Running head: CAREER COUNSELING IN THE MILITARY

Career Counseling with Military Personnel and Their Dependents

Dennis W. Engels, Ph.D. Regents Professor.

Henry L. Harris, Ph.D. Assistant Professor

University of North Texas

College of Education

Department of Counseling, Development, and Higher Education

Denton, TX 76203

Abstract

This chapter describes the vast population of military personnel and their dependents and discusses aspects of their many and diverse need for counseling and related services. This description is followed with a series of questions and discussions related to issues and concerns confronting military personnel and their dependents, all of whom are in the unending process of career planning and some of whom are resolving career and other life issues. Contemporary mainstream economic, technical and related contextual workplace concerns are discussed with an eye to their relationship to and commonality with the military workplace. Common counseling principles and practices that are appropriate for counseling with the military are also discussed, with concluding remarks focused on general and specific implications for providing personal and career counseling services for military personnel and their dependents. Attention is focused on general and specific and unique needs and services for military personnel and their dependents, and implications for counseling practice, research and public policy.

Career Counseling with Military Personnel and Their Dependents

More than 1.3 million dedicated men and women serve on active duty in the United States military (Military Family Resource Center, 2000). The Army, the largest branch of the military, comprises 34.5% of active duty members, followed, respectively, by the Navy, with 26.9%, Air Force, with 26%, and the Marine Corps, with 12.6% (Military Family Resource Center, 2000). Military personnel are classified in two major categories, enlisted and officers, with approximately 85 percent of Armed Forces personnel in enlisted ranks and the remaining 15 percent serving as officers. More than 50% of the enlisted personnel are considered junior enlisted, falling in low-end pay grades E-1 through E-4. From the educational perspective, 91.5% of enlisted members are high school graduates, 3% hold a Baccalaureate Degree, and a small percentage .3%, have an advanced degree. The majority of officers (approximately 90%) hold either a Baccalaureate or an advanced degree.

Approximately 80% of active duty military service members range in age from 18 to 35 (Military Family Resource Center, 2000). Women comprise slightly over 14% of the military population. Racial and ethnic demographics of the Armed Forces indicate 66% of active duty members are Caucasian, and 34% are minorities (Military Family Resource Center, 2000). Over 30% of current military personnel are located in Virginia, North Carolina, Texas, and California. Approximately 258,000 military personnel were stationed outside the United States in 1998, with over 116,000 in Europe, mainly in Germany, and another 96,000 assigned predominantly in Japan and the Republic of Korea (Military Family Resource Center, 2000, Occupational Outlook Handbook, 2000/2001). Suffice it to say, the Defense Department is the United States= largest public sector employer, and the U. S. has a substantial active duty military force.

This chapter focuses on general, specific and unique career counseling needs of and

related services for military personnel and their dependents, with added attention to implications for counseling practice, research and public policy. The preceding military demographics are followed with attention to: relevance of military counseling for military and civilian counselors in many public and private settings; immediate and long term practical counseling applications; appropriate counseling, career development and life role issues and concerns of the military; specific and general implications for counselors; and policy issues and implications.

Relevance for all Counselors

In this chapter, two counselor educators who are veteran military officers, one of whom is a retired reserve colonel, whose son is a reserve captain on active duty as a dentist, look at a topic that may seem very narrow on the surface. In actuality, career counseling with military personnel and their dependents has many dimensions and venues.

This chapter=s title on counseling for the military might lead many readers to think this chapter is only of interest to counselors employed by the Department of Defense (DOD) to serve the counseling needs of active duty military personnel, however, providing counseling and related services for military personnel and their dependents entails considerable latitude, challenge, and variety for all counselors, as well as government or military counselors. As is commonly reported in contemporary media, today=s military depends increasingly on a combination of active and reserve component forces, with dedicated and regular combined active-reserve component integration, to a point where many active duty military personnel are reservists on extended active duty tours. When one adds members of the reserve components, the civilian Acitizen soldiers@ of the Army, Air Force, Navy and Marines, to the force structure, the numbers increase dramatically. If one expands beyond the traditional sense of 1.3 million active duty personnel to this fuller range of active and inactive guard and reserve and other sectors of the military, possible needs for career

counseling and related services expand rapidly and extensively (Yip a&b, 2001).

