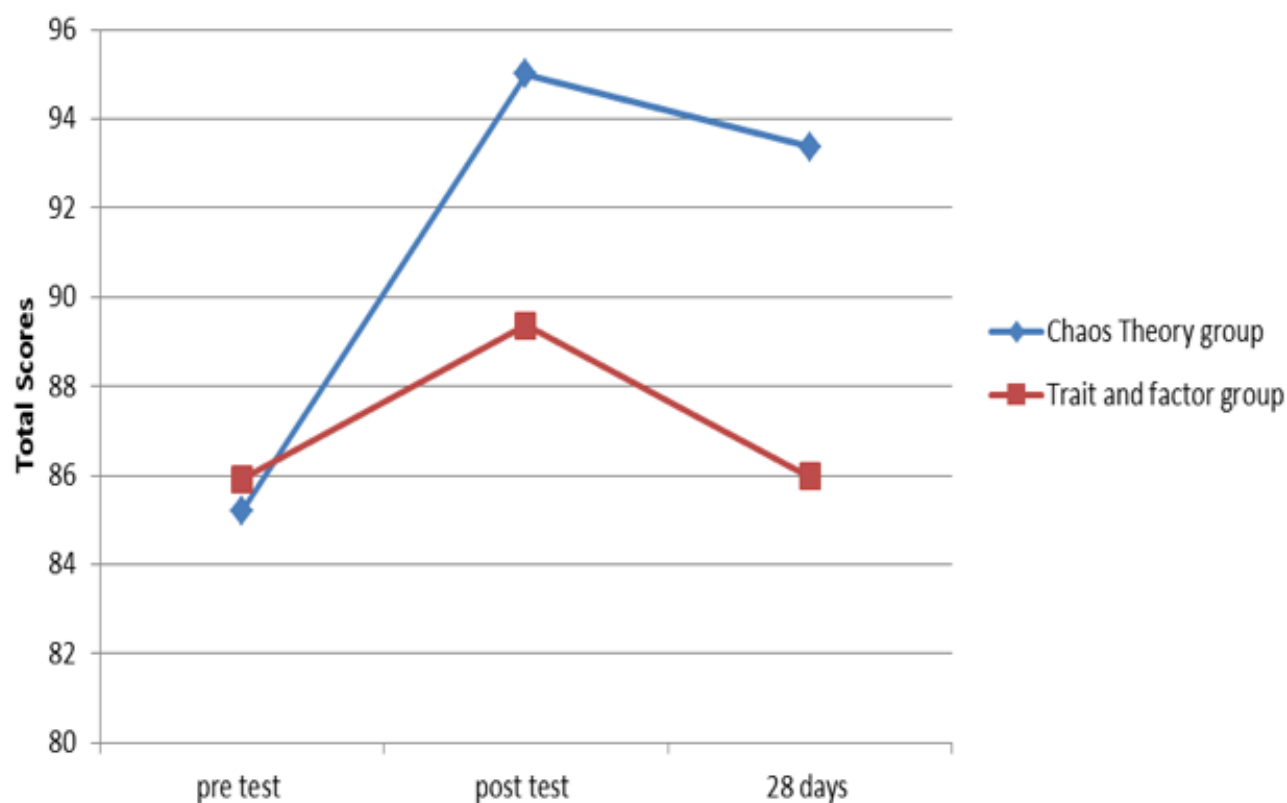
Study Three:CEPI



Study Three:CDSE-SF-Occupational Information



Study Three:CDSE-SF-Total Score



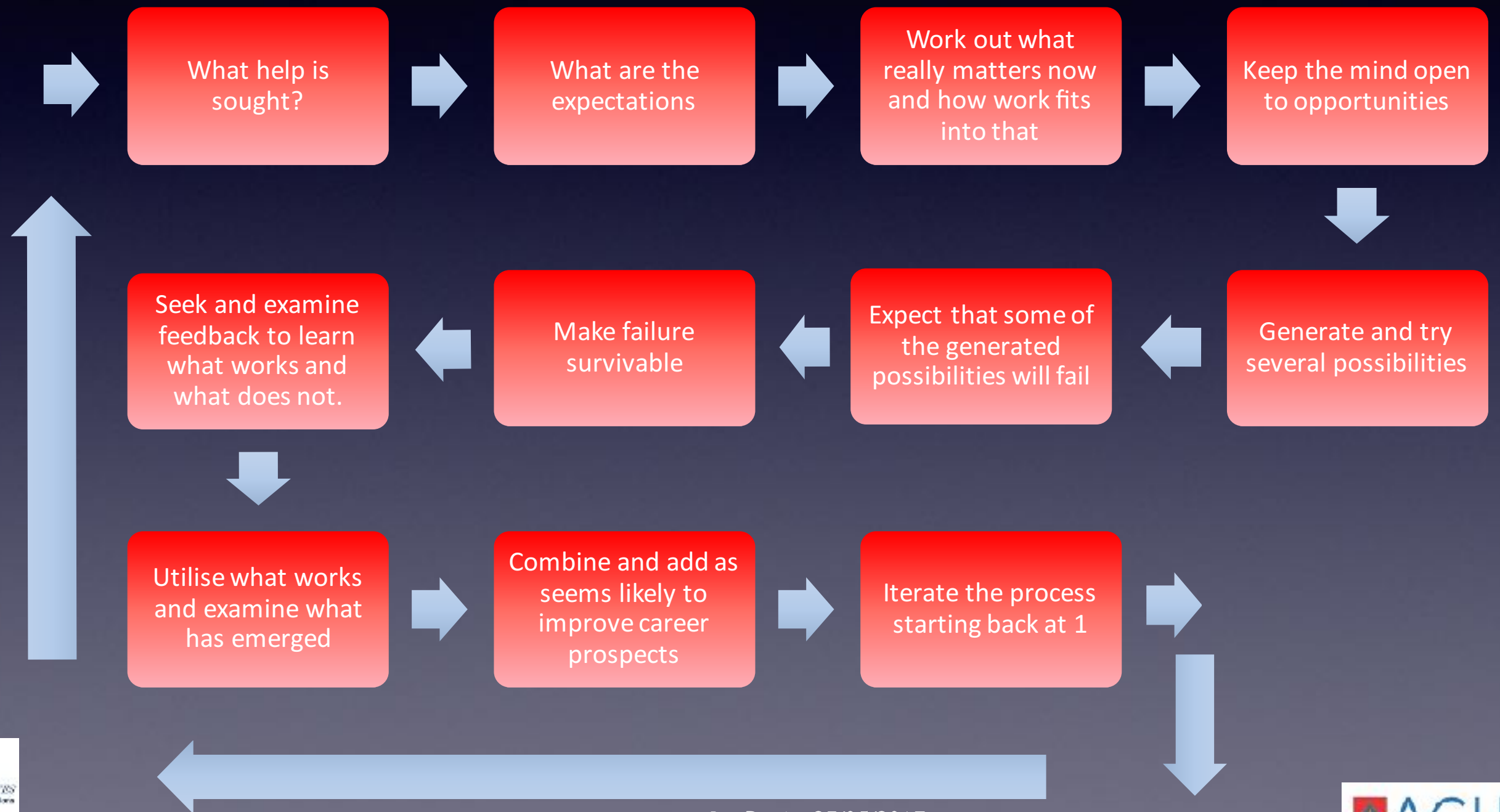
Counselling chaotically

Kes

(Ken Loach, 1969)



A Chaos Counselling Process



What help is sought?

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

What are the expectations?

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

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

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

Keep the mind open to opportunities.

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

Generate and try several possibilities.

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

Expect that some of the generated possibilities will fail.

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

Make failure survivable (Harford, 2011).

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

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

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

Utilise what works and examine what has emerged.

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

Combine and add as seems likely to improve career prospects.

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

Iterate the process starting back at 1.

