

Lindenwood University

Digital Commons@Lindenwood University

Theses

Theses & Dissertations

8-1977

Life Planning: A Compendium of Twelve Practitioners

Marilyn Mitchell

Follow this and additional works at: <https://digitalcommons.lindenwood.edu/theses>



Part of the [Social and Behavioral Sciences Commons](#)

LINDENWOOD 4 COLLEGE

Los Angeles

LIFE PLANNING: A COMPENDIUM OF TWELVE PRACTITIONERS

submitted in partial fulfillment
of the requirements for the
degree of Master of Arts,
Lindenwood Colleges

by Marilyn Mitchell
August, 1977

Dr. Peggy McAllister,
faculty administrator

Dr. Adele M. Scheele,
faculty sponsor



TABLE OF CONTENTS

DEDICATION

To Lisa Ruth, 15, a daughter who knows she
can think,

To Robert Allen, 14, a son who can cry
without shame,

Because you not only blossomed cheerfully
during this time of insanity, with its
ever-changing scheduling,

But actively encouraged your mother, different
from the others, in her unbounded enthusiasms.

TABLE OF CONTENTS

Chapter	Page
I. Introduction	1
II. Procedures of the Investigation . . .	10
III. Findings	32
IV. Conclusions and Prognosis.	62
V. Janus' View.	68
Appendix	83
Bibliography	107

The quality of life in the last quarter of the twentieth century in America is general, and Southern California is specific, is becoming increasingly more and more complicated, unbalanced, complex, contorted and unmanageable. Crisis succeeded crisis with dizzying frequency: assassinations, unbridled and unbridled war, double-digit inflation, national morality, state of the

CHAPTER I

INTRODUCTION

To every thing there is a season, and a time
to every purpose under the heaven:
A time to be born, and a time to die;
A time to plant, and a time to pluck up that
which is planted;
A time to kill, and a time to heal;
A time to break down, and a time to build up;
A time to weep, and a time to laugh;
A time to mourn, and a time to dance;
A time to cast away stones, and a time to
gather stones together;
A time to embrace, and a time to refrain from
embracing;
A time to seek, and a time to lose;
A time to keep, and a time to cast away;
A time to rend, and a time to sew;
A time to keep silence, and a time to speak;
A time to love, and a time to hate;
A time for war, and a time for peace.
What profit hath he that worketh in that he
laboureth?

Ecclesiastes 3:1-9

The quality of life in the last quarter of the twentieth century in America in general, and Southern California in specific, is becoming kaleidoscopically ever more complicated, conflicted, complex, contorted and crazy-making. Crisis supercedes crisis with dizzying frequency: assassinations, undeclared and undefined war, double-digit inflation, national morality, state of the

environment, unemployment, credibility of the dollar, dwindling energy supply, now drought. Smog alerts remind us that the air we breathe is polluted; scientists report that mundane spray-cans are endangering the earth's ozone level; death from heart disease and cancer is increasingly commonplace; the date of total depletion of the earth's finite supply of oil depends upon the rate of population growth or overgrowth; water is to be rationed, even hoarded. All of the foregoing crises have conditioned us to suppress the fear of nuclear holocaust to a subliminal level.

Each of these conditions results in new restrictions and responsibilities being placed upon the individual. We react with a bewilderment of passive frustration to awareness that the problems of the world are beyond one's individual control. We resemble an assembly of Gullivers bound with the miniscule but mighty threads of vast armies of Lilliputians. (Swift, 1726, p. 17).

There is cost to this in the way we perceive and live our lives. Frustration follows anger and is in turn supplanted by ennui as responses to the constant bombardment of crises to be made sense of and dealt with. The overwhelming vastness of global problems acts as anesthetic, atrophying the ability to be in charge of one's own life. The line between what can and cannot be changed becomes blurred and indistinguishable. Both children and adults

are affected.

At a recent UCLA extension seminar designed to increase occupational and career counseling skills five high-school and junior college career counselors, as the only representatives of their subspecialty, sadly concurred that their students thought no further ahead than next Saturday's basketball game. As for the adults, according to Richard Bolles, 80% of our labor force is underemployed, either by working in jobs that do not begin to tap the individual's potential or by performing work that they detest. (Bolles, 1972, p. 15). That those four-fifths of the working population would endure this condition is testimony to the hopelessness and ennui rampant.

Not choosing to take charge of one's life is paradoxically a choice in itself even if it is not consciously made. A new field, life-planning, is slowly beginning to take form, perhaps parented on the one side by existentialism and on the other by plain Yankee pragmatism. It is an activist art. Its practitioners come from many different backgrounds -- education, business, the ministry, psychology and career counseling among others -- with a corresponding difference in values and viewpoints. They, however, are in agreement that by combining re-evaluation and reinterpretation of the past with an acceptance of assertive responsibility for present choices, one can produce a manageable future.

The process is not easy. According to Herbert A. Shepard, who contributed chapter 10, "Life Planning" to The Laboratory Method of Changing and Learning edited by Benne, et al:

Life planning is a self-confrontation. It is the induction of an identity crisis and a destination crisis for yourself. It requires the reexamination of basic values and assumptions. Many of us are enslaved to beliefs and fears that turn us into instruments used for some purpose outside ourselves. (1975, pp. 240-241)

To begin then is to define and continuously redefine in an ever ongoing process the purpose within ourselves. In tandem with this first step is the necessity for taking full responsibility for one's own life with all of the charge thereby implied. Adele Scheele and Beverly Kaye of the recently disbanded FutureFOCUS, a life planning service for women, frequently use the phrase "happening to things instead of having things happen to you."

Further definition or conception of this art is expressed by Dr. Shepard.

Life planning is to make life more whole, to make living a good Gestalt, so that the parts of one's life are mutually enriching. Work belongs in life, along with love, laughter, prayer, and all the other elements of human experience.

Life planning has several aspects: arousal of motivation, freeing of imagination, generation of data about oneself, identification of themes in the data, formulation of purpose, and development of action plans. (1975, p. 247)

For some, the whole idea of making a good gestalt through a process of concrete action planning is so out of their

ken and thereby startling in its newness, that they conceive of life planning, upon first exposure to the term, as an unimaginative and rigidly set and streamlined method of locking-in a detailed future, thereby guaranteeing security. In actuality, rather than being locked-in to one set future, practitioners are trained and coached to re-evaluate their pasts and make use of the present so as to build-in myriad options for the future.

A strong and realistic knowledge of one's own self-worth is a requisite. Three attributes that are developed as foundation are a well developed imagination, flexibility and the ability to dare to take measured risk. Imagination is necessary to enable the practitioner to become aware of and develop his/her broad-based dreams, aspirations and goals separate and distinct from those scripted for her/him by society and family. Such self-knowledge rarely comes with ease. Flexibility is a necessary attribute in order to resist binding oneself to one rigid plan of action, unable to perceive other options much less weigh them, in the way that this nation became trapped into the Vietnam War. The ability to risk is paramount, for it is only by risking new experiences that one adds to one's repertoire of skills and accomplishments. This repertoire serves a twofold purpose: first, a strong base of experience and achievements increases one's options, second, as the work of Adele Scheele, among others, demonstrates success does

indeed breed success. Imagination, flexibility and the ability to risk are thus developed along with self-esteem. The process of resifting and reevaluating the past and the present in order to promote a more promising future is ever on-going. One strives for a holistic present as well as a holistic future.

The societal socialization process puts up different obstacles to attainment of these goals for man and woman. In broad terms, man in our society is scripted to achieve -- to bring home the bacon because the family is depending upon him to be its provider. The reality that as far back as 1950 one quarter of all married women who were living with their husbands were in the labor force ("The Changing Status of American Women" American Psychologist, Volume 31, No. 2, Feb. 1976, p. 107) has not mitigated the scripting of boys to grow up and provide the financial support of their families. Woman is socialized to be emotionally supportive, delaying her own dreams for herself until some future undefined time, while she roots her man and children on to victory in their endeavors. Her role is that of audience, not actor. When her time comes, sometimes traumatically with the empty-nest syndrome, her ability to dream and plan for herself independent of others has often atrophied.

Men and women then often need to have different types of training in order to develop the skills to enable

them to effectively plan their lives. Man needs help in broadening his horizons beyond the working world. He needs to learn to define himself by whom he intrinsically is rather than by what he does, as well as to encompass a broad-based range of activities into his life independent of his chosen field of endeavor.

Woman needs to learn to value and define herself independent of others. In addition to learning how to dream, the housewife -- without accountable and constant deadlines to meet -- must learn to focus her attention and to develop her analytic and reasoning abilities, once she acknowledges that she does indeed have ability in these areas. The employed woman needs to learn how to negotiate her own importance both within the business world and within the nuclear and extended family structures. These are, of course, generalizations and do not apply to each and every man and woman but to the majority.

The literature that is emerging in this new and broad-based field is interesting both in what is being written and what is not. The writings seem to divide into three categories. There is work dealing broadly with the philosophy of life planning as exemplified by the writing of Herbert A. Shepard. Interestingly enough, Shepard's own references are limited to an array of people unclassifiable including Frederick S. Perls, Kahlil Gibran, Ladybird Johnson, Robert Frost, Freya Stark, Alexander

Lowen, Ralph Gildi Siu, William O. Douglas and R.D. Laing and G.O. Cooper. A second body of literature deals with life planning as it is used to find meaningful employment. Crystal and Bolles have done much to develop this aspect of the field. Finally, there are exercise books and manuals such as Arthur G. Kirn's Lifework Planning, Dean C. Dauw's Up Your Career, Adele M. Scheele and Beverly Kaye's Up And Around, A Career Development Manual, Alice G. Sargent's Beyond Sex Roles and Gordon A. Ford and Gordon L. Lippitt's Planning Your Future.

Conspicuous by its absence is research and literature about the history of the field or exploration of the current state of the art. Kaye and Scheele devote four pages of a monograph entitled "Leadership Training" contained in New Directions For Higher Education: Meeting Women's New Educational Needs specifically to this latter subject. Otherwise, entries seem sparse or nonexistent at this time.

Investigation of the state of the art of life planning in a limited geographic location seems a meaningful contribution to make to my chosen field. Hopefully, this project will be beneficial in many different ways. Personally, researching it itself will add to my own repertoire of skills developing a higher order of data collection and qualitative analysis. Additionally, the very contacts with other life planners, both volunteers and

professionals, are essential to my own resource network, catalytic to my emergence into a practicing, professional life planner. Then, too, I hope my work may serve as a take-off point, even to capture the imagination of other similar-minded researchers who can build on this investigation and/or field of life planning.

In the time of your life, love -- so that in that moment you will not add to the misery and sorrow of the world. But what shall I do to the joy of the world -- the joy of it.

William Faulkner

One component of the application of life planning to careering is the identification and utilization of functional skills. Functional skills represent limited and specific areas of application, and, therefore, are transferable from one situation to others. The skill that is used in preparing a complex meal so that it is served at the right time at the correct temperature in the appropriate venue can be used to schedule one's time in running a business; the ability to quickly and responsibly make decisive decisions is a necessary weapon to any occupation including business manager, politician, administrator and engineer. I therefore actively sought to make use of my previously developed skills in the designing and implementation of my culminating project.

My past experience as a businesswoman as well as a

CHAPTER II

PROCEDURES OF THE INVESTIGATION

In the time of your life, live -- so that in that wondrous time you shall not add to the misery and sorrow of the world, but shall smile to the infinite delight and mystery of it.

William Saroyan

One component of the application of life planning to careering is the identification and utilization of functional skills. Functional skills transcend limited and specific areas of application, and, therefore, are transferable from one situation to others. The skill that is used in preparing a complex meal so that it is served at the right time at the correct temperature in the appropriate order can be used to schedule one's time in running a business; the ability to quickly and responsibly make decisive decisions is a necessity common to many occupations including business manager, policeman, administrator and umpire. I therefore actively sought to make use of my previously developed skills in the designing and implementation of my culminating project.

My past experience as a businesswoman as well as a

student demonstrated that the first step was definition of the project. I determined this in terms of the journalistic model of what, where, why, when, how.

What I hoped to achieve was information about life planning. Where was limited to the greater Los Angeles area for practical logistics. As to the why, I hoped to make a contribution to the development of the field, and, in the process of so doing, to my own; in this way the project would serve a two-fold function. With the exception of the initial planning and the generation of a study plan the when was determined by the confines of a trimester. Three successfully completed trimesters served to show that when each procedure is broken down into its operational parts this amount of time is, in actuality, quite limited. Careful planning was obviously crucial with allowance permitted for error, illness or mishap. The how was challenging because of the specific givens of this particular project.

One technique that I use in planning the life of real estate property is to identify the weaknesses inherent in a situation and then brainstorm how they can be transformed into attributes. Some of the preliminary givens of the present problem were that life planning is still an undefined field with a very limited body of literature to draw upon. My own experience working within the field was limited to precisely one year and my

knowledge of its existence to a year and a half. These could be viewed as limitations.

Traditional research methodologies as described in the literature (Babbie, 1973, Moser and Kalton, 1972) are designed to verify and measure what is already defined as reality. In Survey Research Methods Babbie states:

As noted in the preceding chapters, much if not most of social research is aimed at determining the association between variables. Typically, we wish to state that X is related to (or causes) Y (p. 253).

Clearly then both X and Y are already defined. It seems fallacious to attempt to make use of this methodology designed for the purpose of verification in application to a reality that is yet to be defined. It seems impractical to attempt to measure "how much" before the "what" is known. Formulation of theory surely must precede the verification of it. The variables must be identified before they can be compared.

The factors that appeared to be drawbacks within this project could be transformed into assets by following an entirely different research methodology in which the researcher is actually instructed that "an effective strategy is, at first, literally to ignore the literature of theory and fact on the area under study" (Glaser and Strauss, p. 37). Lack of experience within the field one is researching is also not a detriment as Glaser and Strauss explain:

As we note in the next chapter on theoretical sampling, generation by comparative analysis requires a multitude of carefully selected cases, but the pressure is NOT on the sociologist to "know the whole field" or have all the facts "from a careful random sample". His job is not to provide a perfect description of an area, but to develop a theory that accounts for much of the relevant behavior. The sociologist with theoretical generation as his major aim need not know the concrete situation better than the people involved in it (an impossible task anyway.) His job and his training are to do what these laymen cannot do -- generate general categories and their properties for general and specific situations and problems. These can provide theoretical guides to the layman's action. (p. 30)

Not only is the phenomenological approach of this comparatively new methodology better suited to the needs of this specific project but also fits well with my own research preferences to avoid absolutes and to make allowance for individuality.

In their ground-breaking book, The Discovery of Grounded Theory: Strategies for Qualitative Research, 1967, Barney G. Glaser and Anselm L. Strauss describe social research as consisting of two distinct steps: the formulation of theory and the verification of it. Although both of these different procedures are important, traditionally the latter has been favored to the detriment of the former. It has become established custom within the field of sociology, according to the authors, for students to either replicate the work of their masters or otherwise to build their own work upon that which has gone before.

Through the exclusive use of a a priori logical-deductive process to form hypotheses quantitative research slights the preliminary but important step of generating theory. Precedence is given to a preoccupation with measuring how much or determining whether the data proves or disproves the stated hypothesis. The emphasis is upon establishing absolutes or measuring variables. This extreme emphasis upon the quantitative overshadows the qualitative aspect of the research.