Counseling military personnel and their dependents takes on added poignancy and viability in the face of the fall, 2000, American Counseling Association and American Mental Health Counseling Association public policy breakthrough on the TRICARE DOD health care program as defined in Public Law 106-398 of the laws of 2000. This law requires that the DOD conduct a demonstration project on independent reimbursement of Licensed Professional Counselors. Provisions of this law direct the Secretary of Defense to conduct this demonstration project in one TRICARE region over a two year period to determine effects of increasing access to licensed professional counselors by removing the requirement for physician referral prior to engaging a counselor under the TRICARE program. This demonstration project has great potential for including licensed professional counselors as approved TRICARE providers. Although the TRICARE DOD mental health care program is a small element of the massive TRICARE system, providing military and other DOD employees the right to choose licensed counseling providers constitutes a landmark event in the history of the counseling profession and enhances the likelihood that counselors will provide professional services to military personnel and their dependents.

International headlines, such as, A3 U.S. teens on trial in Germany: Soldiers= sons charged with murder of 2 motorists killed by stones,@ Associated Press and Dallas Morning News, 2 December, 2000, p29A), bespeak a crucial need for counseling dependents. Obviously, school children who are military dependents require the services of school counselors, and other dependents may have need of a variety of counseling services. School counselors and other counselors commonly work with prospective members of the military, as well, during their formative years. Hence, it would behoove all counselors working with young adults to be familiar

with aspects of potential career opportunities and resources available to prospective and actual members of the military. The senior author=s son, for example, obtained a U.S. Air Force scholarship that fully funded two of his four years of very expensive dental study in exchange for three years of service as a captain in the USAF, the first year of which is advanced training at a highly specialized USAF health services facility. For many, military educational benefits can provide basic and advanced education not otherwise available. Seen in light of the massive size of the U.S. current and prospective military force structure and all the immediate and extended families of military personnel, this chapter has relevance for many counselors and other mental health professionals. With this contextual background in mind, the narrative now turns to general mainstream economic and other market factors impacting career development for military personnel.

Economic and Related Factors

Hansen et al. (2001), Engels and Harris (1999), and Feller and Walz (1996) noted how current robust, yet turbulent, economic, labor, and related circumstances such as the Atemping@ or contracting of the work force and labor market projections (Bridges, 1994; Ettinger, 1997; Rifkin, 1995) suggest major, unprecedented changes in employee expectations and entitlements in an era of dwindling employee loyalty to employers and erosion of traditional employee safety nets and other benefits commensurate with long term continuous employment. Two major dimensions of this unprecedented change lie in fundamental aspects of work, itself, and in how people might earn a living. Technological advances contributing to and stimulating continuous increases of new knowledge, the global economy, changing traditional rules and removal of many conventional boundaries for exchange of goods and services, all these factors influence military and other public and private sector employment. Significant recruiting and retention pressures in

the military relate to the general U.S. economy and employment levels and suggest that the military is in no way immune from civilian sector social, economic and labor factors. Hence, military counselors and all who work with the military need to know about these changes and forces for change. Along with these complex change factors comes the need for U.S. policy makers and all citizens to consider how best to attain high skills needed for a high-wage economy (Commission on Skills of the American Workforce, 1990).

America's Choice: High Skills or Low Wages!, a major influential report by the Commission on Skills of the American Workforce, (1990), says that the U. S. needs workers with high-level skills and knowledge to compete in global, high wage, markets, where new technologies, emerging communications and other factors radically change the means and strategies for work. As noted in this 1990 report=s title, America=s choice is profound, fundamental and universal because almost everyone in the military and civilian sectors needs high skills. High skills have high marketability, and many skills attained in the military make some military personnel very attractive prospective employees for private sector employers.

Redefining Career

In view of unprecedented changes and instability in the nature and performance of work today (Walz & Feller, 1999), the general public may be ready for a longstanding concept of career counselors who note that each person has one career that is life-long (Super, 1951, Engels, 1994, Hall, 1996, Hansen 1997). Seen in this light, one=s career starts in duties and exposure to and experience with work, distribution of labor, and other life roles at home, accompanied by work habits, requirements and citizenship at school and then manifest in a variety of tasks, settings and roles throughout one=s life. If each person has one career that is life-long, counselors may need to help people, including military personnel and leaders, see the importance of and commit to taking

personal responsibility for individual career ownership and stewardship, manifest in future career planning, and balancing and integrating work roles and responsibilities with other life roles and responsibilities, e.g. family membership and citizenship.