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

The 7 essential plots

Tragedy

*Overcoming
the monster*

REBIRTH

Voyage
and
return

*Rags to
riches*

Quest

Comedy



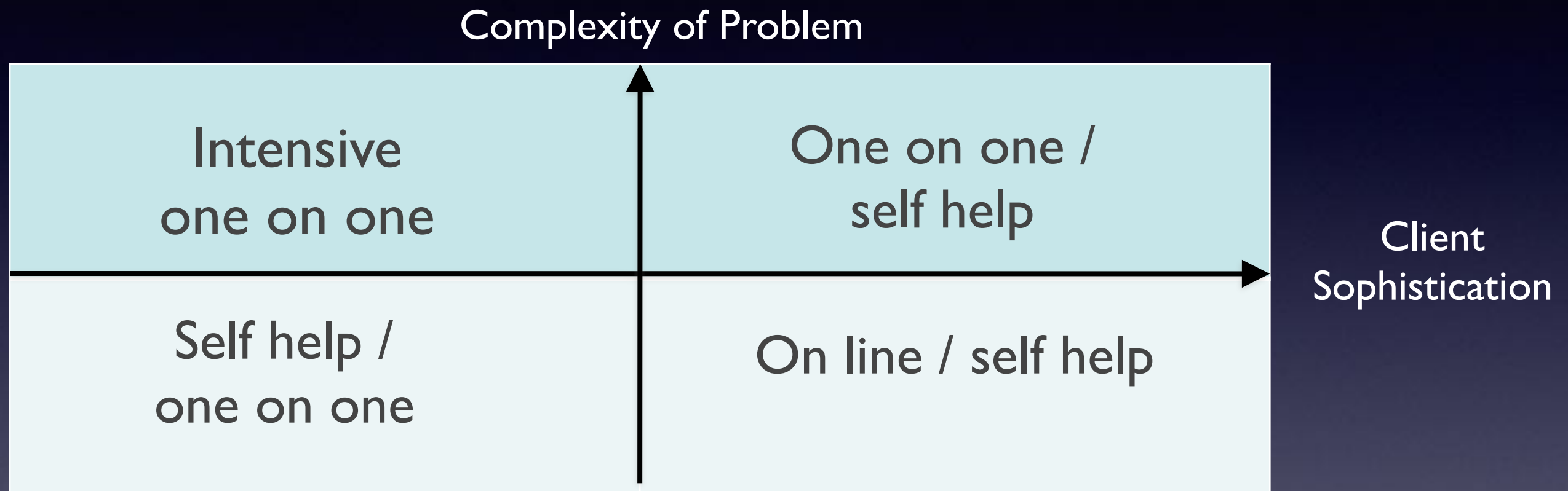
Storyboard

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

Product and Process in Traditional and Chaos-informed Counselling

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

Triage Model (after Lenz)



Tool 1: Acknowledging Chaos

1. Exploring Chaos Reality Checklist (Free!)

2. www.jimbright.com/tests

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

Tool 2: Exploring irrational beliefs

1. Irrational Beliefs Inventory (Nevo 1987)

Irrational Career Related Thoughts Scale

This scale is aimed at assessing your career related thoughts

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

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

Tool 3: Opportunity awareness

1. Luck Readiness Index

2. www.jimbright.com/tests

INTERPRETATION

1. FLEXIBILITY

- Rigid / Flexible

2. OPTIMISM

- Pessimistic / Optimistic

3. RISK

- Cautious / Risk Taker

4. CURIOSITY

- Uninquisitive / Curious

INTERPRETATION (cont)

1. PERSISTENCE

- Unpersevering / persistent

2. STRATEGY

- Unplanful / Strategic thinking

3. EFFICACY

- Proactive / Reactive

4. LUCKINESS

- Not lucky / Lucky

LRI Online Report

BRIGHT AND ASSOCIATES LUCK READINESS PROFILE

Dear Jim Bright

You recently completed the LUCK READINESS INDEX SUBSCRIBERS on October 17, 2009 09:27:49 PM. The following is some information and results.

If you require further feedback or assistance, contact the professional who asked you to take the test, or alternatively if you completed this test on y assistance, contact Bright and Associates for either email, phone or face to face coaching malto.coaching@jimbright.com.