Glaser and Strauss propose an entirely different methodology where the emphasis is upon the generation of theory as the product of the research. Formulation of theory supercedes verification as the prime goal. The research methodology that they describe is phenomenologically based and is conceived of as on-going process. Rather than depending upon deductive reasoning, slices of data are gathered from a basic ground and hypotheses are formulated by a process of continuous comparative analysis.

As new evidence emerges -- possibly in subsequent studies or by the introduction of new ground to be explored -- new theories are formed or incorporated with older ones, but the former theories are not thereby disproved. In this way shoes are tailored to fit each individual foot, rather than, as in the story of Cinderella, trying to force differently sized and shaped feet into only one model. Instead of fitting data into previously

conceived hypotheses, the hypotheses come directly out of the data they are trying to explain.

I very much favor this emphasis upon multiple ways of conceptualizing realities over the close-ended quantitative approach. I am frequently frustrated by research where I as subject am asked to choose between T or H when my authentic choice would be M. It puts me in mind of the man who was asked, "When did you stop beating your wife?"

Glaser and Strauss do not negate nor seek to suppress individual differences. They write:

The constant comparative method is designed to aid the analyst in generating a theory that is integrated, consistent, plausible, close to the data...Still dependent on the skills and sensitivities of the analyst, the constant comparative method is not designed (as methods of quantitative analysis are) to guarantee that two analysts working independently with the same data will achieve the same results; it is designed to allow, with discipline, for some of the vagueness and flexibility that aid the creative generation of theory. (p. 103)

The input of the researcher is an integral part of the whole process. This philosophical approach of many different answers rather than one absolute one is highly appealing; it makes sense to incorporate and make use of the researcher's individualized expertise and background rather than scrupulously work to negate them. (The inclusion of the word background in the preceding sentence is deliberate and literal; it is here used to mean

the ground of life experience which precedes and influences the choice of the ground of the study.) This incorporation and acceptance of individuality combined with an emphasis upon hearing each separate voice seems to exactly dovetail with the Lindenwood philosophy.

For all of these reasons I, as researcher, prefer the generation of theory over the verification of it.

Glaser and Strauss describe the constant comparative method of qualitative analysis as occurring in four interconnected and overlapping stages. One begins the process with a clear mind, as free as possible from preconceived ideas. The researcher starts the search by collecting some preliminary data and conceiving of some general and arbitrary categories which should be applicable to the data. One codes each identified incident into as many categories as possible. As one proceeds, new categories emerge. Coding in this sense may be defined as simply noting categories on margins. To this is added one basic defining rule: "WHILE CODING AN INCIDENT FOR A CATEGORY, COMPARE IT WITH THE PREVIOUS INCIDENTS IN THE SAME AND DIFFERENT GROUPS CODED IN THE SAME CATEGORY". (p. 106) Very soon, this constant comparison of the incidents starts to generate theoretical properties of the categories.

The second part of the process consists of integrating categories and their properties. Eventually the

diverse properties of the categories themselves begin to become integrated. Through the ongoing process of constant comparison the analyst is forced to make some related theoretical sense of each comparison with the result that theory begins to emerge.

Glaser and Strauss label the third step "delimiting the theory" and write:

Delimiting occurs at two levels: the theory and the categories. First the theory solidifies, in the sense that major modifications become fewer and fewer as the analyst compares the next incident of a category to its properties. Later modifications are mainly on the order of clarifying the logic, taking out non-relevant properties, integrating elaborating details of properties into the major outline of interrelated categories and -- most important -- reduction.

By reduction we mean that the analyst may discover underlying uniformities in the original set of categories or their properties, and can then formulate the theory with a smaller set of higher level concepts. (p. 110)

The fourth and final stage consists of formalizing, clarifying and further defining the theory through the process of writing it. The authors conclude that:

When the researcher is convinced that his (sic) analytic framework forms a systematic substantive theory, that it is a reasonably accurate statement of the matter studied and that it is couched in a form that others going into the same field could use then he can publish his results with confidence. (p. 113)

It was necessary to keep reminding myself that "a systematic substantive theory" is considerably less than the ten commandments etched in granite, and that trial and

error learning is a major component of the whole process.

Glaser and Strauss' methodology for the generation of theory is basically open-ended. One knows that one is ready to write one's theory when no new categories are forthcoming and the formed ones are saturated. It seemed to me that in following the steps exactly as outlined, one dives into a sea of chaos and stays submerged until it all makes sense. Readings of the dissertations of four doctoral candidates who based their research upon the grounded theory methodology (Hanna, 1975, Kaye, 1976, Panzer, 1974, and Renshaw, 1974) confirmed that perhaps the most difficult part of this method of discovery is the constant uncertainty with which the researcher lives. One begins without clear definition and with only a vague goal envisioned.

The study of these varied dissertations demonstrated that each found unique meaning for Glaser and Strauss' terminology and conceived of the intended application differently from each other. I, too, found still a fifth meaning infinitesimally different from the others. I very much appreciated the ingenuousness and honesty of Robert William Hanna, who wrote in Crisis In Meaning: A Phenomenological Inquiry into the Experience of a Lack of Meaning to Life, 1975:

Although the research process moved to the conclusion predicted by the grounded theory approach, I have another interpretation of how it came about. The completion of the generated

theory and the termination of data collection is actually due to the subjective saturation of the researcher rather than the objective saturation of the "theory". Perhaps when I, the researcher, had in hand all the complexity I could cope with, and it seemed enough to satisfy me and the committee, I stopped. Thus, not only the quality of product, but the extent and depth of the research process in the grounded theory approach rests with the capabilities of the researcher and not in the phenomenon itself. (pp. 49-50)

I reread these words whenever I was overwhelmed by discouragement. They tended to bring me back to the objective world and to thereby take a less myopic view of the thesis.

Uncertainty certainly seemed to be a given of the process. However, the four doctoral candidates cited above had all conducted their research under the auspices of UCLA. In terms of functional skills and natural qualities it seemed evident that the aspects of my personality that attracted me to Lindenwood as well as the training that I have received through the course of three prior trimesters should stand me in good stead. The common thread, which seems to run throughout the Lindenwood family, of self-defined individuality should have given some preparation for the challenge of dealing with uncertainties.

In preparing for my own future, the properties and advantages inherent in the grounded theory methodology are so appealing that I would surely want to use it if my own future should involve the development of a doctoral

dissertation. The present limited use of it should serve as worthwhile preparation.

I knew that, as attractive as this methodology appeared to be, in order to be able to apply it to my culminating project definition and focus would have to be formed by superimposing parameters and perimeters upon its framework. I was prepared to dive into the sea of chaos without preconceived idea, but some limitation was needed to give my project form. The first limitation, interestingly enough, was provided by Glaser and Strauss.

Generating hypotheses requires evidence enough only to establish a suggestion -- not an excessive piling up of evidence to establish a proof, and the consequent hindering of the generation of new hypotheses...When generation of theory is the aim one is constantly alert to emergent perspectives that will change and help develop his (sic) theory. These perspectives can easily occur even on the final day of study or when the manuscript is reviewed in page proof, so the published work is not the final one, but only a pause in the never-ending process of generating theory. When verification is the main aim, publication of the study tends to give readers the impression that this is the last word. (pp. 39-40)

I contracted with myself that I would be satisfied if preliminary substantive theory was forthcoming from my study rather than the higher level of formal theory.

I also limited the ground from which my data was to be drawn to the material contained within my taped interviews. Although I initially had grave doubts about the validity of this restriction I added it to my adapted

methodology with the mental provision that I could always reevaluate it after I had more of a handle upon the study. In actuality it did not hinder me. My ground was limited to an island which was small enough to explore in its entirety but large enough so that ample area is still remaining in which to dig for additional buried treasure in later follow-up studies.

There was one final parameter added as a dimension of my study. With my faculty sponsor's approval and assistance, I obviously had to devise a schedule along with deadlines so that my work could be turned into my committee within the structure of the Lindenwood system. I did adhere to my schedule.

In the beginning everything happened at once: my preliminary reading of the literature, formulation of questions to explore within the interviews, and the selection of the sample. My original concept was to design a sample drawing from many of the varied subspecialties incorporated within the broad ranges of life planning. I hoped to include practitioners who worked with high school students and those who worked with senior adults, organizational developmentalists, counselors to parolees, those who served the physically handicapped and those who worked with experientially handicapped housewives, for whom the same familiar set of actions is endlessly repeated.

It was not realistically possible to cover such a broad spectrum of practitioners within the confines of the project nor was it in keeping with my goal. Exploration of twelve high schools -- both public and private -- did not bring forth even a remote resemblance of a life planner. Involvement in the formation of a Southern California chapter of the Society for Pre-Retirement Program Planners fostered initial contact with individuals interested in this subspecialty but did not lead to any likely interview candidates.

Consideration of my goal, which was to form limited substantive theory rather than the infinitely more complicated formal theory, also suggested that it was desirable to limit my sample to one segment of the field. A final factor was the definition of my culminating project itself. My aim was to begin to formulate theory using the grounded theory methodology through the process of in depth interviewing of eight to ten practitioners. It seemed to be foolhardy and counter to my purpose to draw from too large a field.

The logical way to proceed to select the final sample from my evergrowing list of candidates which at this point numbered just under 40 was to limit it to practitioners who were experienced within my own envisioned area of practice: the non-working or re-entry woman, be she housewife, widow or divorcee.

The final sample thus sought was between eight and fifteen life planners who served a clientele including main stream, middle class women between the ages of 18 and 60. Diversity was sought within the sample: professional practitioners and volunteers, those who counseled individuals and those who facilitated groups, those who were affiliated with centers or universities, and those who practiced independently.

Three centers of life planning were identified within the greater Los Angeles area that seemed to serve middle class women: The Aware Center, The Career Planning Center and the Center for New Directions. It seemed desirable to interview more than one representative from each of these centers in order to promote balance and diversity of viewpoint. Reaching the target audience of re-entry women seemed central to the aim of these centers while it seemed tangential to the main focus of the major universities. Therefore, only one representative respectively from the official counseling departments of UCLA and USC was sought.

One tenet of life planning put forth by Crystal/Bolles and Scheele among others is to make use of one's resource network of friends, business associates, acquaintances and other people contacts. The effectiveness of this technique soon became evident. Combing circulars of seminars and workshops offered in the past, checking

out the employment agencies in the phone book, references in monographs, calling counseling centers, etc. did not produce results. Each interview that did, in fact, materialize came in some way through the researcher's personal resource network. Often the link was highly tenuous. X mentioned Y who recalled M leading finally to R. Inevitably these interviews did come through. One interview occurred by my fortuitously being in the right place at the right time; a luncheon neighbor at the Lindenwood Colloquia proved to be a rare private practitioner of life planning. The high level of competency of the resulting sample served to confirm that informal nomination is an effective means of comprising a sample.

Upon initial telephone contact with each potential candidate I introduced myself and explained that as a Lindenwood masters degree student I was doing research upon the state of the art of life work planning in Southern California and that so and so had suggested that she might have a contribution to make. If the woman demurred or stated that she did not consider herself to be a life planner or was unfamiliar with the term, I dropped the matter after thanking her for her time and attention. If she acknowledged being a life planner but was unable or unwilling to take part in my research for whatever reason, I questioned her about reading matter and other ways to broaden my own horizons. Everyone was

cooperative, contrary to my expectation.

The twelve women who comprised the eventual sample (each described individually in the appendix and compared in figure 1) represented varied work situations. There were nine affiliations with sites of higher education, seven representatives from the three women's centers mentioned above, three private practitioners, one organization developmentalist, and one woman, who, in addition to her work with women, also served teenaged orphaned children. All were vital and vibrant and contributed much in time, energy, and information.

In keeping with the grounded theory methodology, I designed the interview questions without preconceived ideas of where we were going category or hypotheses-wise. My aims were three-fold: to provide a broad ground of data from which to draw, to include some multiple-choice questions along with the open-ended ones and to ask basic, uniform questions of each interviewee.

In both designing the questionnaire and conducting the actual interviews, I used the analogy of driving a manual transmission car as a model to strive for. Even as there is a point of release on the clutch that will keep a stopped but running car immobile without applying simultaneous pressure to the brake, so too did I hope to reach that point within each interview. Too much pressure upon the clutch will allow the car to roll; too little

pressure will kill the motor. I hoped to design a questionnaire that would keep each woman talking within the confines of my broadly defined subject, but that would not be so restrictive as to stop the latent content from coming through. I am convinced that often people do not know how they know what they know. It has all been so thoroughly assimilated into the personality, taken for certainty over such a length of time, that it remains in the pre-conscious submerged and ignored. This seemed to me to be the very information that needed to be exposed in order to make sense out of my subject.

After completion of the questionnaire, it was given a test run on a practice subject. This mock member of the sample had much to recommend her. She is an articulate and intelligent woman, well-centered within her being. She works simultaneously at two of the three centers within the Los Angeles area that provide life planning training for middle class women: The Aware Center in Santa Monica and The Center for New Directions located on the grounds of Los Angeles Valley College. In addition, because of the close rapport that exists between us I knew that I could trust her to provide honest and tactless evaluation of both the questionnaire and my technique as interviewer.

After considering the tape of this trial interview, additional questions that seemed almost redundant were

added in order to be sure that there were no blind spots or serious omissions. This trial run also served to demonstrate that the interviewing process would not in actuality be as lengthy as I had envisioned it to be -- what seemed like at least an hour and a half's worth of process took just over forty-five minutes.

A second trial run was then performed with another subject chosen because her dual role of director of facilitators and director of program at The Center for New Directions provided a unique vantage point. This M.S.W. is most articulate and highly sensitive to the process underlying transactions. I knew that, like her predecessor, I could rely upon her honest evaluation of myself as interviewer as well as of my instrument. She did not disappoint me.

The result of this final practice session was that I reordered the structure of the questionnaire, beginning now with questions about clientele, because this seemed a low-key and non-threateningly impersonal way to begin. My original final question regarding the practitioner's own subjective definition of life planning was also reordered; it was placed right after the demographics regarding clientele.

The questionnaire that was finally used was divided into five sections. Following definition of clientele came each individual's own definition of life planning.

In third place was a section of questions which explored the practitioner's background. Following came questions regarding the realities of the actual practice. Finally there was a group of questions calling for varying evaluations on the part of the interviewee.

The wide divergence of responses that I was receiving from my mostly open-ended questions led me to believe that I needed, in addition, some concrete basis of comparison. Therefore, in keeping with the tenets of the grounded theory methodology, I incorporated two additional questions after the trial runs and early interviews had been completed.

To the third and subsequent interviews I added the additional component of asking each of the remaining subjects to respond to the party portion of Richard N. Bolles' The Quick Job-Hunting Map, 1975. This simple procedure, based upon the work of John L. Holland, is designed to quickly elicit what skills predominate in one's repertoire on the basis of what group of people one is attracted to, the rationale being that like attracts like. I was interested to find out whether or not there would be a consistent pattern of choice within the many options available.