Although this book=s emphasis on adult career development might lead to reader inference of working only with adults, emphases in current professional literature on integrating work roles and responsibilities with other life roles and responsibilities (Hansen, 1997, Hansen et al, 2001, Super & Sverko, 1995), and systems theory suggest that counselors need to focus attention on family members and other dependents in addressing the life/career needs of their military clients, as well as all clients. Hence, in this chapter, we consider the encompassing context of military life and military career fields on both the immediate and the overall life-career development of military personnel and their dependents.

In addition to contextual considerations, the concept of a single, life-long, career has many implications for all counselors. Helping military personnel see their military service as one part of their overall, continuous, life-long career, could afford increased stimulation and incentives for personal life-career ownership and personal life-career responsibility. Helping military personnel see simultaneous connections with all prior, current and future career and life-role development could afford a sense of stability, a sense of wholeness and continuity, in an otherwise highly mobile, transitory and relatively brief military tenure. Helping military personnel acknowledge responsibility, plan and care for their careers in this manner might readily enhance an individual=s investment in all facets of military life, including a smooth transition from the military at some point. Helping military clients focus on balancing and even integrating family and other life roles could stimulate and accentuate both near term and long term life-career planning. With this sense of multiple life roles and responsibilities and individual career ownership and stewardship as a

definitional nuance and a guide, it seems appropriate to move toward some specific life-career counseling strategies for military personnel and their dependents.

Practical Questions and Issues

Having looked at who the military are and appreciating their multiple life-roles and their one-owner, life-long, career development context, some central focus questions might be useful in organizing this chapter for practitioners, scholars and researchers

1. What are some key issues and strategies and resources for life-career planning and development in the military today?
2. How do military counselors and other counselors working with military personnel and their dependents promote and provide effective life-career planning and development services?
3. What role might counselors play in helping policy makers and military leaders and personnel create and implement life-career visions, goals and plans, address current life-career trends and implement career development programs that are both nationally sensitive and locally appropriate in scope, focus and thrust?

In view of the major human, economic, technological and other changes cited above, the military may need to consider new ways of promoting individual career ownership and stewardship.

Multi-Faceted Phenomenon

In many domestic and overseas circumstances and situations, career counseling with active duty military personnel may require working with service members as though they are developing two or more career paths simultaneously. Among the many factors prompting this dual or multiple career path focus are: the fixed temporal nature of active military service; relatively brief

enlistment-reenlistment periods for many, relatively frequent assignment or duty station changes; retirement options available as early as 18 years of service, occasional buy-outs and other reductions in force; incremental scarcity of openings at higher ranks; installation closings, available modified military career path alternatives via reserve service, and rich career opportunities in non-military sectors of the United States.

Of course, the constant possibility of mobilization, of movement to and engagement in conflicts and combat, is the one aspect of military and military reserve life that seems most unique, sobering and dramatic in terms of overall human impact. While many occupations include health hazards and physical safety hazards and while all workplaces today guard against increasing instances of human violence, only front line local, state, and federal police and other public safety and protection occupations and career fields seem to approach the violence and combat potential of military career fields. Military personnel are always Aon call@ and need to be ready for high risk activities in actual conflict and in preparation for conflict. Freedom, indeed, is not free, and this potential for risk sets military duties in a special category for military personnel and all who serve military personnel. In light of this partial list of variables in military career fields and job status dimensions, one can see the wide array of permutations and combinations in military career paths, and one can infer a wide array of possibilities and needs for various counseling services and approaches related to many of these aspects of active duty, as well as extensions of and transitions to or from active duty.

Resources

Staffing, preparing, maintaining and improving military force requirements, competence and readiness for mobilization are of paramount importance to the DOD and the United States. This system affords a wide array of career opportunities for a wide array of U.S. citizens. Active

duty and, to some extent, reserve personnel, their dependents and their counselors must be concerned with current and long term military career progression, assignments, education and training requirements and related military occupational specialty and promotion opportunities. All military branches spend tremendous sums of money for basic and specialized education programs and resources, and members of the military can have access to abundant educational and training opportunities.