The index you completed is designed to assess your thinking about change in your career and the workplace. For most people change presents special challenges. Understanding your current thinking about change will provide important insights into how you can best deal with change in the future. It may also help to identify specific career development needs.

The way in which people address these modern career realities can influence the way they think about their careers and the way they subsequently behave. The Luck Readiness Index works from a model of career development that characterises recognition of uncertainty and change as positive indicators of career success.

LRI PROFILE

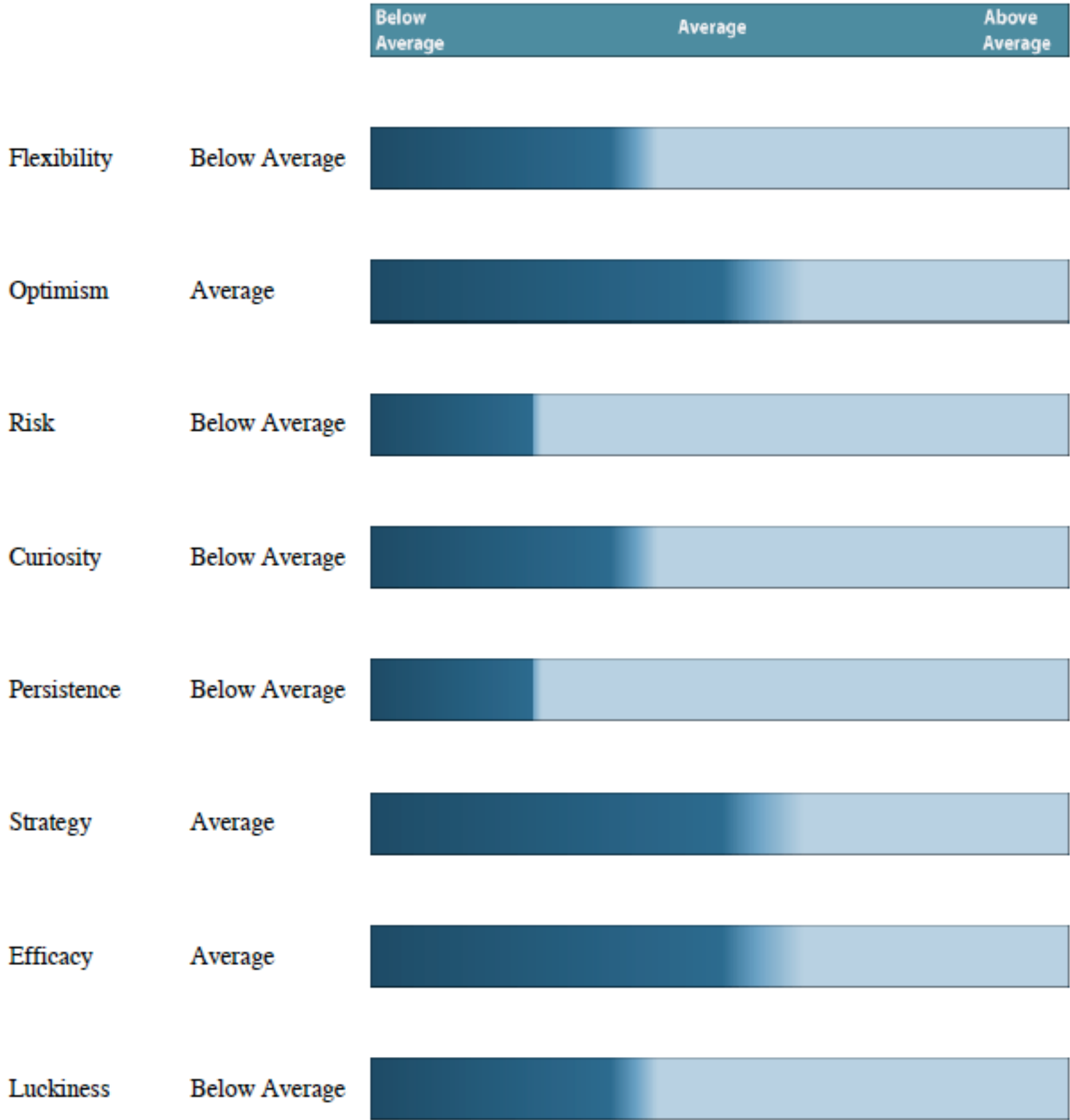
		Below Average	Average	Above Average
FLEXIBILITY	WELL ABOVE AVERAGE			
OPTIMISM	WELL ABOVE AVERAGE			
RISK	WELL ABOVE AVERAGE			
CURIOSITY	WELL ABOVE AVERAGE			
PERSISTENCE	WELL ABOVE AVERAGE			
STRATEGY	WELL ABOVE AVERAGE			
EFFICACY	BELOW AVERAGE			
LUCKINESS	WELL ABOVE AVERAGE			