In addition, the last three interviewees were asked to design a training program for potential life planning professionals. I hoped that such concrete

demonstration of beliefs would throw new light upon some of the fragmented segments that were coming through and serve to unify them.

The process that I used to analyze my data can be described in the following manner. First and still continuing, I read the above cited literature about grounded theory discovery and traditional research methodology. Meanwhile, I collected my data and had the interviews transcribed. I then separated from the data the areas where I was measuring quantity and computed the average and mean salaries and ages of the respondents. I alphabetized and numbered the respondents responses so that the information contained in their literal words could stand alone, independent of the persona of the practitioner.

I then read through each transcript many times. I began to compare the individual definitions of life planning, frustrations encountered, attributes for a life planner to have and forecasts for the future of the field. I recorded on separate sheets of paper the practitioners' conceptions of what motivates their clientele, theorists or influential authorities, authors and newsletters currently being read, and names of authorities mentioned non-specifically through the course of the interview.

At this point I was greatly frustrated. The data were so diversified that they did not form into categories. It was not a situation of comparing apples and oranges

but of monkeys, shoes, air and ships. The link that permitted a basis of comparison was so abstracted that it was not conducive to usable results. Some of the initial categories that I considered were facilitators and teachers, those who relied upon their own experience and those who were influenced by theorists, different ways in which practitioners knew if they were successful, and eventually on the basis of how many times the words "eclectic" and "assertive" were used. I was at this point very involved with my data; it had taken on a formless life of its own.

I continued to read the texts and gave it some time. One paragraph of Glaser and Strauss' tantalized me; I read it again and again.

Whether the sociologist, as he (sic) jointly collects and analyzes qualitative data starts out in a confused state of noting everything he sees because it all seems significant, or whether he starts out with a more defined purpose, his work quickly leads to the generation of hypotheses. When he begins to hypothesize with the explicit purpose of generating theory, the researcher is no longer a passive receiver of impressions but is drawn naturally into actively generating and verifying his hypotheses through comparison of groups.
(p. 39)

I had formed a strange bond with the data and we were going around in circles; we were not making sense together.

Eventually, I determined that I was in a rut because my emphasis was upon the field itself rather than upon the individual practitioners who are presently giving form and definition to this fledgling field. I was well into

my research when a mating of frustration and desperation produced the idea of trying to use each separate practitioner as a category. It sounded way out, but I tried it, and suddenly everything fell into place and began to make sense, leading to a more productive analysis of my data.

Life planning is planning life-worth-living.

Robert A. Campard

The overwhelming finding that emerged from my research was the vast diversity that is incorporated within the differing realities of life planning. In keeping with the tenets of the grounded theory method of conducting research, I began collecting data with as few preconceptions as practical. The data began to pour from me and the theory is down. Therefore, I asked mostly open-ended questions in order not to lead or influence the respondents. During the course of each individual interview I did not make personal comparisons with any of the other interviews, knowing it to be more valuable to keep my own theory grounded in the data and not.

In order to establish a basis of comparison the interview questions were determined in advance. The data was allowed to explore naturally meaningful conceptual areas and themes when a researcher begins gathering data.

CHAPTER III

FINDINGS

Life planning is planning life-worth-living.

Herbert A. Shepard

The overwhelming finding that emerged from my research is the vast diversity that is incorporated within differing realities of life planning. In keeping with the tenets of the grounded theory method of conducting research, I began collecting data with as few preconceptions as practical. The data become the ground from which the theory is drawn. Therefore, I asked mostly open-ended questions in order not to lead or influence the respondents. During the process of each individual interview I did not make internal comparisons with any of the other interviews, knowing it to be most valuable to keep my own energy grounded in the here and now.

In order to establish a basis of comparison interview questions were determined in advance. Latitude was allowed to explore seemingly meaningful tangential areas because when a researcher begins gathering data

within the grounded theory methodology he/she doesn't know precisely what is needed to be known. Twelve interviews were completed from the identical questionnaire.

Analysis of the data collected from the twelve interviews is presented in the following order: (1) background and education of practitioners; (2) paths into the field of life planning; (3) individual theory and practice of life planning; (4) values and orientation; (5) clientele; (6) earnings -- volunteer versus professional; (7) comparative rating of success; (8) self-application of life planning; (9) prognosis of life planning. The appendix contains a chart giving objective information about respondents (figure 1) as well as a description of each woman.

Background and Education of Practitioners.

The backgrounds of these twelve practitioners divide into two distinctive groups; seven women fall into one group and five into the other with the remaining woman making the transition from the former group into the latter. The majority married relatively early in their lives and allowed their husbands to be the main financial support of the family confining their own main efforts to the role of wife/mother/homemaker.

The smaller group have consistently incorporated employment into their life patterns, and, in the process, have experienced varied occupations. They have moved from

job to job with some frequency, thereby obviously gaining practical experience with which to help their clients. One woman's career includes experiences as a magazine editor, a fourth grade teacher, a market researcher, a guidance counselor and a health surveyor as well as her present work in the counseling center of a major university.

Another woman, of only 32, has worked as a high school teacher, a research coordinator for a community mental health center, a specialist in early childhood education and as a laboratory leader with Dr. George Bach through the Institute of Group Psychotherapy.

Interestingly enough, a strong commitment to personal development through formalized education is prevalent whatever the background. The working women have all combined career experience and advanced education in an ever ongoing process. One professional life planner is currently earning her master's while another has reached the post-doctoral plateau. Two are presently doctoral candidates, while another is contemplating beginning her doctoral work. The remaining woman, who made the transition from non-employed to professional, has completed all the requirements for her doctorate except for the completion of her dissertation.

None of the seven women who married at the traditional time and settled in for a career of homemaking was pressured to work by financial need. However, as

their children grew less all encompassing in their demands, these women experienced a need for more stimulating pursuits and returned to school. Rather than aimlessly drifting from course to course however, with only one exception, they were goal directed and worked toward and achieved degrees, one B.A., the rest, masters.

Coupled with the pattern of respondent as student is that of respondent as educator. Ten of the twelve interviewees have backgrounds in the field of education. These range from working as a consultant test administrator for a large private school to combining work as a Lutheran minister with program development on a university campus. Several have been teachers, while two have worked as college deans. One woman, early in her career, worked as a Goddard faculty assistant. Both of these patterns of respondent as student and educator indicate a commitment to and a belief in education.

There have been multiple changes of direction both within career paths and educational paths of these women. Personal lives have included divorce, illness, pulling up roots and moving across the country, and, in one case, after spending three years in Japan encountering great difficulty in readjusting to life in the United States. They all remain goal directed; actively striving rather than passively drifting.

Paths Into the Field of Life Planning.

Examination of how the subjects of my study came to be working as life planners brings out two evenly distributed groups. Six of the practitioners entered the field as the direct result of their own need for such a service at some point in their own lives. Finding or not finding such counseling available, they chose to provide such service to others. One, in fact, instituted such a center in Los Angeles and two others were involved early in another center's inception, an outgrowth of their participation in UCLA extension's group counseling for women. Most were housewives who needed careers to provide more meaning in their lives and experienced the search for what to do. Typically they went back to school for training and most chose counseling as a result of good experiences in those subjects. One practitioner reports:

As is typical, I guess, I needed life planning at a critical point in my own life, when I had my three children in school and realized that being a housewife wasn't enough for me. I'd had two years of college education and had to make the decision of what I could do with my life at that point.¹

A few older practitioners reported that they had already prepared for one career early in their lives until they could stop to marry and raise their families. When they

1

Because some of the respondents wished to remain anonymous and others wanted censorship rights, the decision was made not to identify any of them.

decided to resume working, they found that they couldn't go back to their original plan. One practitioner, who works as a co-director of an advisory center among other areas of her voluntary work, reports:

I'm a recycled first grade teacher. I can identify very well with these people who decide in mid-life that they'd really like to do something else because that is exactly what happened to me.

When I chose teaching twenty some years ago I thought that was my life's work and exactly what I wanted to do, and at that time it seemed to be. I truly loved the work. Then I started raising my own family and suddenly tried to go back to teaching through substitution and found that I was taking the phone off the hook before it could ring. So I realized something had happened. It wasn't turning me on the way it used to, nor could I see myself in the field.

She now spends a significant amount of time convincing others that there is nothing wrong with making a career change, that it is indeed strengthening to change directions in mid-life.

The other half of the sample are those women practitioners who typically have a more non-conventional life experience in that they have regularly taken responsibility for supporting themselves. Half of this group is married and the other half is not. They report a diverse but steady work record with multiple jobs. Two were college deans who recognized their students' needs for life planning help. Two were teachers; one provided vocational counseling in addition and the second trained with George Bach and presented aggression workshops at

The Career Planning Center which led to her entry into the field. A fifth was a minister who, suddenly faced with losing her job, trained with Richard Bolles. The sixth was a counselor who turned to counseling as a profession to fill her own growth needs and was instrumental in starting a center for women needing life planning.

All six of the women in this group have entered this field as a natural outgrowth of their own career paths. They unanimously indicate that they can advise their women clients better because they have not only a working history but have experienced changes and non-directioned living and have benefited from life planning themselves.

Whether the twelve practitioners have had complex career paths involving diverse working experience and/or whether they have entered the field through their own personal need, they all have such experiences as a basis from which to draw theory and methods of practice to assist other women to take charge of their lives.

Although none of the life planners had experienced formal schooling culminating in degrees in such a field, all had been certainly influenced by direct experience from courses offered in university extensions, private laboratories and centers established to help women. Several have indicated that both Eleanor Hoskins of The

Career Planning Center and Adele Scheele of Social Engineering Technology were colleagues whose theories were particularly helpful.

The range of supportive contributing fields whose literature these women claim as influential is impressive in its breadth. Women indicated reading and incorporating ideas from career counseling, organizational development, and a broad range of psychological theories. Richard Bolles was cited by half of the sample as influential to their practice; Carl Rogers and Abraham Maslow were equally cited by 40%, and Richard Irish by 33%.

Some of the other influences that were individually mentioned, presented in alphabetical order are: Bach, Bandura, Benne, Bennis, Berenson, Berne, Brandon, Bueller, Carkhuff, Chin, Colbert, Ellis, Erikson, Freud, Glasser and his Reality Therapy, Gould, Greenwald, Grunewald and his Direct Decision Making, Haldane, Holland, Jackson, Jourard, Jung, Lathrop, Lewin, Mareno, May, Patterson, Prokoff, Satir, Scheele, and Sheehy. Interestingly, one added that Donald Super was a negative influence.

These practitioners are activist in their approach to the development and refinement of theory as an ever ongoing process as exemplified by their reading habits. One woman reports:

I can think of very few things that have not been meaningful to me. I read in all kinds of directions. I can't begin to delineate for you the range of interests that I have. What books?

I guess the most recent book that I'm reading is a book on the bicameral mind, consciousness. I don't have the title in front of me. I've been rereading Jung recently. I'm interested in the whole field of holistic healing. I read biographies. I'm reading Growing Old In America; I'm interested in the field of aging. I read a lot of theater and poetry...Otherwise I read the New York Review of Books, Harpers, Barrons, the New Yorker, things like that. It's very eclectic. Wide range reading. I read the women's magazines because so many women are affected. I always read Family Circle and Woman's Day because women are forever coming up with articles they've read. I read McCalls. I read. I certainly glance through them. Because I find that women -- the women that I see tend to have read things and I want to keep up with them.

Several respondents were equally eclectic in their range of current reading matter. Two journals were mentioned by three women as valued: those of The American Society of Trainers and Developers, and The American Personnel and Guidance Association.

All of the evidence so far cited serves to demonstrate that the field of life planning for women is still evolving in form. How this infant field develops is dependent upon who is and will be participating in its development.

Individual Theory and Practice of Life Planning.

Individual definitions of life planning were interesting to compile. They were obviously influenced by the theorists mentioned above, but more importantly grew from a cultural, timely convention for women learning how to take charge of their lives.

The most typical responses are:

Life planning is taking pieces of puzzles and putting them together, and my whole life has been built up to come to this conclusion. Combination of enjoying a variety of non-educational work experiences, in other words experiences in the world of work, being an educator, therapist and somebody committed to educating a variety of people, particularly women...

I think career planning in its broadest scope is a way of synthesizing how you are going to direct your energy and your time in personal, educational and work dimensions of your life.

Life planning is a total process, comprehensive process of self-assessment, skills and values classification, commitment to a route, route of one's life with the ideal of the optimal.

Yet in contrast come replies nearly denying formal planning:

I guess I don't believe in life planning. I don't believe you can plan your life. I believe that life is a process and I think somewhat along the lines of Erikson that until you sort of work through one phase of your life or one step in your life that you don't easily move on into the next, and I don't think you can plan for the process.

That's a very large question. I guess my answer for that is whatever helps you the most. Whatever helps you to deal and cope with life the best should be your life plan.

As the above material exemplifies the respondents ranged from professionals quite accustomed and comfortable with the concept of life planning to those for whom the term itself was new. One conceived of it as planned career moves for women so as to accomplish more within their working lives than just earning a paycheck

haphazardly. Three saw it as a way of carrying through the stages of adult development. Four portrayed it as an attempt to incorporate holistic living into one's life process. Two described it as coping with change. One conceived of it as re-evaluation of the past so as to form the present into a passage to a desired future. One woman's answer incorporated all of these varied interpretations.

One explanation for the wide diversity of responses is that innovativeness and well-developed imagination are qualities valued by life planners. Their consistent use surely must contribute to originality of outlook.

Underlying all of the answers was the implication of movement -- a way of getting from here to there. Some specifically stated and others implied that one aspect of it was in helping the client to see herself as being in charge of her own life -- the driver rather than the passenger. A strong strain of optimism ran through it all.

Certain patterns stand out in bold relief from the background. One is humanist in conceptualizing reality. Maslow was the influential theorist mentioned more often than most. Even the women who did not mention him specifically share a philosophy in which they conceive of life as an ongoing process of possibilities capable of development into actuality. One woman, who directs a CETA program makes an interesting observation.

The basic group of people who would call themselves humanistic existentialists -- Sidney Jourard, Maslow, Eric Berne. I guess you could say Maslow in talking about priorities. Except for one thing. When you talk about a hierarchy of needs. One of the things that I learned in working with a welfare woman living in a housing project is that she wants just as much to do something that is satisfying as does the woman who has a masters and a PhD and is unemployed, and they'd just as soon not work and live at a lower level so you could say they are just as interested in self-actualization even though maybe someone from the outside looking in might say, "Gee, you have some other needs you'd better take care of first. Why don't you get a job in a factory so you can take care of those needs?" Well, she won't do it. She wants to be a nurse and only has second grade math; she still wants to be a nurse. She's just as interested in self-actualization.

(Editor's note: This practitioner's findings might be useful to the legislators responsible for our nation's welfare bureaucracy.)

In keeping with this humanist conceptualizing of reality is the emphasis upon the unique qualities of every human being. One woman states:

...I firmly believe people should reach for their highest potential. Everyone's highest potential is different.

Another says:

Each person is different. That's why I think it is very hard to define it. I play it by ear and for that I think what a person needs is a natural sensitivity, empathy and understanding.

A third woman says, "I can't compare myself with my sister colleagues because they are all different." While still another respondent finds:

They come in at such different places. They all really come in at their own place and what I like to try to do is find them where they are and take it from there.