Specific military resources are well documented within the military and in numerous world-wide-web sites for DOD and each respective service branch, as well. DOD and other government sponsored information resources abound, including general and specific internet websites, such as, www.todaysmilitary.com/jobs , www.hrsc.osd.mil/empinfo.htm, or the DOD Voluntary Education site, www.voled.doded.mil and www.gibillexpress.com . These and other electronic, print and non-print resources are vital for military personnel and all counselors who work with military personnel and their dependents. Many of these DOD and private and public sector resources are noted in a number of sources, including books, such as, The Military Advantage: Your Path to an Education and a Great Civilian Career, (Vincent, 2001), The Military Family: A Practice Guide for Human Service Providers, (Martin, Rosen & Sparacino, 2000), Out of Uniform (Drier, 1995), as well as officer and non-commissioned officer guides, soldier=s handbooks, similar documents, numerous DOD videos and popular press articles (Yip, 2001a&b). These and other information and self help resources afford counselors and military personnel and dependents valuable, current and accurate information, often from an Ainsider=s@ point of view. Suffice it to say, good, current, accurate life-career development resources are abundant and, in many cases, military personnel and their dependents can use a self-service, self-

help, approach to these resources. Counselors who are familiar with such resources can help members of the military and dependents find and use resources, combinations of resources and unique aspects of resources and programs which afford a win-win outcome for military personnel, their dependents and the U.S. In turn, after personnel use these resources, counselors can help military personnel with planning and decision making.

Advocacy

While resource awareness, access and proper exploitation are crucial in any counseling situation, the bureaucratic nature of all governmental entities, including the military, mandate that all counselors working with military personnel be advocates for those they serve. As any veteran can testify, bureaucracy abounds within the military, and many resources remain merely potential sources for those unable to navigate the bureaucracy. Counselors who learn appropriate means to identify, access and exploit resources for military personnel can be invaluable to those personnel. Counselors who learn key phrases and other strategies for side-stepping the bureaucracy in articulating and documenting military client needs and entitlements can serve an invaluable role in helping clients and in helping clients help themselves. Additionally, some military clients, especially the least educated and those with the lowest ranks or greatest needs for resources, may need considerable help articulating their needs and accessing and exploiting resources. For these and other most vulnerable military clients and dependents, it is imperative that counselors serve as advocates in the fullest sense, lest their clients= needs and potentials be squandered in opportunities not recognized, possibilities not explored and horizons not expanded. Due to the bureaucratic nature of the military system, advocacy for individuals seems mandatory, especially for the least able and the neediest military personnel and dependents. In brief, empathy, warmth, and genuineness and other counseling characteristics and skills are as important in counseling with

the military as with civilians. Motivation and inspiration are also highly important.

Inspiration

While career counseling, resource brokering and related activities might become routine, counselors of military clients need to maintain respect for the motivation and dedication inherent in service to country. Counselors who need motivation and inspiration to advocate for clients might do well to mark the words and work of Henry Scheible, Denton County, Texas, Veterans= Service Officer. Scheible says he always keeps in mind that people who serve in the military keep the U.S. free, face unique risks and noble obligations unlike any risks in the civilian sector, and frequently distinguish themselves with their sense of duty, honor, country and personal acts of sacrifice, bravery and heroics (Henry Scheible, personal communication 18 July 2001).

Post-military service Opportunities and transitions

In view of the considerable post-military and post-military-retirement life expectancy and general economic necessity for gainful employment to supplement military retirement income (Yip, 2001a&b), active component officer and enlisted personnel may need help seeing connections between military and civilian sector skills, knowledge, experience, opportunities and overall lifestyle, as well as advance preparations and planning for their post military career development and career paths. Career planning is a core element of career counseling, and counselors working with military personnel, before, during and following military service, need to help those they counsel with career planning. High school counselors can find ways to help students anticipate pros and cons of military career fields. Veterans= Counselors and county veterans= service officers can help military veterans and their dependents with continued planning and resource identification and exploitation. Some state laws, such as the laws of Texas, require county veterans= service officers, and have a veteran=s commission with access to numerous

information and other resources. Counselors working with prospective, active, and veteran members of the military would do well to become familiar with these and related resource persons to help broker career, educational and other developmental resources and the overall military system prior to, during and following active military service.