Leadership Potential

Style Dimension 1: Contingent Leader

A person with a profile such as this is likely to take a flexible approach to planning, and will readily change track if the plan appears not to be working. Consequently such a person is likely to do well in fast changing environments where rapid decisions, and the ability to reconfigure plans quickly are prized. Leaders with profiles like this are likely to use their initiative to explore new possibilities in their situation. The challenge is for this type of Leader to ensure that their team are kept fully apprised of the objectives and efforts are made to ensure that plans are not changed so prematurely or unnecessarily that it creates disengagement amongst team members.

LRI PROFILE



Profile

LRI used in research

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

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

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Femke Geijssel • Mijke Post

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

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other LRI users include



Tool 4: Reactions to change

1. Change Perception Index

2. www.jimbright.com/tests

INTERPRETATION

1. Continual Change

2. Is change a threat to be avoided, or an opportunity to be embraced?

3. Need for control (Control/ Certainty)

4. Is the world predictable and ordered, or are limited in our capacity to control the world necessitating a flexible mindset?

5. Small Steps (Non-linearity)

6. Can the small and trivial be significant, or should we only focus on the large and apparently important?

INTERPRETATION (cont)

1. Radical Change (Phase Shifts)

2. Are our lives stable and continuous, or are they subject to dramatic discontinuous change?

3. Pattern Making (Emergence)

4. Are we pattern seekers or planners?


Interpretation (cont)

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

Interpretation (cont)

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

The CPI Online Report



BRIGHT AND ASSOCIATES CHANGE PERCEPTION PROFILE

Dear Admin User You recently completed the persistence sub test on October 17, 2009 07:25:56 PM. The following is some information and feedback about the test and your results.

If you require further feedback or assistance, contact the professional who asked you to take the test, or alternatively if you completed this test on your own initiative and want further assistance, contact Bright and Associates for either email, phone or face to face coaching mailto:coaching@jmbright.com.

The Index you completed is designed to assess your thinking about change in your career and the workplace. For most people change presents special challenges. Understanding your current thinking about change will provide important insights into how you can best deal with change in the future. It may also help to identify specific career development needs.

The way in which people address these modern career realities can influence the way they think about their careers and the way they subsequently behave. The Change Perception Index works from a model of career development that characterises recognition of uncertainty and change as positive indicators of career success.