As a result of each individual client's coming in at her own place a multitude of different aspects of what life planning incorporates was forthcoming. Some of the various components identified are: (1) assertiveness training, (2) career building, (3) changing employment, (4) clarifying, prioritizing and ranking values, (5) counseling (one on one), (6) decision making, (7) developing self-esteem, (8) generating alternatives, (9) goal setting, (10) instructing, (11) legitimatizing and making socially acceptable the whole process of actively planning one's life rather than relying on "luck" or passively drifting, (12) modeling, (13) network building, and finally (14) support system development.

Values and Orientation.

While, of course, the values and orientations of the practitioners were expressed throughout the body of the data, two specific slices of data are herein concentrated upon. One of these includes each practitioner's definition of the most important attributes needed by a practicing professional life planner and one actual attribute evidenced by all twelve respondents. The other makes use of a multiple-choice instrument.

The "party exercise" from Richard N. Bolles' The

Quick Job Hunting Map was used in the last nine interviews to determine how each woman internally defined herself. This particular instrument was chosen because it is short, easy to administer and non-threatening.

The "party exercise", based upon the work of John Holland, is a tool devised to divide individuals into personality types as a preliminary step to the identification of skills. It is based upon the simple premise that like attracts like; one can be classified by the company he/she chooses to keep. The subject is told that she/he has gone to a party where people with the same or similar interests have, for some unknown reason, grouped together in six separate groups. The subject is asked, "Which corner of the room would you instinctively be drawn to, as the group of people you would most enjoy being with for the longest time? (Leave aside any question of shyness, or whether you would have to talk with them.)"

After a while all of the people in this group leave the party and he/she is asked to then join the group that is the second most appealing. Eventually this group too departs and the individual is again instructed to join the one of the four remaining groups that she/he would "most enjoy being with for the longest time."

Bolles descriptions of the types of people to be found in the six different groups are:

- A People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.
- B People who like to work with data, have clerical or numerical ability, carrying things out in detail or following through on other's instructions.
- C People who like to work with people -- influencing, persuading or performing or leading or managing for organizational goals or for economic gain.
- D People who like to work with people -- to inform, enlighten, help, train, develop, or cure them, or are skilled with words.
- E People who have artistic, innovating, or intuitional abilities, and like to work in unstructured situations, using their imagination or creativity.
- F People who like to observe, learn, investigate, analyze, evaluate or solve problems.

I reasoned that if one specific pattern of choice was reflected across the spectrum of practitioners it would be highly significant -- indicating that the same basic and functional skills cut across their diversity of backgrounds. I also reasoned that if no particular pattern emerged, with each of the groups receiving broad representation, that would be significant -- indication that this field was dependent upon a broad breadth of skills.

Neither of these polarities of pattern materialized. I compiled a weighted score from this quantitative segment of the data by assigning three points to each first place choice, two points to each second place choice and one point to a third place choice. (As example, a choice of A,B,C, would be scored A=3, B=2, C=1).

In the resulting total score A=0, B=1, C=12, D=24, E=7 and F=10. D was mentioned by all of the respondents. It is significant that out of over a hundred possible combinations of letters, three individuals, out of the nine that represented this sample, chose the combination of D,C,F. A full two thirds of the sample, six women, were first attracted to D, the social group. It is not surprising that this group received such a major response.

The "party exercise" provided one explanation for a frustration that I have been grappling with for some time: why so little research has been done in this field, why there exists virtually no literature on life planning per se. The B category, people who enjoy compiling data, received only one mention in third place. So far life planners have been more clinical than research oriented. Three possibilities exist regarding the future: either practitioners will limit themselves to what they like or they will have to learn new skills or they will have to call in professional researchers and evaluators to verify and suggest new ways. That this research might not be done is not a viable possibility.

The multiple answers to the question, "What are the most important attributes for a life planner to have?" separated into six broad categories. The greatest representation went to the ability to empathize tied with

the category of being able to relate and communicate. Creativity was the third general category of valued attributes. Under this heading are included the ability to create clarity out of confusion, to conceive of creative ideas and to generate options.

Knowledge of the reality of opportunities was also stressed. Experience and education were found to be factors helpful in giving one the skill to advise others about the working world. Analytic ability also fit into this category.

Three practitioners valued the ability to maintain objectivity, herein used in two separate senses. The first is to refrain from being judgmental of the client; the other is to not allow one's self to become hooked into the clients' behavior patterns.

The last categorized attribute is deep and genuine self-knowledge. Centering was also included in this category. This was conceived to be an ever ongoing process rather than an obtainable plateau.

Interestingly, one practical attribute is exhibited by all twelve practitioners. One woman movingly testifies:

...a greater belief that one can learn to do anything. I learned that in coming here and not doing well and finally suddenly getting a handle on it and going from the bottom to the top. I really believe that people who have the patience and the tenacity can do it. And I think I'm able to communicate that.

The message is clear; I can because I did, and if I can do it you can do it too.

One of the primary components of Richard Bolles' The Quick Job Hunting Map, cited above, is the identification of functional skills to be transferred from one setting to another. As part of this process, in order to develop self-concept, the words "I can do, because I did do" are repeated over and over again, constantly bombarding the participant in the manner of a high exposure television commercial. The technique is effective.

In the same vein the subjects of my study enforce this concept by modeling the reality. Whether it is expressed directly in words as in the example above or as exemplified within their own lives, these women demonstrate that they can because they have. They have succeeded in returning to school, earning degrees, changing career directions and beginning new careers. Their enthusiasm, optimism and expertise are available to motivate the client.

Clientele.

The clientele of the practitioners can be described as falling within a middle range -- middle class, middle income, middle age range. The majority fall between the ages of 28 and 50, although some clients are as young as 17 and some as old as 75. Some clients are newly single;

many are not. Some have had previous or current experience in the business world; many have not. Some clients are students of various ages.

There are two exceptions to middle range clientele. First, one planner's clientele is made up of low income women enrolled in the CETA program. A second exception is another planner's voluntary work in vocational planning with unplaced foster teenagers. Overall, however, clients fit within the middle range.

Practitioners vary in their opinions as to what motivates their clients to seek their services. Twelve practitioners gave twelve varied and complex answers. These included: "Extreme pain. Confusion. Desperation." and "Most of them really want to work." Some gave credence to the force of the women's movement, which has changed society's mores to the extent that it is no longer as acceptable within their social world to be "just" a housewife. Being is no longer enough in itself. One must now work at doing something in these clients' circles. It is the rare middle class woman who does not feel defensive if she is only taking care of her household while female friends, neighbors and relatives are rushing around occupied with more prestigious pursuits. The "empty nest" syndrome was mentioned as one motivating force; the loneliness inherent in our current life style of nuclear families and less than close-knit neighborhoods was seen as another.

The word "change" was a common thread that ran through most of the answers. Some of these changes were identified as coming from outside the individual; some as coming from within. One respondent answered:

Anxiety. A deep felt need for change or growth or improvement. I really believe that there is an innate need for growth in life and that it pushes us to do more, or to learn more or to make changes.

While another said:

I would say that most of the women who come want to change the direction of their lives to some degree. A lot of it is the impact of changes that are going on about them...The reality of perhaps some fantasies they were going to pursue once their kids were raised. The fact that you can no longer perhaps become a movie star or a model or dancer or singer, those kinds of things, the reality of the job market when you're faced with the reality of not looking 25 anymore. The fact that if you don't get with it soon, if the job market is what you're seeking, the fact that you're over 40 in our society is a no-no. When you're over 30 you've got to use a different cream and the fact of those decade cutoffs for employment and things like that are around us all the time. Whether they're actual or not, in print or on TV, they keep impacting you with the fact that you are getting older.

Another reply was:

I think in general people are motivated for career development for three reasons: for personal growth, self-exploration, they come out of personal crisis or they come for professional growth. These three kinds of reasons.

Whether change was found to be the motivating force explicitly or implicitly; whether it was the desire to change in that the word change was used synonymously with the word growth, or whether it was in reaction to a changing personal

world, change in some form was the common denominator uniting their replies.

Yet, one frustrating pattern from the description of clientele emerged -- the magic wand syndrome. In this syndrome the expectation of the client seems to be unrealistic to the practitioner. The client comes in search of a fairy-godmother who will wave a magic wand to make everything all instantly and effortlessly better. This frustration was described in different ways:

Not being able to do enough for people is frustrating. You are simply not capable of helping them in the way they need to be helped or because they can't allow themselves to be helped in the way you feel you could best help them.

Whether it was directly stated as "unrealistic expectations" or more obliquely present, this theme was common to the majority of the interviews.

Earnings - Volunteer Versus Professional.

The data regarding earnings leads to the conclusion that top salary is not the chief motivating force bringing these women into the field of life planning. It is possible to be in the top 1% of the nation income-wise from the practice of life planning as illustrated in the article about Janet LaRouche (see appendix). It is significant, therefore, that these twelve women have by and large chosen to remain at the other end of the spectrum.

Only one practitioner of twelve supports herself by her life planning earnings. A full half of the sample of twelve are additionally or solely supported by their husbands' earnings; some, therefore, can afford to serve as volunteers. As such they have the luxury of not being forced to promote their own careers and thus can experiment with different options. One woman realistically states:

I'm telling you I have sort of one foot in two pots. And not a total commitment to either. In a way that I would go after it if I had to. If a big income were an issue I would change my life and I would go into a lot more workshops and make a much more firm commitment.

None of this group of volunteers earns more than \$2,000.00 per annum from the practice of life planning.

Of the remaining five practitioners, all of whom are self-supporting regardless of whether they are married or single, two do life planning as a portion of their overall jobs within the counseling centers of major universities. Two others supplement their life planning earnings by other outside employment and the remaining woman is transiting from the field of life planning to that of organizational development where she envisions earnings between \$30,000 and \$40,000 per annum.

In comparing their pay scale to that of their peers within the field, three women, two of whom work in a volunteer capacity, find their pay to be equal to that of their colleagues while five consider their pay to be

lesser. The remaining seven did not reply to the question.

In summation, the income derived solely from the practice of life planning of these twelve women ranges from nothing up to \$10,000 per annum. \$4,000 per annum is the mean or average salary, while \$5,000 is the median and \$2,000 is the mode.

Comparative Rating of Success.

One's view of one's own success is difficult to define and measure. It is a highly emotionally charged subject within our society, complicated because both males and females receive double and somewhat contradictory scripting. As a nation, Americans put great emphasis upon "being successful" -- a vague and subjective concept. The value of "modesty" is also incorporated into our scripting, particularly noticeable for women. Children learn early in life that it is impolite to blow one's own horn.

For the purpose of this study, multiple-choice questioning was used to determine how the subjects envisioned their own success in comparison to that achieved by their peers rather than in terms of their own goals or inner scripting. While the latter source of measurement fits better within my own conception of life planning, the former, being less complicated and less individualized, provides a clear, and therefore, better in this instance, basis of comparison.

Some arbitrary constants were necessary as a basis for comparison. Income, fame, and experience were chosen as factors highly valued by society at large; effectiveness, innovativeness, and quality of training were included as areas of importance to the specific field of life planning. Each practitioner was asked, "In comparing yourself to other life planners who do pretty much what you do, do you consider yourself the same, better or lesser in each of these regards? (1) effectiveness? (2) innovativeness? (3) training? (4) experience? (5) earnings? (6) recognition?"

Two of the women completely declined to answer this series of questions which was included in a section of the interview dealing with the general category of evaluations on the basis that they did not know their peers. Two other individuals in each case did not reply to the questions regarding innovativeness, income and fame.

None of the remaining women who did answer this section of questions saw themselves as lesser in terms of effectiveness, innovativeness, training or experience. Only one described herself as less well-known. Six of the ten conceived of themselves as more effective than their colleagues, while four feel that they are on an equal footing with their peers. The majority, seven, describe themselves as more innovative; two used

superlatives in their descriptions; only one found herself to be only equally innovative. Regarding both training and experience, the balance is seven in the upper ranges to three in the middle category. A more even balance exists in the area of recognition; four see themselves as better known, while the remaining three are equally well known as their peers.

It is interesting to note that the four women without actual experience in the working world either declined to answer or consistently rated themselves lower than the other respondents did. Overall, then, in these five areas these women consider themselves to be highly successful. The practitioners' positive self-images are further evidenced in their self-applications of life planning.

Self-Application of Life Planning.

This sample of life planners indicated great personal optimism and enthusiasm. A very positive note exudes from their words. When she was asked what she foresaw for her own personal future one woman replied:

I have no idea. I say that with complete confidence. That whatever I get into next will be something very satisfying and probably very exciting. I really don't know where I'll go next. I'm interested in holistic healing. I'm interested in gerontology. I'm interested in the aging process. I'm interested in all kinds of things and I don't really know what I'll do next.

All conceive of themselves as being actively in charge of their own lives. There is congruence in their self-confidence. Their physical bearing, manner, speech patterns, tone and inflection match the message contained in their words. They actively reach out to make contact with life. One example is the following exchange.

A. ...I'm really actively educating myself. My choice.

Q. What about informal contacts? Talking to other people?

A. Always talking. I talk to strangers all the time. I practice exactly what I preach. If I sit in a waiting room and someone's there I say what kind of work do you do and I talk to them. And if I run across someone that's doing something similar, then I'd better practice what I preach.

The enthusiasm is contagious.

For these practitioners it seems that the practice and process of life planning itself is double-ended. In the process of assisting others from their own experiences, they also achieve renewed energy and add facets to their own life development. Life planning is a lifelong process and by serving as catalyst for others, these women creatively build their own lives. They both give and take in a vicious circle that works to everyone's mutual betterment.

Searching the transcripts for negation or exception to this theory, I found instead corroboration.

Maybe what life planning really means is that if one is to be facilitative for other people you have to take a very careful look at your own life and what your own life is about, and I don't think you can facilitate in someone else what you are unable to do for yourself. So I feel that I learn as much from the women that I work with for myself by the very fact that their lives are different from mine; their backgrounds are different. The problems they are struggling with or their life events are different, and hopefully in sorting out my own life I am able to help other women to sort out theirs when sometimes they've never even bothered to kind of take it apart and look at it. I see that as being a very important thing, helping people kind of sort out what's going on, what part can be worked with and what part has to be put aside for now to be worked with later possibly.

This is not an authoritarian model with one person dispensing "wisdom" and others lapping it up, but rather a shared activity -- learning together.

Interestingly, all of the interviewees are present oriented rather than future. In one definition, futurist might be a synonym for life planner; one way to explain what a life planner does is to say that he/she helps to make a self-designed future practicable.

In envisioning their own anticipated futures none of the practitioners was specifically goal-directed. No one reasoned in X years I want to be at point Y and therefore in order to get there I must do O, Z and Q. If they have a set future destination mapped out, they are traveling towards it by slow freighter rather than by streamlined jet. They are not focused; they haven't carefully designed a career; they operate without a detailed master plan.

An advantage of the slower route is the opportunity it provides to diversity and sightsee along the way. An eclectic pattern runs consistently through the lives of these practitioners. They are eclectic in their educational path, their career paths, their reading tastes and/or their present pursuits and interests.