Military and Civilian Competency Overlaps

Approximately 88% of all military jobs have equivalent matches in the civilian world (Occupational Outlook Handbook 2000). In many cases, there may be considerable overlap between military occupational specialty knowledge and skills and civilian occupational requirements, (e.g. a military pilot=s work may have considerable similarity with piloting in the civilian sector, a military officer may have many of the very same or highly similar responsibilities as a person in management, a cook or food service worker may have competencies identical to a variety of food handling and preparation occupations), and all these skills and this knowledge overlap may relate readily to current and future paths within and outside the military.

In other cases, military and civilian sector occupational skills and knowledge may have few similarities or be very different, almost to a point of seeming mutual exclusivity, (e.g. selected combat infantry, artillery, bombardier or assault combat competencies). In these latter cases, military personnel may need considerable help from career counselors to see knowledge, skill, and application overlaps and bridges among and between military and civilian sector career fields (e.g., munitions and demolition experts, armored soldiers assigned to gunnery duties on a tank, naval or Air Force gunners, combat infantry soldiers). Additionally, active duty personnel may have plans for post-military civilian work that are very different from their military work, and they may need counselors to assist them in identifying career options, building and implementing career plans and making decisions. Post-military service can be post-enlistment, post-obligation,

post-disability, post-retirement or some other status, with some commitment similarities to contemporary civilian sector trends toward an increasingly large contract or temporary workforce. Education and training might be direct means to help military personnel prepare for civilian career fields (e.g. an infantry soldier who aspires to high level technology related work following military service). As noted earlier, a number of publications and other resources can help military personnel and their counselors attend to maximizing development before, during and following the active service commitment, with attention to many useful transition resources, as well (Drier, 1995, Martin, Rosen & Sparacino, 2000, Vincent, 2001).

Knowledge and Skills for the Future

Military basic training, entry level skill and education programs, occupational specialities, command and general staff and other highly refined educational preparatory and continuing education programs provide general, specific and highly specialized knowledge and skills, and counselors may need to help military personnel see direct and subtle connections between military and civilian competencies. If one were looking for a single base for comparison of military competencies with skills and knowledge that will be needed in the future, one very useful resource could be the extensive Department of Labor Secretary's Commission on Achieving Necessary Skills, (SCANS) reports (SCANS, 1991, 1992a., 1992b). In the SCANS, reports, spokespersons for major corporate and other private and some public sector entities identified general and specific competencies in the form of skills, knowledge and characteristics which will be necessary for workplace success in the near and distant future. These reports make it clear that all workers in all elements of the private and public sectors, including the military, will need high skills to earn and command high wages. Civilian and military personnel will also need to depend increasingly on themselves and their personal capabilities, resources and assets for career

ownership, stewardship, planning and stability.

SCANS competencies greatly expand educational "basics" into a three-part necessary skill foundation, which includes:1) the "3 Rs" plus speaking and listening, 2) thinking skills, such as reasoning, decision making, problem solving and learning to learn, and 3) personal qualities, such as integrity, respect for self and others and honesty. Continuous advances in the human knowledge base point out the vital importance of learning how to learn so that one can continue to learn throughout one=s lifespan. At the most basic level, counselors and others working with the military need to promote and provide teaching and practice with fundamental study skills, such as, efficient and effective reading and note taking. At the highest level, thinking skills relate to philosophical inquiry and love for the pursuit of truth. Suffice it to say, thinking and learning skills are fundamental, especially as specific knowledge and information become increasingly perishable and at risk of obsolescence in this rapidly changing world. Basic skills and personal characteristics, too, may require considerable attention in helping some members of the military enhance their career development.

Beyond this three-part foundation, of 1) the revised basics, 2) thinking-learning skills and 3) personal characteristics, SCANS leaders identified five areas of additional competencies required for successful participation in a smart or high-skills workforce: Resources, Interpersonal, Information, Systems, and Technology competencies. These general competencies encompass the following:

RESOURCES -identifying, organizing, planning and allocating time, money, material and human resources;

INTERPERSONAL - working with others as, a team member, a teacher, a service provider, a leader and a negotiator who works well with men and women from diverse backgrounds;

INFORMATION: using computers and other means for acquiring, evaluating, maintaining, interpreting, communicating and using information;

SYSTEMS: understanding, monitoring, correcting, designing and improving social, organizational, technological and other complex interrelationships; and

TECHNOLOGY: selecting, applying, and maintaining technological tools and equipment (SCANS, 1991)..

