

# TRUE NORTH

*In today's workplace climate, career advisory has gone beyond the simple act of placing clients into job roles. It has become an intricate art of helping clients navigate workplace complexities and interweaving that closely with an individual's beliefs, values and principles. As a career practitioner, you are tasked with the all-important role of helping one find meaning and fulfilment in their career. You are instrumental in their search for a purpose-driven life; for their **TRUE NORTH**.*

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Overcoming  
Medical and  
Emotional Issues



### MAIN ARTICLE

Empowering the  
Career Development  
of Persons With  
Disabilities (PWD)



### CONTINUING PROFESSIONAL DEVELOPMENT IN NUMBERS

WSG CDF  
Credentialing Statistics



## CERTIFICATION IN HOPE-ACTION THEORY & PRACTICE

Self Paced Learning • Live Sessions • Practice Triads • Supervision / Mentoring





Dr Norm Amundson    Andrea Fruhling    Dr Spencer Niles

**2 CERTIFICATION PROGRAMME INTAKES**

- Intake 1 - 29 August to 14 October 2022
- Intake 2 - 10 October to 18 November 2022

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**Priority Enrollment + Additional 20% Subsidy for WSG CDF Credential Holders!**


Credential holders will also be able to clock 10 hours (verifiable) and 40 hours 25 mins (non verifiable) Continuing Professional Development (CPD) hours for your credentialing renewal.

Hope is crucial in gaining momentum in your career planning. Action-oriented hope is an essential component of one's career development.

As career practitioners, the integration of hope and action taking in the process of career helping services helps our clients instil hope and agency, inspire action and planning. This enables client to make career decisions in a more positive, confident, and hopeful manner.


Using the Hope-Action Theory which contains seven competencies (self-reflection, self-clarity, visioning, goal setting & planning, implementing, adapting, & hope), you will learn practical strategies from some of Hope-Action Theory founders (Dr Norm Amundson, Dr Spencer Niles) and Organisational Coach and Mentor Andrea Fruhling about infusing hope and engagement coaching methods to improve your career practice and help your clients develop plans to put hope into action.

Through this certification course, Participants will be awarded Advanced Practitioner for Hope-Action Theory & Practice.



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your interest  
today!**

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## IN THE PIPELINE

### **Career Advisory Programme (CAP)**

**Aug Intake:** 22 Aug 2022  
(Application closes: 12 Jul 2022)

**Sep Intake:** 26 Sep 2022  
(Application closes: 16 Aug 2022)

**Oct Intake:** 11 Oct 2022  
(Application closes: 30 Aug 2022)

### **Career Facilitation Programme (CFP)**

**Sep Intake:** 12 Sep – 8 Nov 2022  
(Application closes: 1 Aug 2022)

**Nov Intake:** 14 Nov 2022 – 18 Jan 2023  
(Application closes: 3 Oct 2022)

### **Career Supervision Programme (CSP)**

**Oct Intake:** 3 Oct – 5 Oct 2022  
(Application closes: 15 Aug 2022)

**Jan Intake:** 16 Jan – 18 Jan 2023  
(Application closes: 30 Nov 2022)

### **Career Advisory Programme Assessment Pathway (CAP AOP)**

**Nov Intake:** 28 Nov 2022  
(Application closes: 3 Oct 2022)

### **Career Facilitation Programme Assessment Pathway (CFP AOP)**

**Dec Intake:** 12 Dec 2022  
(Application closes: 26 Sep 2022)



## FROM THE CASE CHEST

# OVERCOMING MEDICAL AND EMOTIONAL ISSUES



Having lost his job after being diagnosed with glaucoma – an eye disease where a build-up of fluid damages the optic nerve and causes permanent blindness, Mike (not his real name) was left dejected, desperate, and depressed.

Frustrated by his repeated failures to secure a new job, Mike was referred to WSG's Careers Connect, and Noralizah was assigned as his career coach.

Mike cried during his intake session with Noralizah. He shared his frustrations about being unable to secure any interviews despite his passion for customer service and desire to work in the hospitality sector and felt that this was due to employers being concerned about his medical condition.

Mike was also dealing with family problems at the same time. The family catering business folded due to massive losses and there were constant arguments between Mike and his stepfather who threatened to chase him out of the house.

## CLARIFYING THE MAIN ISSUES

Schlossberg's Transition Theory was used to better analyse Mike's situation.