This wide range of experiences combined with the reality that many of them are coming from where their clients are currently serves to promote them as role-models to the latter. They are farther along the path to androgyny than their clients. They are more self-confident because they have had more and varied experiences incorporating more than the tedious repetition of the same experiences over and over again. They have avoided and/or overcome the paralysis of fear which results in the "yes but" game in which the player erects self-defeating obstacles to career objectives.

Prognosis of Life Planning.

In predicting the future of the field, the incoming data was so diversified that no series of patterns were forthcoming. Each answer was individualized. In some cases the answers directly contradicted each other. While some predicted its demise, the majority thought the field was growing and becoming more valued.

More exciting theories, more sharing, more taking the informal system and formalizing

it. More support groups built in organizations. Quality of working life improved.

Maybe some interesting changes. I'm not sure what they'll be. The whole legal thing is looming on the horizon as a tremendous social concern. People are demanding accountability, responsibility in professionals, and it has useful aspects in that people are becoming more aware of themselves and what can be done. There is less of the mystique around professionals. But at the same time it is cluttering the work that you could do with preventive measures and legal concerns about possibilities and how one has to test oneself as a professional in order to be saved from litigation. I'd say that's probably the most serious thing and the thing that is most apt to influence our practice.

I don't know if I foresee this or not. This is what I wish would happen. I wish industry would open up more training right at the industry so that in terms of the whole way I would see the field working related to an educational system would be -- say for the college student -- that a person would go to college and do the Robert Hutchin's number which is, you go and you study things that interest you because you like them for their own sake and you don't worry about what kind of a job you are going to get. This would be all the people who are interested in liberal arts and all sorts of things. Then when it came time to get out and the person was interested in a career, they would come to a center something like this or maybe the university counseling center would be more developed, some of them are, and they would begin to give thought concretely to what to do next. Then they would make a decision, and there would be specific training programs for those jobs at the site where those jobs are performed, so that the person doesn't then have to go, after they have graduated from UCLA to LACC, to get a certificate for some program that still might not qualify them for a job when they finish it. That they would go straight to TRW or to IBM or whatever, and some of this being done, but it's not being done enough. Then the industry would take the educative function at that time.

That's one aspect for one group of people.

For another group of people, I see this even with little kids. Some of them do not in any way want to engage in any kind of activity that they don't see as immediately real. They might need to be learning how -- learning in school by working. So if the kid can read, maybe what they have to do is be a peer tutor and teach other children to read, and what they ought to be learning is about child development when they're in the sixth grade. What stages of growth do they go through? Why don't they teach Piaget to sixth graders? They might be real interested in it. Then they can go down and study the kindergarteners and then study the second graders and do tests with the different ages and see the differences, and that would be really interesting. Then those kids would continue through and they would do different kinds of field work all the way through junior high school and high school, and by the time they got to an age where they were ready to work they might have a picture of what kind of work they'd like. They might not be interested in doing the same kinds of things they did in field work all through these times, but they would have had a lot of different experiences then when they got new information they could put it to use in making a choice. All of it would be very concrete.

A growing optimism was prevalent in many of the respondent's conceptions of the future of the field; the same optimism so many found in their day-to-day practice of looking ahead.

In keeping with the grounded theory methodology of qualitative analysis of data, the sample of this study was not a random one but a carefully selected group of extraordinary women.

CHAPTER IV

CONCLUSIONS AND PROGNOSIS

The circumstances of men's lives do much to determine their philosophy, but conversely, their philosophy does much to determine their circumstances.

Bertrand Russell

A clear concept of who life planners are emerges from this in-depth study of twelve of its practitioners. They come from a variety of training; from formal studies of psychology, vocational counseling, sociology, school administration to informal courses and seminars on life and career planning. In addition, they have all understood personnel search for more meaning in their lives and have changed their careers.

These twelve practitioners have come from incorporating and valuing life planning within their own lives to providing such training to others. They serve women clients with distinctive needs. Their predominant clientele, at this time, consists of women not unlike themselves.

There is, however, a vastly larger potential

client population. Children can be taught to value and plan their lives, so too the elderly. Courses in life planning might well be taught in prisons and in convalescent hospitals. Corporations might offer training in life planning as a fringe benefit for their employees. People in mid-life might habitually begin to plan so as to derive full benefit from their twilight years, ten or twenty years hence. The possibilities for this burgeoning field are endless.

At this time, however, the definition of the field of life planning itself is still in its early development. Much research is needed to define its parameters. Theory needs to be formalized, extended and recorded. Other colleges and universities will certainly follow Lindenwood's pioneering in offering graduate programs in life planning. The field will surely grow to have a respected, unified and well known place within American society. All of this lies in the future.

Because this study deals with one specific segment of the field, life planning for women, it is well to focus upon this area. At this time life planning for women is still in its early development as a field. As of now, a number of individual practitioners and centers work independently from each other with little communication or interchange. The stringent demands of one's own practice combined with the wide range of other employment,

volunteer work, interests and other enthusiasms that are incorporated into the lives of these twelve women as examples limits one's opportunities for awareness of what other practitioners are doing. There is not yet at this time an association of life planners. There is not yet a trade publication broad enough to cater to the range of this spectrum. As this emerging field develops, communication channels will of necessity be formed. On a local level this might occur in the form of a newsletter, or an informal network of practitioners might develop to support and promote each other.

Whatever its form, increased avenues of communication will be a part of the future of the field. Interchange between practitioners will lead to cross-pollinization as marriage/family/child counselors interact with organizational developmentalists with a resulting synthesis of concept and methodology. A new and exciting gestalt is bound to be a by-product of this exchange.

High income can accrue from career/life planning counseling. It is evident that these twelve women all have the skill and the vocational counseling experience to work in such a practice. The fact that none of them has either chosen this route in the past or describes it as a part of her five year envisioned future indicates that her motivation lies in different directions -- that earning money in this manner is not her prime requisite.

In a recent Forbes article, a New York life planner, Janice LaRouche, was cited as earning \$225,000 a year by serving 1,500 clients a year at a cost of \$150 per course. LaRouche trains women to overcome some of the debilitating aspects of their acculturation in our society. She teaches how to take charge of one's life, how to develop one's career. Like the women in this study, La Rouche knows and demonstrates that she can because she did. The incorporation of life planning within her own life preceded and led to her offering such service to other women. The size of her practice demonstrates that there is demand for this service and that it can be a very lucrative field of endeavor.

LaRouche's career as a life planner developed out of her involvement in the National Organization for Women (NOW), a cornerstone of the women's movement.

The women's movement is bound to continue to influence the field of life planning for women at an accelerated rate. The Spokeswoman, June 15, 1977, Vol. 7, No. 12, reports on a representative survey of 1,552 adult women conducted by Market Opinion Research of Detroit for the National Commission of the Observance of International Women's Year. Its findings were "that the women's movement has had a significant impact in expanding the outlook and changing the attitude of American women." The findings of the survey confirmed that only one-third

of its participants still support the traditional roles of woman confined to the home and of man as provider, and that these respondents were over fifty years of age. A second third of the sample supported a "balanced outlook" -- a middle of the road position, while of the remaining third:

The dominant outlook of women under 35 with post high school educations and professional careers is toward an expanded vision of women's place in society. Convinced that women's jobs and careers are as important as men's, these women want to combine homemaking and career aspirations, and want marriages where responsibility is shared equally by both partners. Because women with this "expanded outlook" are young and presumably able to influence current and future attitudes, their response is considered a significant indicator for the future role of women in American society.

The implications of this trend for the field of life planning for women are profound. (It is interesting, however, to note that the average age of the twelve practitioners of life planning who served as the subjects of this culminating project is 44.58 while their median age is 47.5, putting them age-wise closer to the conservative third of the sample of the survey than to the liberal.) Women will need to plan flexible lifestyles; they will need help on a pragmatic level to learn how to overcome job discrimination; new ways will have to be devised of combining child-rearing and careering. The old-guard conservatives will also need life planning services to help them to adjust to the changing mores of society.

The prognosis for the field of life planning for women is highly optimistic.

In summary then, it is my theory that in the process of serving their clients in the practice of life planning the practitioners form with them a symbiotic relationship which enhances the self-actualization of both parties. I predict that the practitioners will continue to provide for their clients role-models of successful, self-confident and achieving women. Furthermore, the future of the field will contain increased interchange between practitioners synthesizing into a new and exciting gestalt. Finally, the women's movement will influence and enhance the field of life planning for women causing it to grow in both size and value.

CHAPTER V

JANUS' VIEW

To teach how to live without certainty, and yet without being paralyzed by hesitation, is perhaps the chief thing that philosophy in our age, can still do for those who study it.

Bertrand Russell

Even as this entire project is made up of multiple minutae, so too is the personal, inner learning thereby derived a compendium of fragments of experience. Time is required in order for learning to be truly integrated into one's being. Even "Aha" experiences are merely recognition of change that has already occurred; that they seem in themselves to be that change is merely illusion. This then is a report of the individual drops of water that combined to fill a cup of some significant change.

It is interesting and ironic that this project relied more completely and solely upon my cognitive skills than any of my other work at Lindenwood, and yet the change that I am aware of resides in the region of

my emotions. The project consisted of the collection and analysis of data -- cut and dried cognitive work. The learning that changed me was experiential, measured by my own feelings in response to each triggering event.

One aspect of growth dealt in differing ways with insecurity -- through mastery of my own and heightened awareness of that experienced by others. I gained new awareness of how other individuals' realities are shaped by their insecurities. I also made some progress in my life-long struggle to understand, come to grips with and conquer my own. This battle with a life-long pattern occurred on at least three fronts.

The first of these "wars" was with my own inner critic. A major victory was won when I brought myself to accept that I could create a good or a not so good culminating project -- perfection was not obtainable. I would not be able to write the perfect questionnaire or find the ultimate answers. In retrospect, it was a very beneficial trimester in that I used a research methodology in which definitive, final answers were not part of the framework. It made me think. Throughout the trimester I constantly came to grips with my own imperfection and moved on.

Another scrimmage with insecurity came about as I began to comprise the sample. The logistics of the total project necessitated formulating my master list of

37 practitioners, from which a sample of 12 was drawn, at the same time that I was reading the literature and writing the first draft of the first, introductory, chapter. The making of the interview appointments came about in tandem with the reading and the first tentative attempts to form my questionnaire. Here again insecurity hampered me.

I conceive of people as having varying quantities of four resources constantly at their disposal: money, energy, friends, and time. While all four of these components are of value to me, it is time that I use as my own personal measuring stick. Therefore, it was very difficult for me to call strangers and ask them to give me as a gift an unspecified amount of their precious time, knowing that I had not yet created one single question.

By the time that I set up the final appointment the questionnaire was completed and tried, and I knew that I had something of value to give as well as take. Some of the early participants had gained a new perception of themselves through the process of the interview. I valued the instrument that I had created. I had, however, gained new awareness of my insecurity in my reluctance to ask for something that I wanted without having something that I valued to offer in exchange.

Another area where I came to grips with my own insecurity was through the flux of the project. Just as I had it all nicely balanced and it seemed that I was on

the verge of beginning to make order out of chaos, a subject would call and cancel or change an appointment. There would be a chain reaction -- cause and effect -- of change in plan, frustration and then insecurity about both the frustration and the newly formulated plan resulting from the change.

The project also served as a vehicle to bring about awareness of other women's individual insecurities that differed from my own. One experience involved an acquaintance who is more than a role model to me. Although I have never actually seen her facilitate a group, I have the utmost respect for her ability as a trainer of facilitators, as we were participants in a career/life planning workshop designed and led by Dr. Scheele. She is more than a role model, because I know that it is beyond my ability to emulate her unique combination of clear analytical mental functioning and emotional congruence. For me, she portrays a perfect balance of left and right brain functioning.

This paragon of all that a life planner should be declined to be interviewed because she did not consider herself to be proficient. We talked on the phone for about an hour, in which time I realized that doubts and insecurities existed within herself that were out of kilter with her place in the field as perceived by others as well as myself. After hearing so many women leaders tell variations

of this incongruence of feeling vs reality, one grows increasingly aware of the high cost of female acculturation of considering self last and then inferior.

Some of the learning that came as a result of testing my survey instrument was pleasant and reassuring. On the Monday before the Friday on which my first scheduled interview took place I revised my original plan by seeking to schedule two practice run-throughs of the questionnaire. I badly wanted these practice sessions to happen between meeting with my faculty sponsor at noon on Wednesday and the Friday deadline. I hesitantly asked two of my co-workers at the Center for New Directions to meet with me to be interviewed. My request came at a particularly bad time for each woman, but they both came through for me without question or dissent. The questionnaire was in fact improved after each of these two interviews. I will never forget their kindness and affirmation.

The second of these practice interviews was a highlight of the project and resulted in joy in that it gave me confidence in the instrument that I had designed and also in my ability to conduct interviews. I thought that I knew my subject well; we have co-facilitated many groups together, shared our philosophies, and I have repeatedly been a guest in her home. We are friends, sharing a bond that is greater than our mutual work. And yet, in twenty minutes of interview process, I came to a

new awareness of her. I knew that the questionnaire was good.

The first interview session was another pleasure of the project. I had learned about this subject through indirect recommendations from my resource network. I knew less about her than any other of my prospective subjects. I could not envision in advance how it would go; would I be able to put her at ease? It went very well indeed. There was a meeting and rapport between us that sent me home feeling elated. The elation lasted.

I very much enjoyed the whole interviewing process. Each separate excursion was in itself an adventure. I was much of the time, in the language of Transactional Analysis, in my child ego state. There was intense pleasure in finding each new location, making initial contact with the interviewee, and then leaving myself open to meeting on a deeper level. I strived to be non-judgmental and curious to see the world through the filter of each participant's distinct perception. The ease with which I adapted to this process added further confirmation to my constantly growing certainty that I do indeed belong in the field of counseling.

One piece of learning that resulted from the interviewing process is that rapport either develops naturally and spontaneously or it doesn't. It is futile for me to consciously and deliberately strive to establish it. Most of the time it was there; I genuinely liked each

of the women whom I interviewed. But once it wasn't, and in that case it could not be developed artificially. I do not know what causes this meeting to occur or not to occur; it is possible that it is based on deeply unconscious inner-action, and that each individual is not reacting to the current situation but to some stored and forgotten remnant of the past. In psychoanalytic terms this would be described as transference. It seems to be the same process as the birth of a group. Some groups gel and some groups don't. I have never found a convincing explanation of why this does or doesn't happen. In both situations -- the birth of a group or the beginning of a relationship -- the not knowing of how it will come out adds a spice, reminiscent of a child quickly turning the pages of a book in order to find out what happens next.

Another bit of learning reminiscent of childhood was the affirmation of my resolve not to second guess what is going on with people. The role of interviewer served to illustrate that the assumptions I make are sometimes fallacious. Individuals that I would assume to be goal oriented on the basis of their superb efficiency would describe themselves as not goal directed; those whom I took to be non-goal directed on the basis of the breadth of their interests would see themselves as very goal directed.

Often it would seem to me that my questions were redundant, designed as they were to thoroughly elicit much information leaving no stone unturned, from potentially reluctant subjects. I sometimes considered skipping a question or prefacing it with an explanation. I learned, however, to ask every question of each subject. It was rare that the interviewee actually found them to be redundant.