While some educators and counselors have been familiar with many of these necessary knowledge and skill components for a long time (Foster, 1979; Hartz, 1978a, 1978b, NOICC, 1989, 1997; Texas Advisory Council 1975, 1985), these SCANS competencies seem increasingly important to career development in preparing our military and in helping our military personnel and dependents transition back into civilian sector employment. Current deficits and voids in the education of far too many (Isaacson & Brown, 1997; Hoyt & Lester, 1995, National Alliance of Business, 1990) highlight major aspects of the challenge of empowering Americans with high skills and knowledge. To help military personnel meet, acquire , refine and maintain these competencies and capacities, counselors, too, will need to consider new paradigms, such as, a one-owner, life-long career for each person. New paradigms and approaches can help counselors develop, foster, promote and deliver individual and group career development services and programs for all military personnel.

Implementation Strategies

Career counselors in the military and in all elements of the public and private sector will

likely see the need for continuing to provide traditional employability, career and personal development services while expanding to a more holistic emphasis promoting balanced and integrated one-owner life-career development. Among its reorganized priorities, this holistic approach requires greater attention to helping military personnel and their dependents:

1. See themselves as individual owners and stewards of their own lives and careers;

2. Identify, understand and assess personal characteristics, competencies, interests, and values;

3. Plan their short term and long term career development;

4. Balance and integrate work roles and responsibilities with other life roles and responsibilities;

5. Take responsibility for developing career plans and decisions, technical, graduate/professional school plans, employment plans, and job search competencies;

6. See connections among and between military experiences and other public and private sector opportunities;

7. Acquire skills for accessing educational and occupational information to aid career and educational planning and to develop an understanding of the world of work;

8. Select personally suitable military and civilian academic programs and experiential training opportunities, such as, entry/progression in an appropriate educational, graduate, or professional program designed to optimize a soldier, sailor, airman or marine=s human capacity as well as future educational and employment options;

9. Prepare for finding suitable employment by developing job-search skills, effective candidate presentations skills, and an understanding of the fit among and between personal attributes and competencies and occupational and job requirements;

10. Manage their careers during and following military service;

11. Link with veterans, employers, professional organizations, and others who will provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities (Engels, Kern and Jacobs 2000).

As noted earlier, many traditional career counseling resources complement DOD and other military specific counseling and career resources. Many of these conventional resources, such as, assessment tools, interactive guidance information software programs and employability skills materials lend themselves to use with military personnel. Contemporary career counseling process resources, such as career development and career counseling theories and techniques also lend themselves to use with military personnel. Military clients might readily benefit from such standard points of focus in adult career counseling, as, self knowledge, information skills, employability skills, decision making and planning skills and other facets of the SCANS competencies. Additional points of focus might encompass: relative satisfaction, challenge and sense of future development seen in current, past and future work; attention to life-career balance and life role integration; processes for improving one=s perspective and performance of current work; elaboration of a personal life-career vision and goals; stated ownership and commitment to personal responsibility in career planning; and near term and far term prospects and plans for continued career development and appropriate career transitions. Such career focused approaches

and directions seem to have obvious value for career counselors in all settings and with almost all client bases, including military personnel and their dependents.

Summary, Conclusions and Implications

Whereas, America's Choice: High Skills or Low Wages! (Commission on Skills of the American Workforce, 1990) addresses general public and private policy issues, little of the attention in and to this highly pivotal strategic U.S. economic document attends directly to individuals. Moreover, the general, macro-economic focus of this document and labor market economics, in general, seems to miss a vital implication for individuals, including military personnel. Today, even individuals in relatively constricted environments such as the military, need to depend less on external or standing policies, dictates and conventions, and more on internal, personal resources. As the workplace moves increasingly toward shrinking job duration, increasing job shifts and changes, contract labor of skilled workers, and related paradigm shifts in creation and distribution of goods, services, and wealth, global markets and numerous other factors noted in the references cited above, one new paradigm seems at hand. In the face of such systemic changes, one major imperative centers on an increasing need for personal, individual, career ownership and stewardship. The National Career Development Association=s concept of each person having one career that is life-long (Engels, 1996) takes on dramatic proportion in terms of individual self-governance, as do constructivist perspectives in contemporary career development literature (Savickas,1996, Hansen et al. 2000).Fortunately, good counseling resources are readily available, and some longstanding career development concepts and goals afford contemporary direction for counseling practitioners, researchers and educators.

