

THE KNOWDELL CAREER TRANSITION MODEL™

*Empowering clients to do most of the talking and make
100% of their own career decisions*



CAREER DEVELOPMENT NETWORK

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THE KNOWDELL CAREER TRANSITION MODEL™

1. ASSESSMENT STAGE

“Who am I?”

Career/Life Values
Motivated Skills
Occupational Interests
Personality Preferences



2. EXPLORATION STAGE

“What are my options?”

Identify 5-6 jobs or careers
you would enjoy engaging in.



3. FOCUS STAGE

“What is my goal?”

WHAT option will you choose?
WHY is this the best career choice for you?
Cite compelling evidence to show that it is best.



4. IMPLEMENTATION STAGE

“How will I get there?”

HOW will you get to your goal?
WHAT actions will you take?
WHEN will each step occur?
WHO will your plan affect?
WHO can give you assistance?

**This 4-stage model focuses on the individual
and not on outside influences**

THE KNOWDELL CAREER TRANSITION MODEL™

The white circles surrounding the 4-stage model represent forces outside of the individual that can effect the exploration and implementation stages

Local Economy

New Skills Needed

Local Culture

Lateral Mobility

Ethics and Career Help

Team Member

Personal Branding

Resume and CV

Interview Skills

1. ASSESSMENT STAGE
“Who am I?”
Career/Life Values
Motivated Skills
Occupational Interests
Personality Preferences

Virtual Workplace

Changing Work Roles

Portfolio Careers

Labor Market Change

Smart phone

Social Media

Emotions & Transition

24/7 On Duty

2. EXPLORATION STAGE
“What are my options?”
Identify 5 or 6 Jobs or Careers you would enjoy engaging in

3. FOCUS STAGE
“What is my goal?”
WHAT option will you choose?
WHY is this the best job or career for you? Cite compelling evidence to show it is best.

4. IMPLEMENTATION STAGE
“How will I get there?”
HOW will you get to your goal?
WHAT action will you take?
WHEN will each step occur?
WHO will your plan affect?
WHO can give you assistance?

O-Net

Network Development

Salary Negotiation

WHY FOUR STAGES IN THE KNOWDELL CAREER TRANSITION MODEL™ ?

1. ASSESMENT STAGE

“Who am I?”

Career/Life Values

Motivaed Skills

Occupational Interests

Personality Preferences

It is important to start at the Assessment Stage. Unforuntely, most people want to start somewhere else. For example, Americans usually want to start at the Implementation Stage. A typical example is the college senior who comes into the career center the week before graduation asking for an appointment to interview for a job (any job)! Often, when I ask the student to step back to the Assessment Stage, the response is “I don’t have time for that, I just need to get a job - any job.” Sometimes I try to get the student’s attention by responding with two jobs that pay well and will not be replaced soon by automation. Those jobs are “Mortician” and “Prison Guard”. This frequently convinces the student that maybe it would be important to go back to Stage 1 and move through the entire transition process one stage at a time.

If I were to start by asking the student to look at all of the potential jobs that are promoted in the popular press (such as STEM careers), I will often get “Professional Football Player”, “Rock Star” or another highly visible but unrealistic occupation, also not ideal.

2. Exploration Stage

“What are my options?”

Identify 5-6 jobs or careers
you would enjoy engaging in.

On the other hand, if I start with a thorough assessment of the individual student’s career/life values, motivated skills, occupational interests and personality preferences (and the student has a clear understanding of their attributes) when we get to the Exploration Stage, the student will only come up with those options that fit with the her values, skills, interests, and personality preferences.

3. Focus Stage

“What is my goal?”

WHAT option will you choose?

WHY is this the best career choice for you?

Cite compelling evidence to show that it is best.

At the third stage, the clients are asked to select the best option supported by their career values, requires the use of their motivated skills, is in the area of their occupational interests and fits their personality preferences. I then ask the clients to give me compelling evidence to prove that the goals they have selected are the best possible goals for them. It is at the Focus Stage that we need to start using the Key Coaching Questions. We start with **WHAT** and **WHY**.

THE CLIENT NOW BECOMES ACCOUNTABLE AND NEEDS TO START TAKING ACTION

WHAT?