Perhaps the greatest irony of this study is that the very line of questioning that I most wanted to pursue and didn't, seeming at the beginning to be tangential to the main thrust of my inquiry, turned out at the end -- in light of the theory that eventually did develop -- to have been most meaningful. One of my areas of interest is in the childhood role models of successful women in their parents' expectations for them. It did not seem to bear directly on the state of the art of life planning for women. At this time it seems to present ground for a meaningful follow-up study.

The subjects of this study all seem to have had some mild form of vaccination against some of the detrimental aspects of the scripting that society gave to female children in their respective childhoods. Their mean age is 47. For some reason these women either avoided or overcame the scripting that females are lesser than males in their abilities and therefore should not attempt to

conquer subjects like mathematics, sciences or auto-mechanics because they are sure to fail and those pursuits, by their very nature, are unfeminine. An exploration of childhood expectations and role models would throw light on the why and the how of it. One sole interviewee spontaneously gives information on this subject.

I could say this, that I've always been interested in work as it relates to women. That's something that I could go back to as being a child, always thinking of myself as a person who would have a career. And being interested in not doing -- interested in a professional level job since I was in high school.

But who were her role models? What were her parents' expectations for her? This is interesting material for a future study using the grounded theory methodology of Glaser and Strauss; preliminary categories are already forming.

One benefit of this culminating project is that it has served to identify and add meaning and deeper comprehension of the ways that I have been influenced and, in consequence, grew through the process of working consistently for four trimesters in a private tutorial relationship with Dr. Adele Scheele. I envisioned my role of interviewer to involve presenting a very low profile -- to keep my own views submerged. Half a dozen times through the total course of the interviewing process I forgot my resolve and spontaneously inserted

my own opinion. Deep feeling was involved to cause me to forego my self-assigned role of passive listener. Fortunately, this did not contaminate my responses because each of my inserts came at the end of a subject area. Also grounded theory methodology puts less emphasis upon the objectivity of the researcher.

Inevitably these inserts of mine pertained to subjects that Adele and I have discussed. The process of creating this culminating project has strengthened into subjective certainty within me the areas where we do agree and the areas where we don't. For example, we agree that women need to be self-directed rather than dependent upon others for their self-esteem. We disagree as to precisely which female behaviors are desirable to keep, and about the value of interest testing such as Bolles' party exercise. My own beliefs and voice have been further strengthened by our interchange.

In addition, as I retype this thesis in its entirety rather than in disassembled fragments, her voice, as an influential theorist in my own life, is present under my own. She has opened new realities to me, and has illustrated and illuminated by her example new ways of thinking, being and behaving. I have been strongly influenced by her own work and hope to incorporate her six critical career competencies into my own life as well as into my practice with non-working women.

As is to be expected, the individual drops of water that filled this cup of experiential learning were a combination of both frustrations and joys -- the salt water and the fresh. The former seem insignificant when compared to the latter. The frustrations all pertained to the outer logistical aspects of the study: difficulty in obtaining a sorely needed text, difficulty in scheduling interviews across time and town from each other, not being able to judge how long each individual interview would take because each was unique, and even frustration with multiple malfunctioning recording equipment.

The joys were much more momentous, dealing as they did with inner process. Two specific dates will stand out in my memory as representative of this time of my life -- July 4th and July 8th of 1977. For the fourth of July weekend my family retreated to Catalina Island for some traditional vacationing and celebrating. I knew that I would spend the weekend trying to make sense out of the data of this study. I was prepared to feel deprived at being excluded from the fun. This envisioned expectation never materialized. I enjoyed my work and was eager to return to it after every interruption. There was intense pleasure in each new pattern that emerged from my data.

On the morning of July 8th, well ahead of schedule, I composed a clear preliminary outline for the

first draft of Chapter III, since discarded, in approximately half an hour. This is the first time that I have achieved such efficiency within my Lindenwood career. To comprehend the significance of this seemingly minor accomplishment, one would have to have some awareness of the pain, uncertainty and frustration that I encountered exactly one year ago when I tried to make comparative sense of the differing and conflicting theories of Sigmund Freud and Clara Thompson. These happenings illustrated to my satisfaction that I have grown as a student within my four trimesters of Lindenwood study and have acquired a heightened mastery of the learning process.

One of the reasons why I designed this specific culminating project for myself is that I hoped it would provide as a by-product measurement of my preparation for the field of life planning for women against that of other working professionals. There is so much to recommend the Lindenwood process of individualized education where the student determines what he/she needs to learn. Most of my friends within the college, however, have a star to steer by, preparing as specifically they are for marriage/family/child counseling accreditation. Is there equal validity for a student preparing to work in an undefined field? Might I have overlooked some vital material by not having an authority -- or multiple authorities -- instruct me in precisely what I needed to know? My

faculty sponsor and faculty administrator have been ever helpful advisors, but the final responsibility rests with me. We three have at best guessed which of the myriad materials available to study would prove to be the most useful preparation for practice in this still undefined field.

I found that my education is actually superior to that of the women that I interviewed. While none of them were specifically trained for the field of life planning, I have been. With the exception of the field of organizational development (which I had considered but eliminated from my study plan), I have had some exposure to all of their areas of expertise and included some that seem to be uniquely my own in relationship to this field. I, of course, fall short in the actual experience of practicing life planning; four trimesters is too short an apprenticeship to develop expertise, but that will come with time. My academic preparation has been more than adequate; there do not seem to be any areas of glaring lack.

There is, in addition to the examination of some of the individual fragments of experience that as drops of water fill a cup of change, still another way to conceptualize the integration of learning -- the process of this trimester. Janus was the Roman God of transitions, more specifically, of beginnings and endings. He was

portrayed as having two faces and was identified with doors and gates. As such it seemed fitting to use his name as title for the last chapter of the last writing that I will undertake as a Lindenwood masters student. His two faces serve to look back to what I have accomplished within my course of study and to look ahead to the conceivable directions that the future might hold. This specific culminating project has been particularly helpful in clarifying and synthesizing both directions.

My course of study within the masters program has produced many benefits, some obvious and some less so. I have crowded every bit of learning, every opportunity to broaden my scope, that I possibly could into my four trimesters, not an unusual procedure for a Lindenwood family member. My overt subject matter has incorporated the acculturation of women including deliberately attempting to counter the debilitating aspects of my own acculturation, analytic theories of feminine development, anthropology, comparative psychotherapies, group dynamics and techniques, group facilitation, group leadership styles, human development, human sexuality, my own experience as an analysand, occupational and career counseling, a practicum of four trimesters, psychology, sociology, tests and measurements and the theory and practice of Re-Evaluation Education.

In the process of absorbing the cognitive content

I have increased my ability to think creatively as well as to reason; I have enhanced my ability to organize my thoughts; I have improved my mastery of communication. Also important to me are the friendships that have developed and deepened with other learners. My commitment to learning for the sake of learning and my enthusiasm for experience and knowledge have often in the past made me an outsider. Perhaps the best part of the whole Lindenwood experience has been being a part of a community where my mores, values and enthusiasms are shared by all -- a common given.

Looking toward the future, I know that I want to help mature women, some of whom have no knowledge of the business world and who are other-directed rather than self-directed, to realistically appraise and affirm their lives. The study of this trimester has opened other alternative doorways -- I would love to work with adolescents, teaching assertiveness training at first and then life planning after I am more familiar with their specific needs. I hope to learn more about pre-retirement planning, a growing sub-field of life planning. Yesterday, Virginia Buus, a fellow Lindenwood masters student and a professional life planner, told me about an organization that practices life planning based upon an N.T.L. model rather than a Bolles' model; it sounds fascinating! Just what I want to do! Both of Janus' faces are smiling.

INTERVIEW QUESTIONS

Would you like to be anonymous or cited?

I. Description of clients:

1. Where do you work?
2. Do you work in more than one setting?
3. Who are your clients?
 - a. age-range?
 - b. economically?
 - c. marital status?
 - d. what percentage of them are women?
 - e. experience with the working world?
 - f. how do they spend and manage their?
 - g. what in your opinion motivates them to work?
4. Do you see them individually or in groups?
5. How often?
6. What is the retention rate?

APPENDIX

II. Could you please give us your definition of life planning.

III. Practitioner's background

1. How did you become a life planner?
2. Were you specifically trained to be a life planner?
 - a. If not, what was your training?
3. How did you specifically prepare for this field?
4. How do you keep up with the field?
(conferences, newsletters, workshops, informal contacts, in-service training)
5. Have you any other previous career experience?
6. What is your educational background?
7. What is your approximate age?
8. How long have you lived in the Southern California area?
9. How did you make the connection to get started in the field?

INTERVIEW QUESTIONNAIRE

Would you like to be anonymous or cited?

I. Definition of clientele

1. Where do you work?
2. Do you work in more than one setting?
3. Who are your clients?
 - a. age-wise?
 - b. economically?
 - c. marital status-wise?
 - d. what percentage of them are women?
 - e. experience-wise in the working world?
 - f. how do they come? who refers them?
 - g. what in your opinion motivates them to come?
4. Do you see them individually or in groups?
5. How often?
6. What is the attrition rate?

II. Would you please give me your definition of life planning.

III. Practitioner's background

1. How did you become a life planner?
2. Were you specifically trained to be a life planner?
 - a. If not, what was your training?
3. How did you specifically prepare for this field?
4. How do you keep up with the field?
(books? newsletters? workshops? informal contacts? inservice training?)
5. Have you any other previous career experience?
6. What is your educational background?
7. What is your approximate age?
8. How long have you lived in the Southern California area?
9. How did you make the connection to get started in the field?

IV. Explanation of the practice

1. Do you work as a volunteer, a professional or as a combination of the two?
2. What techniques do you use?
3. Do you vary them with different clients?
4. What are the most effective?
5. What theorists or experiences have influenced you?
6. Tell me about a successful case.
7. Tell me about an average case.
8. Which clients or situations give you the most satisfaction?

V. Evaluations

1. How do you evaluate the effectiveness of your program?
2. Do you enjoy your work?
3. What are the frustrations that you encounter?
4. What are the most important attributes for a life planner to have?
5. If you were given a large grant of money to set up a training program for life planners, how would you use it? How would you envision training them?
6. What changes have occurred over the past 5 years?
 - a. in theory?
 - b. in actual practice?
 - c. for yourself personally?
7. What do you foresee for the future?
 - a. for yourself personally?
 - b. for the field?
8. What number comes closest to what you earn from doing life planning only?
\$0, \$500, \$2,000, \$5,000, \$10,000, \$15,000, \$20,000, \$25,000, \$50,000, \$65,000, \$80,000?
per annum?
9. In comparing yourself to other life planners who do pretty much what you do, do you consider yourself to be better, the same, or lesser in all of these regards?
 - a. effectiveness
 - b. innovativeness
 - c. training
 - d. experience

- e. earnings
- f. recognition

VI. Presentation of The Party from Richard N. Bolles'
The Quick Job-Hunting Map

Thank you very much. You have been extremely helpful.



1. ...

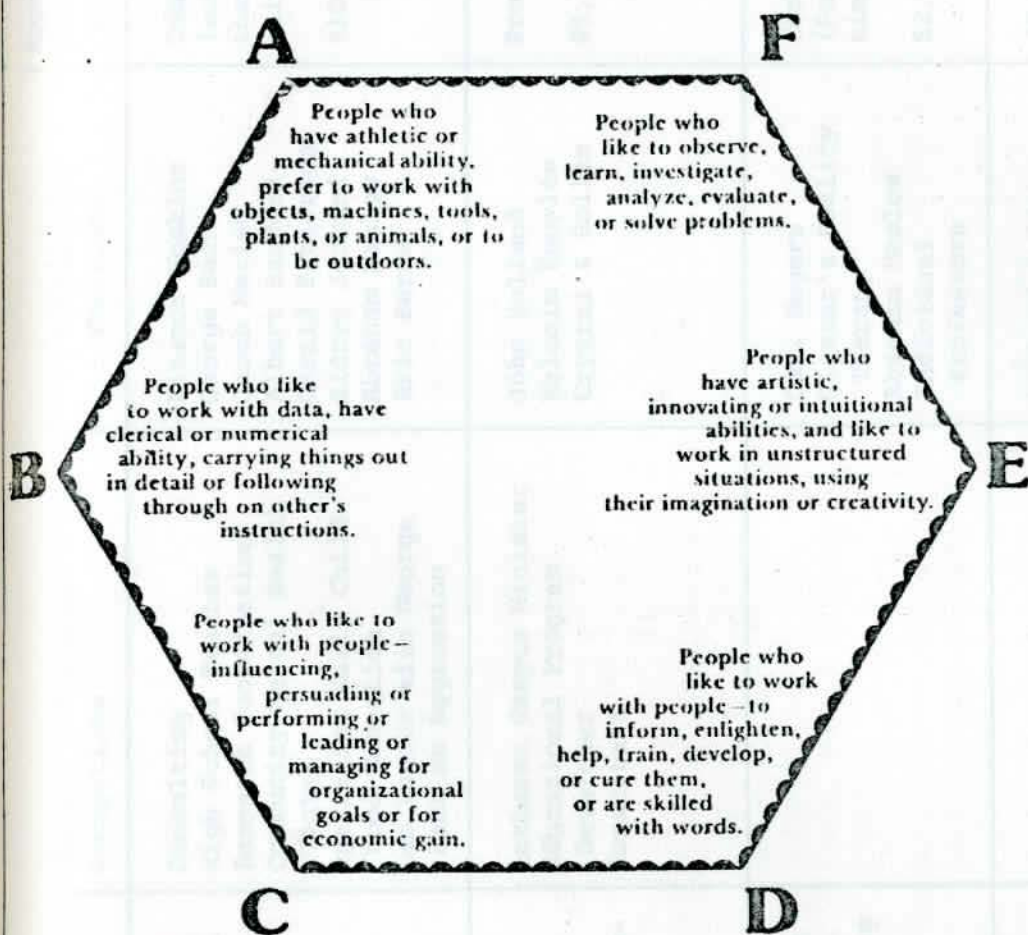
2. ...

3. ...