Seen in light of so many and such sweeping changes, counselors serving career planning

and development needs of the military in the 21st Century may be facing some of the most critical factors ever. Contemporary workforce challenges in all facets of work and work settings, including the military, require new perspectives and some paradigm shifts in moving past traditional approaches. Military personnel who miss early and focused attention to the SCANS competencies and other basic and specialized knowledge and skills may be at risk of limited and sporadic unemployment and/or time in dead end jobs at poverty level and lower incomes with limited or no benefits (Hoyt & Lester, 1995; Rifkin, 1995), to say nothing of the quality of life issues attendant to low income, especially for high school and college dropouts. Marshaling resources and identifying and creating opportunities to meet challenges, problems and barriers is a perennial top priority for counselors in many settings.

From a programmatic standpoint, the National Occupational Information Coordinating Committee=s (NOICC, 1989, 1997) National Career Development Guidelines (NCDG) constitute one blueprint for facilitating acquisition and mastery of the SCANS competencies across the entire lifespan and might be highly adaptable to military programs and settings. Acknowledging that no one size fits all, the NCDG are designed for state and local adaptation to accommodate, accentuate and tailor the guidelines to local needs and circumstances, and many state career development guidelines reflect the efficacy of adapting the NCDG.

Those who counsel with the military need to help people with future career planning and balancing and integrating life-work roles and responsibilities with other life roles and responsibilities, e.g. family membership, parenting and citizenship (Super, 1980; Hansen 1997). While some career counselors have been attuned to this message, military counselors may have to shift from traditional linear and compartmentalized paradigms to fully embrace and model these and related concepts of definition and integration. Counselors in the civilian sector, too, need to attend to possible responsibilities and opportunities in working with military personnel, including

reservists, and their dependents. Career development literature provides increasing recognition of inseparable linkages and overlaps between career and personal counseling (Betz & Corning, 1993; Davidson & Gilbert, 1993; Haverkamp & Moore, 1993, Isaacson & Brown, 1997; Krumboltz,1993; Lucas, 1993; Subich, 1993; Super, 1993; Tolsma, 1993). Career development is not merely about current jobs and present time, it is very much about a core area of life that dramatically impacts other areas of life now and in the future. Additionally, career development is so vital, so fundamental, that military counselors need to consider how best to help the entire military community embrace life-career counseling for its pivotal importance for both individual and force well being and development. Again, counselors working with military personnel may find good reason to consider the National Career Development Association=s view that each person has only one life-long career (Engels, 1994). While counselors need to help people get, keep and seek advancement in career paths within and without the military, individuals may also need help to take ownership of their personal careers, with personal responsibility for, commitment to and skill in future career planning and integrating work roles and responsibilities with other life roles and responsibilities, such as parent, spouse, care giver, and citizen.

Because of their educational backgrounds and their familiarity with the resources mentioned here, and in view of their dedication to promoting the worth, dignity, uniqueness and potential of human beings (American Counseling Association, 1997), counselors are well prepared and may be well positioned to serve as major catalysts in helping to build and implement comprehensive developmental life-career programs, with a healthy dedication to the individual career development of today=s and tomorrow=s military and their dependents.

In many respects, counselors need to afford clients in all settings, including the military, a contextual perspective that encompasses the rapid human and economic changes cited earlier. Attention to the whole person, to a one-owner, life-long career consciously integrating military work roles and responsibilities with current, past and future life roles, can afford new horizons for military personnel, their dependents, their counselors and their leaders. Similarly, and no less important, is the obligation of counselors working with the military to develop and maintain an understanding of the culture of the military environment. This understanding can help counselors better comprehend life-career concerns of military personnel and their dependents. As opportunities increase for more counselor involvement with military personnel and their dependents, the counseling community needs to consider partnering with this major human segment of U.S. society.

REFERENCES

American Counseling Association, (1997). Ethical standards. Alexandria, VA:

Associated Press - Dallas Morning News. (2 December, 2000). A3 U.S. teens on trial in Germany: Soldiers= sons charged with murder of 2 motorists killed by stones.@ pA29)

Bridges,W. (1994). Job shift. New York: Addison-Wesley.

Commission on Skills of the American Workforce, 1990 America's choice: High skills or low wages! Rochester, NY: National Center on Education and the Economy.