This is a very simple word that can get your client to move from general to specific. If I ask my client “What is your goal?” and the response is “An entrepreneur”, my next question is “What kind of entrepreneur?” If the answer is “Offering a service” my next question is “What kind of service?”. If the answer is “Physical Training” my next question is “What population will you be providing the training to?” If the goal is to open a bed and breakfast, the question might be “What town will it be located in?” or “What color will the building be?” ...and so on until the client is so specific they can visualize, touch and smell the goal.

WHY?

Interestingly, I try to never use the word “Why” when dealing with this question. Rather, I start by asking for compelling evidence to prove that the goal is the best goal. “Let me see your business plan” “Show me which of your career/life values support your goal”.

4. IMPLEMENTATION STAGE

“How will I get there?”

HOW will I get to my goal?

WHAT actions will I take?

WHEN will each step occur?

WHO else will my plan affect?

WHO can give me assistance?

HOW?

Here I ask clients to describe the specific behaviors that they will engage in to move toward their goals. In this stage we don't want what the career professional or anyone else can do but what the client will do. The smaller the step the better. It is like eating an elephant - “one step at a time”. If the client says “I will research it”, I respond with “How will you research it?”

WHEN?

If the client says “I will go on-line”, I reply with “When will you go on-line?” If the client says “I will go on-line next week”, I respond with “What day next week will you go on-line?”

WHO?

If the client's goal is to open a bed and breakfast in the next town, I might ask “Is there anyone in your life who your goal might affect?” If the answer is “My husband”, I might respond with “When do you think you will sit down and talk with your husband about your goal?” Often I ask the client “Is there anyone who can help you move toward your goal?” If the answer is “I took a course from Dr. Jones who teaches hospitality at the local community college”. My next question might be “Do you think it would be a good idea to have a list of questions to ask Dr. Jones?”

In summary, the career professional should focus on asking questions rather than giving advice. Whenever the career professional thinks that a goal a client outlines might not fit his or her values, instead of pointing out what you think, it would be better to ask, “How does your goal fit with your values?”

THE FIVE KNOWDELL COACHING ROLES™ AND HOW TO USE THEM

ASSESSOR

The career professional's job is to observe and identify the client's skills, strengths and motivations, and give objective feedback. You may sometimes use assessment instruments (tests, inventories, card sorts, etc.) but your own keen observations can often yield appropriate information. I always use the Career Values and Motivated Skills card sorts because they are user-friendly and allow the clients to quickly identify and prioritize their career/life values and transferable skills, and also their motivations. While I sometimes use the Occupational Interest card sort, I prefer the Strong Interest Inventory or Holland's Self Directed Search. There are many personality assessment instruments on the market. The most popular personality instrument is the Myers-Briggs Type Indicator (MBTI). Unfortunately, this instrument requires certification in order to purchase or use it. An excellent instrument is the Personal Style Indicator (PSI) which does not require certification.

INFORMATION PROVIDER

Here the career professional's task is to inform the client about options and barriers and give the client factual occupational information. I am generally cautious about giving information about barriers too soon. It is possible that you could turn the client off when the barrier is not really a major obstacle. Unless it is a serious emergency, I prefer to have the client identify the barrier and then come to me with it for a discussion.

REFERRAL AGENT

An important task is to refer the client to others who can give assistance outside of your area of knowledge. This is especially important as your clients will often come to you with a variety of problems not related to career. If the client is depressed, you should be able to refer them to a competent therapist or other source of mental health services. Don't wait for the situation to arise. Make sure you know of a nearby provider in advance. Like insurance, you hope not to have to use it but have it ready.

GUIDE

An important role of the career professional is to encourage clients to focus on an appropriate goal without telling the client what the goal should be. The client should focus on an appropriate and attainable goal. The goal should be supported by the client's career values, motivated skills, occupational interests and personality preferences. The client should be able to convince the career professional that this is the right goal. In this role, the career professional uses the **WHAT** and **WHY** questions.

TUTOR

Finally the career professional tutors the client in outlining a detailed career strategy plan and coaches the client in describing each step of the plan. In this role the career professional uses the **HOW**, **WHEN** and **WHO** questions. When they use these powerful questions the clients can then respond by describing specific steps they will take to move toward their career goals, including realistic timelines and listing individuals who can help them reach the goals.

WHERE IS THE KNOWDELL CAREER TRANSITION MODEL™ USED?

COACH WORKSHOPS

The Knowdell Career Transition Model is the foundation of the **Job & Career Transition Coach Certification** and the **Job & Career Development Coach Certification** workshops. These workshops have been attended by over 7,500 career professionals from North America, Asia, Europe, Africa, Australia and South America.