- **Situation** - The biggest issues Mike faced were with finding employment and managing his family situation. Securing a job could help alleviate his family issues.
- **Self** - Mike lost his dignity, confidence, and self-efficacy along with his job. His inability to change the situation was creating anxiety, which coupled with family pressures, made him incredibly desperate.
- **Support** - Overall, Mike was not equipped with a network support system that would foster resilience, making him vulnerable to emotional issues and suicidal thoughts.
- **Strategy** - Mike did not appear to have any strategies in place to change his situation. Noralizah felt it was most important to target his lack of confidence, and to introduce relevant WSG programmes that would expedite his job search.

## INTERVENTION

Noralizah focused on helping Mike to raise his self-esteem through rapport building and motivated him through sharing of how other jobseekers successfully overcame challenges.

After achieving a more positive mindset, Noralizah then worked with Mike to improve his resume and practice for interviews through using the Knowledge, Skills and Attributes (KSA) framework to better showcase his strengths to employers. Through Noralizah's guidance, Mike also explored government programmes which could help in his employment.

## OUTCOME

Thanks to the close collaboration with Noralizah's colleagues in the job matching unit, Mike was referred for two jobs – one as a Retail Assistant, and another as a Guest Relations Officer. Mike was offered both jobs and was encouraged by Noralizah to take up the one from the hotel as it was closest to what he had wanted. She also recommended that Mike adjust to this new career through a government programme. Mike weighed the decision and went with their recommendations.

Mike's effort at the new job was recognised by both the management and hotel guests and was eventually offered a full-time contract.



Contributed by  
**Noralizah Aziz**  
Senior Career Coach  
WSG's Careers Connect  
WSG CDF Certified Career  
Practitioner (CCP)

## FURTHER READINGS:

>> Career Conversion Programme  
for Social Workers

>> What is the GROW Model?

>> Schlossberg Transition Theory



## MAIN ARTICLE

# EMPOWERING THE CAREER DEVELOPMENT OF PERSONS WITH DISABILITIES (PWD)

*This article was extracted from the Australian Journal of Career Development, Volume 48. It is accessible to all WSG CDF Credential holders. Read more about the credentialing benefits here: <https://go.gov.sg/cdf-credential>*

The World Health Organization (WHO, 2011) estimates close to 650 million people living with a disability worldwide. WHO characterises disability as any sort of condition that:

- i. impairs or alters one's physical body and structure or mental functioning;
- ii. limits activities of daily living including grooming, feeding, walking, thinking; and
- iii. impedes one's capacity to fully participate in employment, education, social, recreational, and community engagement.

Disabilities can be:

- i. congenital or present from birth (e.g., cerebral palsy, autism, Duchenne muscular dystrophy) or
- ii. acquired at some point during the life span (e.g., spinal cord injury, HIV/AIDS, schizophrenia).

PWD consists of culturally, racially, linguistically, and ethnically diverse groups of people and also differ by sex, gender identity and expression, sexual orientation, and socioeconomic status. Additionally, there is considerable diversity about:

- i. disability type (e.g. physical, sensory, psychiatric, chronic illness),
- ii. severity (e.g. profound, moderate), and
- iii. unctinality (e.g. capacity to self-care, range of mobility; Falvo & Holland, 2018).

All these factors influence the career development of PWD and further indicate that the career development of PWD can be both nuanced and intricate. However, many practitioners do not have the requisite training or knowledge base to work competently with PWD, let alone provide career development interventions targeted at PWD.

## (A) CAREER DEVELOPMENT BARRIERS FOR PWD

There are several career development barriers for PWD:

- i. **Psychosocial and Health Barriers.** This refers to a host of other disability-related and psychosocial factors such as worrying about being isolated or ignored by co-workers, difficulty accessing transportation to work, and not receiving adequate vocational training as part of their formal education, etc and may result to low self-esteem.
- ii. **Employment-Related Barriers.** PWD experiences employment- and pay-related disparities and encounters discrimination during the hiring process. They struggle with whether to disclose either their disability status or their needs for reasonable workplace accommodations.
- iii. **Negative Attitudes and Stigma.** Negative attitudes, beliefs, stereotypes, and judgments by other people also impact the career development trajectory of PWD. PWD are sometimes viewed as being helpless, or as incompetent burdens who have no capacity to contribute to society. PWD also encounter instances of ableism (refers to preference for "able-bodied") and disablism (refers to prejudices and behaviours that exclude PWD from participating in daily living activities).