The Party

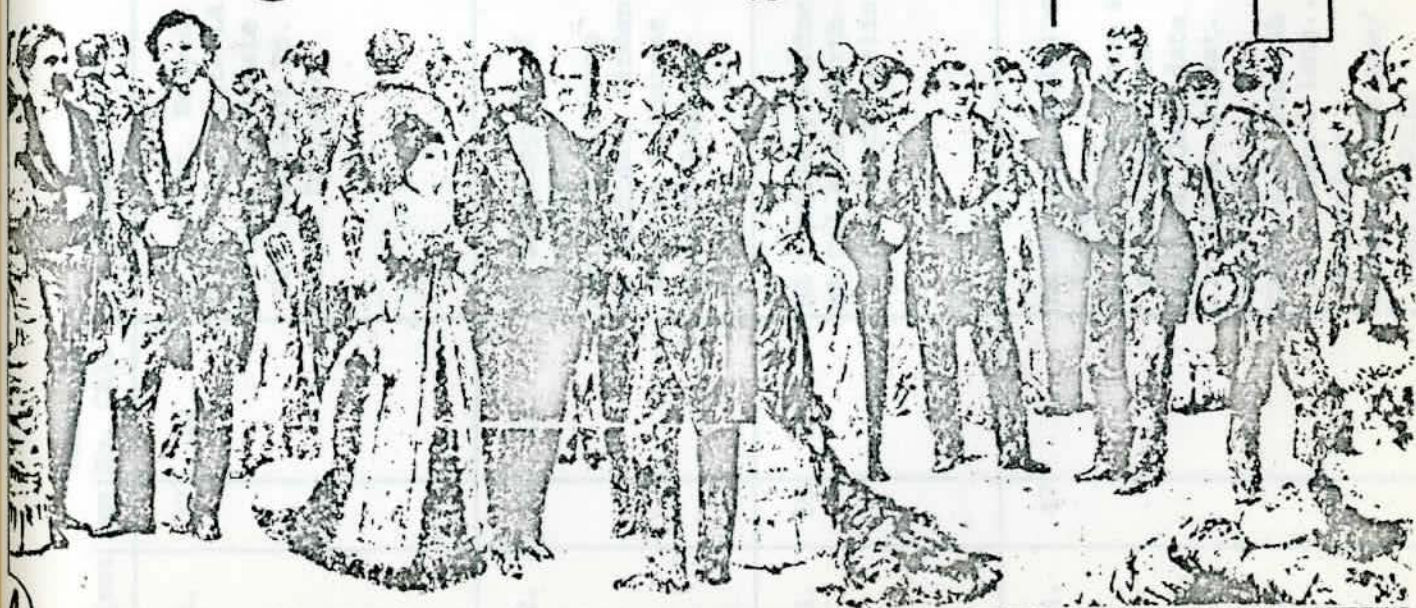
Below is an aerial view (from the floor above) of a room in which a party is taking place. At this party, people with the same or similar interests have (for some reason) all gathered in the same corner of the room—as described below.



1 Which corner of the room would you instinctively be drawn to, as the group of people you would most enjoy being with for the longest time? (leave aside any question of shyness, or whether you would have to talk with them.) Write the letter for that corner in this box:

2 After fifteen minutes, everyone in the corner you have chosen, leaves for another party cross-town, except you. Of the groups that still remain now, which corner or group would you be drawn to the most, as the people you would most enjoy being with for the longest time? Write the letter for that corner in this box:

3 After fifteen minutes, this group too leaves for another party, except you. Of the corners, and groups, which remain now, which one would you most enjoy being with for the longest time? Write the letter for that corner in this box:



Subject	Age	Years in		Education	Current & Previous Occupations	Influential Theorists	Approx. Earnings pro vs vol	Success see p.90	Party Exercis Respons see p.4
		So. Cal.							
1.	32	10		BA Art, Mt. Holyoke MA Art Cal State LA Doctoral Candidate USC Counselor Ed. Minor Ed.Psych.	Consulting High School Teacher Research Coordination Community Mental Health Center Specialist Early Childhood Education Lab Leader with George Bach on Aggression	Eleanor Hoskins George Bach Jacob Marino Albert Bandora Gerald Patterson Sidney Jourard Abraham Maslow Eric Berne	Combination (works more than 40 hrs paid for) \$10,000	Ef + In + Tr + Ex - Ea = Re ?	D F E
2.	42	17		BA Sociology U of Minnesota Seminary Training MA Candidate Lindenwood in Volunteer Program Administration	Lutheran Campus Minister Educational Program Developer Consultant	John Holland Malcolm Knowles Crystal & Bolles	Prof. \$5,000	Ef + In + Tr + Ex + Ea - Re +	D C F A B
3.	59	18		BA Sociology Purdue MA Cal State Northridge in Counseling		Carl Rogers Glasser's Reality Therapy Abraham Maslow Individual Professors	Combination (Part-time prof) \$2,000	Ef = In NR Tr = Ex = Ea = Re =	D C F
4.	47	4		BA Social Psychology Harvard MA Social Science & Social Work NYU Doctoral Candidate in Higher Educat. Counseling Degrees in English as a second lang., Counseling Licensed Marriage/Family/Child Counselor	Market Research Magazine Editor 4th Grade Teacher Guidance Counselor Health Surveyor	Richard Bolles Reardon Dustin	(Part-time prof) \$10,000	Ef + In = Tr + Ex = Ea - Re NK	Not Give

Figure 1

Subject	Age	Years in So. Cal.	Education	Current & Previous Occupations	Influential Theorists	Approx. Earnings pro vs vol	Success see p.90	Exercise Response see p.45
5.	48	33	BA UCLA	First Grade Teacher	None (Abraham Maslow other context)	Combination Part-Time Prof.	Ef + In NR Tr = Ex + Ea - Re NR	
6.	49	49	UC Berkeley BA Psych UCLA Elementary Teaching Credential UCLA MA Social Science Azusa Pacific Licensed M.F.C. Counselor	Teacher Marriage/Child/Family Counselor	Richard Bolles Richard Irish John Crystall Haldane Freud Carl Rogers Albert Ellis Berne Virginia Satir Donald Jackson	Combination \$2,000	Ef NR In + Tr + Ex = Ea NR Re -	D C F
7.	32	4	BA Psych. Graduate Work in Counseling Psych MA Psych (Women's)	Business (2 years) Residence Director Goddard Faculty Asst Assoc Dean of Students Scripps	Abraham Maslow Carl Rogers Colleagues	Prof. \$10,000	Ef + In + Tr + Ex - Ea - Re +	Not Give
8.	32	5	BA Elem Education MA College Administr. Certificate in Organizational Develop. Special Studies (1 yr) Plant Change & Org. Development Ph.D. UCLA Education Post Doct UCLA Mgmt N.T.L. Training (Several Summers)	College Administrator (7 years)	Kurt Lewin Bob Chin Ken Benne Warren Bennis Sam Colbert	Prof. Not applicable	Ef + In + Tr + Ex = Ea NR Re +	C D F

Subject	Age	Years in So. Cal.	Education	Current & Previous Occupations	Theories	pro vs vol	see p.90	see p.45	
9.	49	21	BA Education MA Educational Psych Cal State North- ridge	Teacher Homemaker Mother	Carkhuff Carl Rogers (early) Abraham Maslow Rollo May Nathaniel Branden Richard Rolles Roger Gould Gail Sheehy	Vol 0	No resp.	E D C	
10.	50	30	Graduate American Academy of	Theater Taught Dancing Research Asst. Cancer Center UCLA Marion Davis Pediatric Clinic	Carl Rogers Abraham Maslow Sidney Jourard Jung Charlotte Bueller Erickson Freud Own Experiences	Vol \$2,000	Ef = In + Tr NR Ex + Ea = Re +	D E F	
11.	NK	NK	BA Psych MA Psych Counseling Doctoral Work Completed except for dissertation Licensed Private Psychologist	Psychological Counselor Test Administrator Consultant Private School Learning Disability Consultant	Own Experiences Brunwalds Direct Decision Theory Lasser's Reality Therapy Later Rogers	Combination \$2,000	Ef + In = Tr + Ex ++ Ea NR Re +	F D B	
12.			INTERVIEW TAPE DID NOT RECORD						

Success: explanation of abbreviations

Ef = Effectiveness

In = Innovativeness

Tr = Training

Ex = Experience

Ea = Earnings

Re = Recognition

Subject #1 is an exceptionally bright, articulate woman of 32 who speaks quickly and enthusiastically. She works mainly with low-income clients in the C.E.T.A. program ranging in age from 16 to 65. She has been career-motivated since early childhood. She has aimed towards a "professional level job" since entering high school.

She was frustrated and disillusioned to discover that rewarding work was not forthcoming from her degree in art from Mt. Holyoke. She followed up the B.A. with an M.A. from Cal. State, L.A. in Art specializing in print making and sculpture. She is presently a doctoral candidate at U.S.C. in Counselor Psychology with a minor in Educational Psychology and has, at this time, completed all of the requirements with the exception of her dissertation which deals with aggression in the public elementary school classroom.

Her career experience includes teaching in a private high school, working as a research coordinator at a community mental health center, working as a specialist in early childhood education at an open structure school, and consulting for Salinger Educational Media, among others. Since 1970, she has worked consistently part-time as a laboratory leader with Dr. George Bach at the Institute of Group Psychotherapy and at UCLA extension.

She has been employed as a full-time life planning professional since September of 1976 and has passed up two

high paying administrative jobs to remain as a counselor. She puts emphasis upon women being self supporting. She is an individualist who doesn't like stereotyping; her most satisfying cases are the tricky ones. Regarding life planning, she believes that action supercedes theory.

with a majority of population.

Her professional background includes work in higher education at UCLA, Cal State LA, and several community college programs. Formerly a full-time Lutheran campus minister, she has also worked as an educational program developer and a consultant. She has a B.A. in Sociology from the University of Minnesota at Duluth, and is presently earning a Masters of Leadership in Volunteer Program Administration.

Her long-term involvement with Richard helped crystallize her emergence into the field of life/work planning. She elaborates upon the basic crystal/bubble workshop model with the addition of Dr. Richard's journal notes, as well as with material based upon the work of Richard Latham. She has major interests in urban issues and in split-brain theories as well.

The objective of Susan Helms is developing at their own pace through a lifetime process, and encouraging them to make decisions at their own speed. In her own life she values variety and wants the freedom to be able to move across the country at will.

Subject #2 is a highly attractive, slight woman in her early 40s who meets one's eyes with a steady, opened gaze. She is organized, competent and determined. She supports herself modestly by conducting one-day as well as on-going 16 week life planning workshops under contract with a non-profit organization.

Her professional background includes work in higher education at UCLA, Cal State LA, and assorted community college campuses. Formerly a full-time Lutheran campus minister, she has also worked as an educational program developer and a consultant. She has a B.A. in Sociology from the University of Minnesota at Duluth, and is presently earning a Masters at Lindenwood 4 in Volunteer Program Administration.

Her long-term acquaintanceship with Richard Bolles influenced her emergence into the field of life/work planning. She elaborates upon the basic Crystal/Bolles workshop model with the addition of Ira Prokoff's journal material as well as with material based upon the work of Richard Lathrop. She has major interests in urban issues and in split brain theories as well.

She conceives of human beings as developing at their own pace through a lifelong process, and encourages them to make decisions at their own speed. In her own life she values variety and wants the freedom to be able to move across the country at will.

Subject #3 is a soft-spoken woman of 59 with a manner that is reassuring, accepting and competent. She works part-time as director of counselors at one of the life planning centers designed to serve women's needs. She also serves in a peripheral way in various volunteer activities.

Immediately after receiving a B.A. in Sociology from Purdue, she married and began to raise a family. When her children were sufficiently grown, her interest in learning brought her back to school where she began to study economics and anthropology, both fairly unusual fields for women at that time. She also took several courses in psychology and history before completing her master's work at California State University at Northridge in Counseling. Her other areas of interest are in developing self-esteem and in the field of nutrition, her life-long interest.

Her scholastic interest in life counseling of the mature woman combined with her own experienced need as a mature college student inspired her, with the help of another student/friend, to open a limited counseling center in 1972 under the auspices of the American Association of University Women. Demand far exceeded supply, and she has been active in this burgeoning center ever since.

Subject #4 is a businesslike professional who deals well with stress and multiple interruptions. She is both observant and direct. Her work in the career development center of a major university is divided between career exploration counseling for undergraduate students and life management counseling for graduate students, faculty, staff, and alumni. In addition, her duties include the planning of programs and career days, teaching, and supervising precounselors.

Her educational background and working experience are both extensive. In addition to a B.A. in Social Psychology earned at Harvard, she holds an M.A. in Social Science and Social Work from N.Y.U. and degrees in English as a secondary language and counseling. She is a licensed marriage/family/child counselor. Her working experience includes nine years as a teacher, a field surveyor for cancer research, a guidance counselor, a market researcher and a magazine editor. She is presently a doctoral candidate in the field of higher educational counseling, interested in the stages of adult development. She takes an average of two courses a semester in an ongoing process of study.

Subject #5 is a warm, accepting joyous woman in her fifties who speaks rapidly and with great enthusiasm. It is evident from the moment of initial meeting that one could trust her with anything. She is a volunteer co-director of one of the three life planning centers represented in this study. She makes speeches on behalf of her center to large audiences. She also works part-time as a facilitator of UCLA extension's Group Counseling For Women course.

This woman entered the field because her natural ability to counsel was evident to others. In her younger years she worked as a first grade teacher and loved it. When she returned to the field after taking time out to have and raise her own children, the glow was gone. Her own need thus brought her into UCLA extension's Group Counseling For Women course; she had at that time the vague desire to do something in the counseling field. She was very surprised and delighted when the coordinator of the course phoned and said that she had been recommended very highly to take training as a leader. Almost concurrently she was chosen to train to work at the center which she now co-directs. She found the transition from teacher to counselor a natural one involving the same skills. Her husband's statement upon hearing that she was about to be trained to be a group facilitator was, "you mean you're about to get paid for something you've been doing all of your life."

Subject #6 is an articulate, analytical, competent, confident and friendly woman of 49. Words pour out of her at an extraordinary rate. In addition to her life planning work at one of the three centers represented in this study, she works as a marriage counselor at the Valley Free Clinic.

This woman found the role of homemaker to be stifling and fought the stigma of family, friends and husband to go back to school and earn an elementary teaching credential and subsequently teach. During the years that her three daughters were in high school, all of their friends would gravitate to her to help them choose colleges and majors.

She says of herself, "I like dispensing information. I've been an information giver and a good researcher and good resource person for years." These qualities, combined with a desire to make more of a commitment, brought her into the field of life planning. Not finding formal training available in this field, she entered a counseling masters program at Azusa Pacific. Upon completion of this course of study she became a licensed marriage/child/family counselor. Concurrent with the masters program she began to work as a life planner at the center.

She firmly believes that women have to work, both in order to support themselves financially should they ever need to and also for fulfillment and growth.

Subject #7 is a highly intelligent, outgoing and experienced woman of 32, whose habitual pattern is to incorporate many different interests and varied experiences into her life simultaneously. She works half-time teaching careering at a college in Fullerton; she teaches a class in life planning to reentry women in Glendale; she is also a career/life planning consultant to various schools, and also has a private practice.

Her background includes working in the business world, serving as residence director for a college dormitory, and being a Goddard College faculty assistant while living in a commune. Her work as associate dean of students at Scripps College stimulated her interest in life planning.

She became interested in the career problems of liberal arts students who did not choose to go on to graduate school. She also realized that she had not personally done any life planning until she was 25 or 26. A literature search, combined with interviewing practitioners and also with workshop participation, convinced her to enter this brand new field.

She values the opportunity to be in different places doing different things that her life-style provides. She is contemplating returning to school, either to become a lawyer or to earn her PhD in Human Development.

Subject #8 is a dynamic and feminine woman of 32. She is in the process of transiting from the field of life planning to that of organizational development. Her work in the latter field includes conflict resolution and designing performance appraisal programs. At this time her life planning practice is limited to the groups of professionals she encounters within organizations; 60% to 70% of the participants are women.