These skill-building, face-to-face certification workshops are now being led in North America by **RICH FELLER**, Ph.D., LPC, NCC, NCCC, JCTC, Colorado State University Distinguished Teaching Fellow and Past President of the National Career Development Association (NCDA). Rich has consulted on six continents and within all 50 U.S. states. He has co-authored three career books, four film series, the Harrington-O'Shea Career Decision Making System, the Who You Are Matters! boardgame, and www.stemcareer.com. A NCDA Fellow and recipient of NCDA's Eminent Career Award, he has consulted for NASA, NSF, the United Nations, schools, workforce boards and international corporations. He currently serves as Chief Advisor for www.youscience.com and thought leader for www.lifereimagined.org.



The lead JCTC/JCDC trainer in Asia is **TIMOTHY HSI**, Ed.D, MGuidCouns, MACA, JCTC, GCDF-SG Master Trainer. Tim is the Principal of Abundanz Consulting Pte Ltd. He was instrumental in the establishment of the highly successful Counselling service and the Peer Support Programme at the Singapore Management University during his 12 years there. He also edited the book "A Basic Guide to Peer Helping" and was the recipient of the Singapore National Day Commendation Medal for his influence in the field of counselling in higher education. Timothy has, over the past five years, been intricately involved in the nascent field of career development in Singapore. Today he is one of two practising master trainers for the Global Career Development Facilitator (Singapore) programme.



These intensive training certification workshops were developed by **DICK KNOWDELL**, MS, NCC, NCCC, CDFI, CMF and NCDA Fellow. Dick founded and managed a successful private career counseling business in California's Silicon Valley for over thirty years. He is the author of six books and four popular career assessment instruments that have been translated into a dozen languages. He has taught Career Assessment Techniques at the University of California, San Diego and Employee Career Development at San Jose State University. In 1995, President Clinton appointed him to the Board of Examiners for the United States Foreign Service. He has trained and certified over 7,000 Job and Career Transition Coaches who work in Europe, Asia, Australia, Africa, South America and North America.

Information about the JCTC and JCDC workshops can be found at:

www.CareerNetwork.Org
www.AbundanzConsulting.Com
www.RichFeller.Com
www.KnowdellCardSorts.Com

STAFF DEVELOPMENT WORKSHOPS

The Knowdell Career Transition Model is also used in staff development workshops for colleges, universities, workforce development agencies, government agencies and military organizations throughout the world. Workshops can be arranged by sending an e-mail request to rknowdell@mac.com.

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This Profile belongs to:

Step 1. Assess Your Attributes

Summarize the results of the assessment instruments

Motivated Skills (top 12 to 15)
From upper left hand corner of your Motivated Skills Matrix

Career Values (top 8 to 10)
Always Valued column on Career Values Summary Sheet

Personality Style
From MBTI, PSI, DISC, etc. in simple, clear English

Career Interests
Themes from Strong, SDS, COPS or Interest Cards

Step 2. Explore Your Full Range of Options

Options: Take your "Blinders" off and list 6 different jobs or careers you would enjoy engaging in.

Step 3. Focus on the Best Available and Attainable Option for You

WHAT specific job/career goal have you selected? The more specific the better.

WHY is this the best possible goal for you? Cite clear and compelling evidence that shows that this is the best goal for you. How does your goal fit your Career Values, Motivated Skills, Personality Style and Career Interests

Step 4. Develop a Plan to Get You to Your Goal

List specific behaviors that you will engage in to move toward your goal.

HOW will you get to the goal?
Specify each and every action

WHEN will each
step occur?

WHO else is or should be
involved in your plan?

Career Development & Job Search Profile ©

This Profile belongs to:

Sample Profile

Step 1. Assess Your Attributes

Summarize the results of the assessment instruments

Motivated Skills (top 12 to 15)

From upper left hand corner of your Motivated Skills Matrix

Plan/Organize, Teach/Train, Design, Make Decisions, Make Arrangements, Improvise, Counsel, Motivate, Deal With Feelings, Innovate/Invent, Initiate Change, Sell, Generate Ideas, Interview for Information, Conceptualize and Synthesize

Career Values (top 8 to 10)

Always Valued column on Career Values Summary Sheet

Status, Help Society, Fast Pace, Creativity, Time Freedom, Change & Variety, Influence People and Make Decisions

Personality Style

From MBTI, PSI, DISC, etc. in simple, clear English

Talking and Action, Idealistic/Optimistic (PSI)
ENTP & ESTP (MBTI)
Enterprising (Holland)

Career Interests

Themes from Strong, SDS, COPS or Interest Cards

Words, Talking and Writing, Social Science, Psychology, Employment and Jobs
Designing a Plan

Step 2. Explore Your Full Range of Options

Options: Take your "Blinders" off and list 6 different jobs or careers you would enjoy engaging in.