Drier, H. (1995). Out of uniform. Lincolnwood, IL: VGM Career Horizons.

Engels, D.W. (1994). The Professional practice of career counseling and consultation: A Resource document. Alexandria, VA: National Career Development Association.

Engels, D. W., Kern, C. W. and Jacobs, B. C. (2000). Life-Career development counseling, Alexandria, VA: American Counseling Association.

Ettinger, J. M. (1996). Improved career decision making in a changing world (2nd ed.) Garrett Park, MD: Garrett Park Press.

Feller, R. and Walz, G.R., (eds). (1997). Career transitions in turbulent times. Greensboro: University of North Carolina Educational Resource Information Clearinghouse.

Foster, D.E.(1979). Assessment of knowledge acquired in an employability skills training program. Unpublished dissertation. Denton, University of North Texas.

Hansen et al. (2001). ACES/NCDA Commission on Preparing Counselors for Career Development in the New Millennium (unpublished position paper). Alexandria, VA: Association for Counselor Education and Supervision.

Hansen, L.S. (1997). Integrative life planning: Critical tasks for career development and changing life patterns. San Francisco: Jossey-Bass.

Hartz, J.D. (1978a). Instructor=s guide to employability skills. Madison:University of Wisconsin Vocational Studies Center.

Hartz, J.D. (1978b). Employability inventory: Findings and analysis. Madison: University of Wisconsin Vocational Studies Center.

Herr, E. L., Cramer, S.H. (1996). Career guidance and counseling through the lifespan, 5th. Ed. Needham Heights, MA: Allyn & Bacon.

Hoyt, K.B. (1977). A primer for career education. Washington, D.C.: Department of Education.

Hoyt, K.B., Lester, J.L. (1995). Learning to work: The NCDA Gallup survey. Alexandria, VA: National Career Development Association.

Isaacson, L.E. and Brown, D.. (1997). Career information, career counseling, and career development, 6th Ed. Boston: Allyn and Bacon.

Martin, J.A., Rosen, L.N. and Sparacino, L.R. (Eds). (2000). The Military family: A Practice guide for human service providers. Westport, CT: Praeger.

Military Family Resource Center (2000). Profile of the military community: 1999 Demographics. Arlington, VA: author.

National Alliance of Business. (1990). Employment policies: Looking to the year 2000. Washington, D.C.: Author.

National Association of Colleges and Employers (1998). Professional Standards. Washington, D.C.

National Occupational Information Coordinating Committee. (1989). National career Development Guidelines. Washington, DC: Author.

National Occupational Information Coordinating Committee. (1997). National career Development Guidelines, 2nd. Ed. Washington, D.C.: Author.

Rifkin, J. (1995). End of work: Decline of the global labor force and the dawn of the post-market era. New York: G.P. Putnam Sons.

Savickas, M. (1996). A Framework for linking career theory and practice. In M. Savickas and W.B. Walsh (eds.), Handbook of career counseling theory and practice. Palo Alto, CA: Consulting Psychologists.

Secretary's Commission on Achieving Necessary Skills. (1991). What work requires of schools. Washington, D.C.: U.S. Department of Labor.

Secretary's Commission on Achieving Necessary Skills. (1992). Learning a living. Washington, D.C.: U.S. Department of Labor.

Secretary's Commission on Achieving Necessary Skills. (1992). Skills and tasks for jobs: A SCANS report for America 2000. Washington, D.C.: U.S. Department of Labor.

Super, D.E. and Sverko, B. (eds.). (1995). Life roles, values and careers. San Francisco: Jossey Bass.

Texas Advisory Council for Technical-Vocational Education.(1975). Qualities employers like and dislike in job applicants: Final report of a statewide employer survey. Austin: Texas Board of Education.

Texas Advisory Council for Technical-Vocational Education.(1985). Qualities employers like and dislike in job applicants: Final report of a statewide employer survey. Austin: Texas Board of Education.

U.S. Department of Labor, 2000. Occupational outlook handbook. Washington, D.C.: author.

Vincent, L. (2001). The Military advantage: Your path to an education and a great civilian career. New York: Learning Express.

Yip, P. 15 January 2001. Guard deployment taught family to plan. Dallas Morning News, ppD1&2.

Yip, P. 15 January 2001. Personal finance: Active duty: Military families must take extra steps when planning financial futures. Dallas Morning News, ppD1&2.