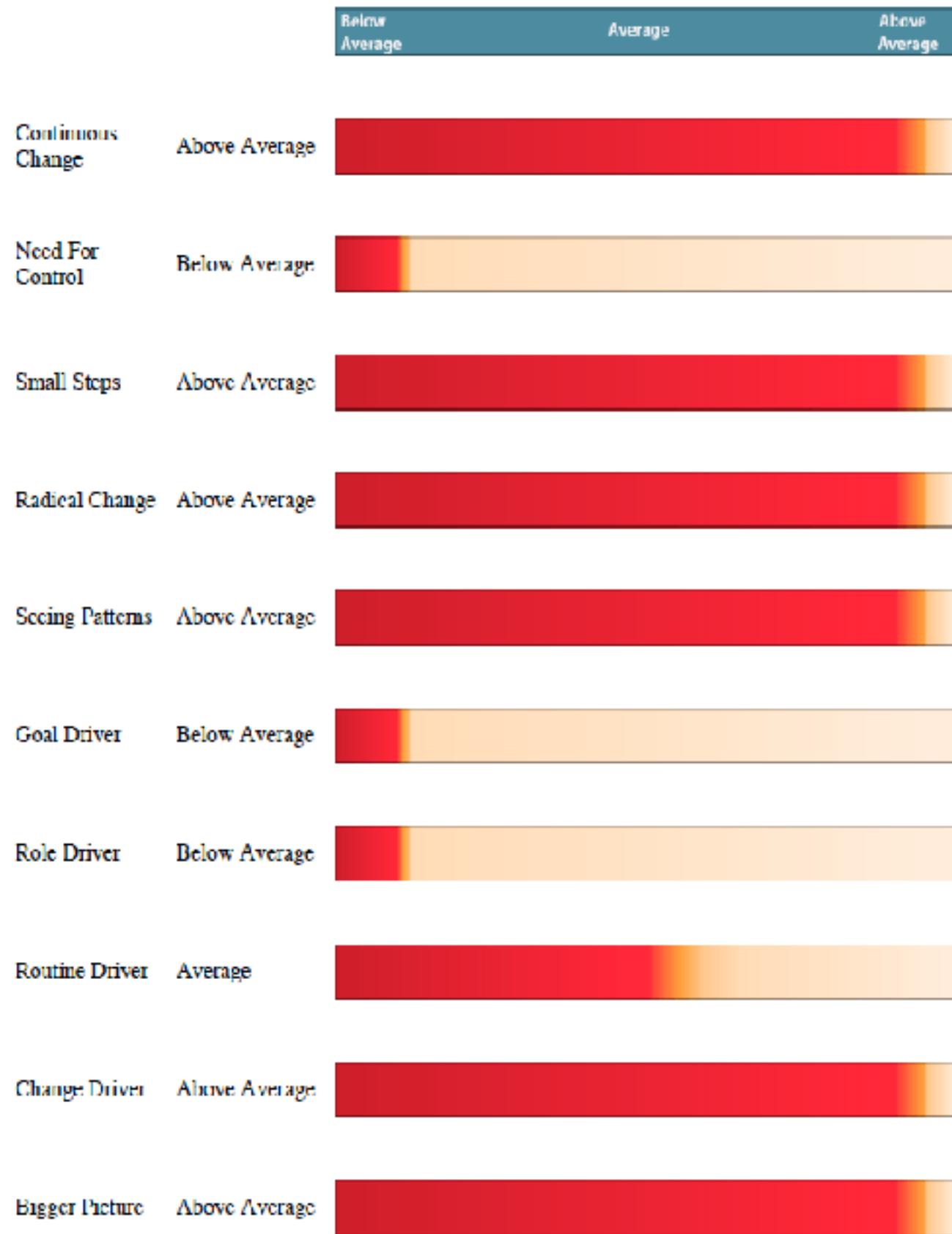
Driver: Goal Setting

High scorers are typically enthusiastic goal setters. They often have very clearly defined goals and express the view that they cannot be deflected from achieving their goals. They will often tend to think in perfectionist terms, and believe that goal setting is a very powerful way to deal with change. For some in this category, they may be so attached to their goals that they find it difficult or become difficult themselves when circumstances dictate that they need to alter or abandon their goals. When personal goals do not align with the needs or expectations of others the result can be a stubborn refusal to compromise or change.

Driver: Roles

High scorers typically showed a marked tendency to see the world in relatively black and white terms and see choices as mutually exclusive. They are likely to consider decision-making as an exercise of choosing between alternatives. As a result such people run the risk of failing to see inclusive or creative solutions that do not favour one option to the total exclusion of another. High scorers are more prone to stalling in the face of what they may characterise as difficult and competing choices. Consequently there is a risk for some in this category to end up being overtaken by events due to their reluctance to act.

CPI PROFILE



A high CPI
profile

23/05/2017

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4 approaches to career coaching and counselling

1. Chaos Reality Checklist (free)
2. Irrational Beliefs Inventory (free)
3. Luck Readiness Inventory
4. Change Perception Index

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