Career Counselor, Executive Coach, Author or Writer, Organization Development Manager, Trainer,
Human Resource Director, Lawyer, Clinical Psychologist

Step 3. Focus on the Best Available and Attainable Option for You

WHAT specific job/career goal have you selected? The more specific the better.

Executive Coach in Private Practice

WHY is this the best possible goal for you? Cite clear and compelling evidence that shows that this is the best goal for you. How does your goal fit your Career Values, Motivated Skills, Personality Style and Career Interests

Executive Coach is a very good fit for my values (Status, Help Society, Creativity, Change & Influence) and it requires my skills (Interview, Counsel, Motivate, Teach, Deal with Feelings and Innovate) with my personality (Talking, Action and Enterprising) and it is in my interest areas (Words, Writing, Employment & Jobs, Social Science and Planning)

Step 4. Develop a Plan to Get You to Your Goal

List specific behaviors that you will engage in to move toward your goal.

HOW will you get to the goal?

Specify each and every action

Brainstorm a "Big Picture" Plan

Make a List of Questions to Ask Coaches

Make Appointments with Executive Coaches

Talk with Marty N., Paul W., Ann W., Don R.

Review the Answers to Interview Questions

WHEN will each

step occur?

April and May

June 1-15

June 16-30

July 1-130

August 1-15

WHO else is or should be

involved in your plan?

by Myself

by Myself

Members of SF Intl' Coach Fed

Marty, Paul, Ann and Don

by Myself

Step 4. Develop a Plan to Get You to Your Goal (Continued)

List specific behaviors that you will engage in to move toward your goal.

HOW will you get to the goal? Specify each and every action	WHEN will each step occur?	WHO else is or should be involved in your plan?
Contact Main ICF Office for Local Contacts	August 16-30	by Myself On-Line
Call President of Local ICF Chapter for Meeting Info	August 16-30	Local ICF President
Attend Local ICF Meeting	September 1-30	Local ICF Members
Collect Business Cards at Local ICF Meeting	September 1-30	Local ICF Members
Analyze Business Cards to Select Members to Contact	October 1-15	Local ICF Members
Attend Next ICF Meeting and Volunteer as "Greeter"	October 1-30	Local ICF President
Start Networking with ICF Members by Determining What I can do for the Member (NOT What They Can Do For Me)	October-December	Local ICF Members
Figure Out How My Executive Coaching Might Differ From My Competitors	November-December	by Myself
Develop Questions to Ask Successful Executives	December	by Myself
Talk With Executives I Know at Hewlet-Packard, Intel, and Adobe Systems	December-January	John H., Curtis & Quentin
Ask John, Curtis and Quentin for Referrals to Other Successful Executives	January 1-15	John, Curtis and Quentin
Develop a New Set of Questions	January 16-30	by Myself
Conduct Interviews with New Contacts	February 1-15	New Contacts
Develop DRAFT Brochure for Coaching Business	February 16-28	by Myself
Share DRAFT with ICF Colleagues	March 1-15	ICF Colleagues
Evaluate ICF Colleagues' Comments	March 16-30	by Myself
Select Printer for Brochure and Business Cards	April 1-15	Myself and Printer
Explore Programs That Train Executive Coaches	April 16-30	ICF Colleagues
Talk with Author of "Guide to Career Certifications"	May 1-15	Paula B.
Decide What Other Training or Certifications to Take	May 15-30	Myself & ICF Colleagues
Sign Up to Take Career Transition Coach Workshop	June 1-30	Myself
Complete JCTC Workshop	July 26-27-28	Myself
Develop a List of Local Radio Talk Shows	August 1-15	Myself On-line
Contact Producers of Most Popular Talk Shows and Offer to Fill in if Cancellations Occur About My Topic "The Biggest Mistakes Wanabe Executives Make"	August-September	Radio Talk Show Producers