## (B) CAREER DEVELOPMENT FACILITATORS FOR PWD

Some useful factors:

- i. **Resilience.** Resilience has been identified as a personality attribute and dynamic process that helps PWD adapt and thrive across various domains of their life span as it was associated with self-efficacy, optimism, hope, and positive self-esteem among those living with physical illnesses and disabilities.
- ii. **Facilitators for Youth and Young Adults Living with Disabilities.** Carter et al. (2012) attributed that paid work experiences among youth and young adult PWD helped strengthen work-related skills, interpersonal skills, and it allowed them to develop relationships with other employers in a community.
- iii. **Strategies for Accessing Work.** From focus group interviews with 41 successfully employed and culturally diverse PWD, it was found that participants utilised a variety of strategies to help them access employment, for eg. networking, negotiating with references to affirmatively address disability-related issues with potential employers, focused exclusively on the use of transferable skills that were related to the place of employment and learning about the job with detail so that they could ask more poignant and thoughtful questions during the interview and presented their disabilities in an affirmative manner.



## (C) EMPOWERMENT THROUGH SELF-DETERMINATION: CAREER COUNSELLING WITH CULTURALLY DIVERSE PWD

Empowerment is crucial when delivering career development interventions and services to PWD, and practitioners could facilitate empowerment by fostering a sense of self-determination among their clients living with disabilities.

### Self-determination Theory (SDT)

SDT has an axiomatic postulate that all human beings have three basic psychological needs to satisfy: competence (desire to be effective), relatedness (interact and connect to others), and autonomy (desire to experience volition).

These needs often enhance our tendency to explore and engage in experiences that are inherently interesting to us, i.e. intrinsic motivation. Our capacity to autonomously self-regulate our own actions could also be met through extrinsic motivation factors as internalised into 4 factors:



- i. External regulation - performed behaviours that are externally rewarded and/or punished,
- ii. Introjected regulation - performed behaviours that help us avoid guilt or anxiety,
- iii. Identified regulation - accepting the value of a performed behaviour as part of one's own choice, and
- iv. Integrated regulation - behaviours performed by choice because they are deemed important to the individual and becomes integrated into the self.

### SDT and Career Development of PWD

Using structural equations modelling with a sample of 186 persons living with intellectual and developmental disabilities, it was found that autonomy, relatedness, and competence were significantly and positively related to motivation and well-being.

### Process of Career Counselling with PWD Using SDT

A practitioner's commitment to nurturing and fostering an autonomous supportive environment is at the center of SDT's application as an approach to career counselling with PWD. Autonomous supportive environments express respect; promote curiosity, exploration, and free choice; and encourage individualised decision-making approaches.

Self-determination-informed interventions that accentuate client choice, self-direction, empowerment, and personal responsibility have some empirical support for PWD. In a longitudinal study, it was found that a treatment approach grounded in SDT had promising results - increase in autonomous motivation, perceived competence, overall well-being, and employment. When clients feel empowered and autonomous during their counselling sessions, they are more likely to integrate learning and positive behaviour changes.

It is vital that practitioners actively listen to their clients and utilise a series of reflective skills during counselling sessions. These skills will also help practitioners take into account the worldview perspectives of their client (Guay et al., 2003) including their feelings, beliefs, and perceptions about the world. Hence, it is important that practitioners exhibit empathy, warmth, unconditional positive regard and be mindful not to impose any personal bias or judgement; exercise flexibility and adapt to any hinderance during the career counselling process (Johnson, 2013).

#### (D) CAREER INTERVENTIONS AND PROGRAM CONSIDERATIONS FOR PWD

There are many career related interventions that could be used to empower PWD, along SDT (e.g., Super's life span-life space developmental theory, Holland's typology, social cognitive career theory).

**i. VR** - The mission of VR is to support independence and provide career-related services to all eligible youth and adults living with disabilities access competitive employment.

**ii. Supported and Customised Employment** - Two prevailing and evidence-based work placement models include supported and customised employment.

Supported employment is an evidence-based practice help PWD, including those living with severe disabilities, integrate into competitive work settings that also include nondisabled persons.

Customised employment is both an individualised and negotiated approach for PWD and employers. This is a process in which job tasks, duties, and expectations are adapted to meet the needs of an employer, while considering the strengths, interests, and abilities of a PWD.