The students whom she encountered while working as a college dean inspired her to conduct some life planning workshops, the materials for which came out of her own experiences at the National Training Laboratory. The transition out of the field of life planning came about because major organizations were less accepting of it than of career planning.

About herself she says, "I think I have a unique personality that allows me to get through to almost any kind of woman at any level. I think using that uniqueness and that ability, a non-threatening ability, enables me to get to where they are -- and appreciate them for where they are."

Subject #9 is an athletic, responsible, capable woman of 49. She is an excellent teacher, dealing particularly well with senior adults. In addition to her work at one of the three centers providing life planning services to women represented in this study, she is a teacher within the senior adult program at Los Angeles Valley College and also facilitates a workshop for the Los Angeles Community College District program New Dimensions. She works primarily as a volunteer. She considers her job to be administrator of her own home.

Her route into the field of life planning was neither planned nor direct. Her background includes "a lot of teaching experience." About ten or twelve years ago she returned to school just for her own growth. After some time spent aimlessly taking courses, her husband encouraged her to work towards a degree. This decision necessitated careful planning. Building upon her past experience and training she earned a masters in educational psychology; it was her plan to work with emotionally disturbed children. Trying this work and hating it, she chose to counsel adults. She now is planning to build upon her experience working at the Center, by beginning to see private life planning clients. She is reluctant to work a 40 hour week. She particularly enjoys working at the Center because of the teamwork involved.

Subject #10 is an extremely attractive, charming and articulate woman in her fifties. She is capable and competent, a natural leader; one could easily imagine her taking charge of directing people out of a crowded burning building. She works as a facilitator/teacher within the Group Counseling for Women course offered by UCLA extension, where she also shares responsibility for selecting and training prospective counselors. She is also executive director of one of the three Los Angeles life planning centers catering to women clientele. She is a trainer of counselors as well as a practicing counselor herself. In addition, she teaches at the YWCA.

Before her marriage, she was in the theater and taught dancing; she deems the training that she had in that regard to be invaluable to her present work. She also has worked as a research assistant at the UCLA Cancer Center and was involved in a pilot health insurance program at the Marian Davis Pediatric Clinic.

Her entry into the field came about when, after advising a friend to take UCLA's Group Counseling For Women course, she decided to take it herself. She was immediately tapped to train to become a leader.

The main frustration that she has encountered is that because of the lesser position of women in our society she was not able to become a psychoanalyst. When asked if she enjoyed her work, she responded, "I not only

enjoy it, I love it and it is responsible for all the changes and the growth in me."

The following is a summary of the interview with Mrs. [Name]. She is a 40-year-old woman who has been married for 15 years. She has two children, a son and a daughter, both of whom are currently attending college. She is currently employed as a [Job Title] at [Company Name]. She has a Bachelor's degree in [Field of Study] from [University Name]. She has been in the field of [Field of Study] for approximately 10 years. She is currently in her 12th year of teaching.

Her entry into the field of education was planned. Finding the role of homemaker to be unfulfilling, she returned to college as soon as her third and youngest child entered school. Although she is somewhat oriented, she chose to go into counseling because, as she puts it, "By that time I was so exhausted and I was thinking I should choose to do something where my own experience would be an asset instead of a detriment. I felt that I would have more confidence in working with people as a counselor if I had some life experience which I had had. So I thought that would be a good choice and I still feel it was a good choice." She has found that her work has changed in the last several years in that it has become more rigid and formalized.

Subject #11 is capable, confident, competent and mature. She is the only member of the sample who made the transition from full-time homemaker, with only two years of college completed, to full-time working professional. Her doctoral work is completed with the exception of her dissertation. She works in the psychological and counseling services department of a major university, and is also the founder-director of one of the three women's life planning centers included in this study. She is the conceiver and developer of UCLA extension's Group Counseling for Women course, which is now in its twelfth year.

Her entry into the field of vocational counseling, leading to her life planning work, was deliberately planned. Finding the role of housewife to be stifling, she returned to college as soon as her third and youngest child entered school. Although she is research oriented, she chose to go into counseling because, as she puts it, "by that time I was in my thirties and I was thinking I should choose to do something where my age and experience would be an asset instead of a detriment. I felt that I would have more credibility in working with people as a counselor if I'd had some life experience which I had had. So I thought that would be a good choice and I still feel it was a good choice." She has found that her work has changed in the last several years in that it has become less rigid and formalized.

Subject #12 is a vibrant, energetic woman in her thirties who is still actively engaged in raising school age children and in serving as helpmate and support to her husband, a rising professional. She works part-time as an assistant counselor in the Group Counseling for Women course offered through UCLA extension, now in its 12th year. In addition, she counsels life planning groups of 4 to 6 teenaged foster children through the San Fernando Valley Department of Adoptions. She has helped design and will co-facilitate this fall a new UCLA extension offering geared toward young adults aged 17 - 25 entitled "What's Out There For Me?" She is extremely conscientious and thorough in her work, consistently contributing more than is required of her.

She married soon after completing college and had little opportunity to use her teaching credential. She found insufficient stimulation in the role of young homemaker. An identity crisis was brought about through the experience of spending three years in Japan, interestingly enough, not in adjusting to life in that country, but in readjusting to life in the United States.

One of her prime concerns is to help women to strive to reach their highest potential, and in the process learning to be financially self-sufficient. She is interested in the stages of adult development and in increasing the vocational options of women over 40.

The Game's Played That Way, Lady!

Janice LaRouche has made a rich career teaching women to get ahead in business by really trying.

In 1961 Janice LaRouche was a young divorcee, alone in New York with no job and a two-year-old son to support. She had never gone to college, had no training of any sort. And she hadn't a clue about how she was going to put bread on the table.

Today, at 52, she's one of the most successful career counselors in the U.S., a kind of modern-day Dale Carnegie for women. She nets well over \$100,000 a year teaching other women that femininity doesn't mean compliant or submissive behavior.

LaRouche's group workshop at her Central Park West apartment in New York grows out of her own 16-year struggle—necessity, quite literally, was the mother of her invention. As she recalls it:

"No one could have been more filled with self-pity. I viewed my life as a horrible tragedy. For most women, even today, there's a real ambivalence about work. They have the luxury of asking themselves, 'Should I go to work? Should I go husband-hunting? Shouldn't I put my children first?' And even more terrible is the prospect of giving up the status of being 'Mrs. Doctor' to become a mere clerk-typist."

LaRouche was lucky in a perverse way: Fate solved the ambivalence for her—she had to find a job. A sophisticated business friend (male) became her mentor and suggested that what she needed was to make contacts: the kind that men make regularly at business lunches, golf courses and in the gym. With his encouragement, she joined a trade association of volunteer directors and met the president of it. Through her, she landed an \$80-a-week job as an assistant to the director of volunteers at a local charity. That's when her education about business began.

The change from a sense of self-pity to a sense of power didn't come in a blinding flash of insight. It evolved. Painfully. In 1968, to help her career along, LaRouche was chip-

ping away at a sociology degree, a few credits at a time, when she was assigned to do some volunteer work as part of the course.

At the time she was a member of the militantly feminist National Organization for Women (NOW) and came up with the idea of a career workshop for the NOW group. "My struggle to build a career was becoming a pretty standard kind of struggle," says LaRouche. From her own anguish she distilled principles and lessons to help others. She had asked a male psychologist to help run the group, but he wanted to charge \$60 per person per month for the weekly sessions. The NOW women asked: "What do we need *him* for?" So they decided to scrap him and to pay LaRouche half that amount.

The course was to stress that work was just as necessary to a woman's life as it was to a man's. Why? Because, says LaRouche: "Any housewife is bound to be dependent without any resources of her own. It's just like playing Russian roulette."

Now, nearly a decade later, LaRouche offers a ten-week course of 90-minute weekly sessions, each including about 30 women. LaRouche is a natural actress who makes her ideas easier to grasp by acting out the problems on the job. First she plays the nonassertive woman: "Gee, I think I should get a raise," she tells the boss, her voice meek, her eyes on the floor, her hands clenched. "That's how not to get a raise," she tells the class. Then she shows the right way to do it. Later, students volunteer to take the role of the employee. LaRouche switches to the role of the boss who bluntly rejects the demand for a raise. "That's all right," she tells her students. "You have a perfect right to say no. But ask for that raise like you know you deserve it and you've got the right to it. Then he'll take you seriously. If you ask for something assertively, you've got a lot



Ladylike But Liberated: To Janice LaRouche, femininity doesn't mean submissive or compliant behavior.

better chance of getting it."

LaRouche claims that she sells about 1,500 courses per year—some women taking as many as two or three courses. (In some cases, the employers pay.) At \$150 per course, she generates about \$225,000 a year. Holding the courses in her own living room, she keeps the overhead low; a major part of her gross comes down to net.

LaRouche is not one of your every-hair-in-place career women; nor is she a slovenly, blue-jeaned, radical feminist. She stresses a feminine but clean-cut look—uncomplicated by long hours of clothes-shopping or the heavy gloss of makeup.

Unlike radical feminists, LaRouche does not much emphasize theory or the rewriting of history to "prove" that women are persecuted. She's down to earth and emphasizes social conditioning. Instead of attacking corporate politics, she prefers to put



Homespun Advice: LaRouche holds her classes in her traditionally decorated living room, but her advice is up-to-date.

judgments aside and stresses understanding the game and thereby learning to take effective actions.

"A common complaint from my students," she says, "is: 'My boss says I don't take initiative.'"

LaRouche replies: "The woman has been trained to look to a man as the final decision-maker. She is always the implementer of her husband's decisions. Or, at least, most see themselves that way. No wonder there's always a male voice-over on most ads saying, 'buy XYZ detergent.'"

"On the job, the woman will wait for her boss to come up to her and give his approval and praise for the last project, give specific instructions about what he wants done next and check in with her to see how that new project is progressing. But no boss has the time for that.

"Women have to learn to take responsibility for themselves. To think of themselves as the central decision-maker. But just last month I worked with a woman who had her own interior decorating firm. She wasn't making any money at it because she was always waiting for the accountant, or her lawyers, even her subordinates, to okay decisions she was ultimately responsible for making."

Another serious problem for women, she says, is the fact that women conceive of themselves as being compliant and submissive: "They fear saying to any man, let alone their boss, 'I know you think we should order four dozen widgets. But I think we need six dozen. And here are my reasons.' Women are taught that females should build up the male ego. But that's not what they're hired to do at work."

Women, LaRouche says, have also become accustomed to a few luxuries that men have never been able to afford. "Women have a totally different concept of time than men. They're too perfectionistic because a woman's standards have been established apart from the standards of money. In fact, what most women have found themselves doing is stretching their work to fill all the time they've got."

Be as tough, as cynical, as men, LaRouche tells her women. She tells of one woman who complained that her boss at a public relations firm continued to list in his credentials a client long since lost. The woman employee was aghast. But LaRouche refused to sympathize, saying: "Don't overtly judge him. That's how you get cut out of the network! Understand that this is the reality of the game."

Another woman complained to LaRouche that her boss kept giving a buddy business when she thought it would be more efficient to go to five or six contractors. "There's something very naive operating here," says LaRouche. "The reality is that what seems to be the most efficient way on the surface isn't always. The way things get done is very complex. A lot of doing business has to do with dealing with someone you trust. Or someone who'll return the favor for you someday. That's just one of the perks of being at a high level; you can pick the person you want to do business with. But this woman didn't grasp the politics of the situation. She'd never seen it operating before."

Letters pour into LaRouche testifying to the results of her training. Does that make her feel like a do-gooder? "Not me," she explains. "If

I manufactured washing machines, I'd want the clothes to come out clean."

Good businesswoman that she has become, LaRouche is diversifying her product line. She has added one-shot six-hour-long marathon sessions for 250 women at a time. Price: \$35 a crack. Many of these women later enroll for the \$150 course. But she refuses to advertise. She prefers to let the customers feel they found a good thing on their own, and besides, it maintains a professional image. LaRouche refuses to bring in another trainer to enable her to hold more classes.

A few men have enrolled in her classes. But she adds: "The men who are very successful in business have absorbed what I teach through the culture. They are automatically tuned into it. It's like a woman who's good at man-catching. She doesn't know what she does. She just does it." In the past, she says, "Women thought they derived their power through only two things: their youth and their good looks. That meant they could look forward to sitting around after they'd reached 21 and counting their wrinkles. But my career has given me a sense of my own power. It's prepared me to face whatever life offers."

What about the women who've succeeded in the past—without the kind of crisis LaRouche went through? "Studies show, and my observation has been, that uniquely successful women never had brothers, were mostly the oldest girl in the family, and married later on in life, after establishing their careers. What happened is that the father, in the absence of a son, projected his interest and ambitions on the daughter." ■

BIBLIOGRAPHY

- Babbie, E. Survey Research Methods. Belmont, California: Wadsworth Publishing Co., 1973.
- Barzun, J. & Graff, F. The Modern Researcher, New York: Harcourt, Brace & World, 1957.
- Bolles, R. "The Quick Job-Hunting Map". 1975.
- Bolles, R. What Color Is Your Parachute? Berkeley: Ten Speed Press, 1972.
- Crystal, J. & Bolles, R. Where Do I Go From Here With My Life? New York: Seabury Press, 1974.
- Dauw, D. Up Your Career. Prospect Heights, Illinois: Waveland Press, 1975.
- Glaser, B. & Strauss, A. The Discovery of Grounded Theory Strategies for Qualitative Research. Chicago: Aldine, 1967.
- Hanna, R. "Crisis in Meaning: A Phenomenological Inquiry Into the Experience of a Lack of Meaning to Life" Ph.D. dissertation, UCLA, 1975.
- Kaye, B. "Career Development Programs in Organizations: An Initial Theory". Ph.D. dissertation, UCLA, 1976.
- Kaye, B. & Scheele A. "Leadership Training." New Directions For Higher Education. 11 (autumn 1975): 79-95.
- Kirn, A. Lifework Planning Workbook. Hartford, Conn.: Kirn & Associates, 1974.
- Ford, G. & Lippitt, G. Planning Your Future. La Jolla, California: University Associates, 1972.
- Moser, C. & Kalton, G. Survey Methods in Social Investigation. New York: Basic, 1972.
- Panzer, S. "The Experiencing of Genuineness From Another Person: A Phenomenologically Grounded Theory" Ph.D. dissertation, UCLA, 1974.

- Renshaw, J. "Explorations at the Boundaries of Work and Family Life". Ph.D. dissertation, UCLA, 1974.
- Sargent, A. Beyond Sex Roles. New York: West, 1977.
- Shepard, H. Life Planning. In D. Benne et al (Eds.) The Laboratory Method of Changing and Learning. Palo Alto, California: Science and Behavior Books, 1975.
- The Spokeswoman, Vol. 7, No. 12, June 15, 1977. "IWY Commission Reports On Changing Attitudes".
- Swift, J. Gulliver's Travels. New York: Almont, 1963, (1726).
- Terkel, S. Working. New York: Avon, 1972.
- Turabian, K. A Manual For Writers. Chicago: University of Chicago Press, 1973.
- Van Dusen, R. & Sheldon E. "The Changing Status of American Women". American Psychologist Vol. 31, No. 2 (Feb. 1976).
- "The Game's Played That Way, Lady!". Forbes, July 15, 1977, pp. 56-60.