**iii. Assistive Technologies and Reasonable Accommodations** - With technological advances globalising the world of work and education, it is imperative that practitioners integrate assistive technologies into their career counselling practice when working with PWD. Assistive technologies constitute any type of equipment that could be used to increase, maintain, or improve functional capabilities. They help PWD improve their quality of life; remove access barriers to education and employment; and allow PWD to independently function in education, work, and recreational activities.

**iv. Ecological Assessment as Intervention** - Practitioners could help PWD specifically learn more about their strengths and capabilities and help initiate systems change with potential community employers when conducting ecological assessments. The focus is on identifying strengths, assets, and transferable skills.

The next step is to assess the workplace environment through a work analysis, determining the essential functions of the work and includes a variety of systemic processes that are used to analyse the contexts, tasks, knowledge, skills, and abilities needed to efficiently conduct the specific job.

The last step in an ecological assessment is to determine the degree of fit or match between the individual and the work environment. Often, this requires the practitioner to identify both discrepancies and points of cohesion.

#### CONCLUSION

There are many nuanced and intricate elements that make up the career development trajectory of PWD. Practitioners need to address the multidimensional nature of disability in their interventions and can rely on a variety of theories and established methods to do so.

Source: Dispenza, F., 2019. Empowering the Career Development of Persons With Disabilities (PWD). *Journal of Career Development*, 48(5), pp.670-685.

#### Food for Thought

How can career practitioners in Singapore leverage on career development theories and tools to identify the needs of PWDs and offer customised career intervention? How could career practitioners influence the mindset and behaviours of employers to hire PWDs?

#### Further Readings



Empowering the  
Career Development  
of Persons with  
Disabilities (PWD)



Career Advancement &  
Retention of Employees  
with Disabilities



Preparing Persons  
with Disabilities for  
the Future Economy







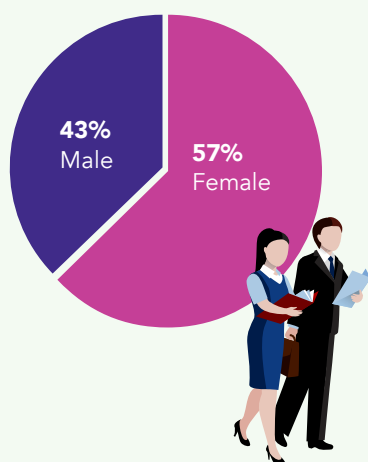
## CONTINUING PROFESSIONAL DEVELOPMENT IN NUMBERS

# WSG CDF Credentialing Statistics

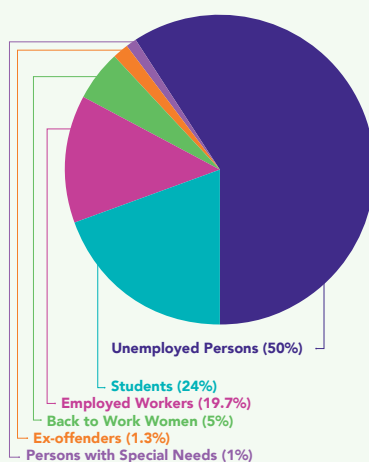
The first WSG Career Development Framework (CDF) Credentials opening in 2022 attracted 44 career professionals!

Here are some interesting statistics:

### Credential Holder's Profile:



### Breakdown of Client Profile seen by 44 career practitioners:



### Avg hour per practitioner:



**976**

Contact hours



**486**

Non-Contact  
hours

Total no. of clients seen  
by 44 career practitioners: **26,590**



Avg no. of clients seen  
per practitioner:

**604**

\* Based on declaration of contact and non-contact hours in the past 3 years.

Find out more:  
[bit.ly/cdf\\_credential](https://bit.ly/cdf_credential)



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## TELL US YOUR STORY



WSG is looking for interesting case studies from career professionals showcasing useful learning points, career development practices, etc. that fellow professionals can adopt in the course of their practice.

Your story will go a long way in encouraging the career professionals community in their journey of providing career advisory to their clients.

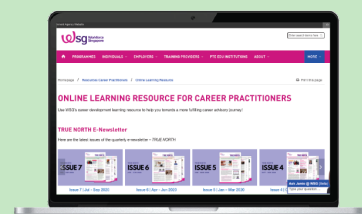
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**We look forward to your valued contributions!**

## LOVING OUR NEWSLETTER?



You can find all issues of **TRUE NORTH** and other career development resources on our Online Learning Resource (OLR) for Career Practitioners.

Check it out here:  
[go.gov.sg/olr](https://go.gov.sg/olr)



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