

ACPA COMMISSION FOR CAREER DEVELOPMENT **Career Watch**



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Next issue deadline is December 15th, 2011

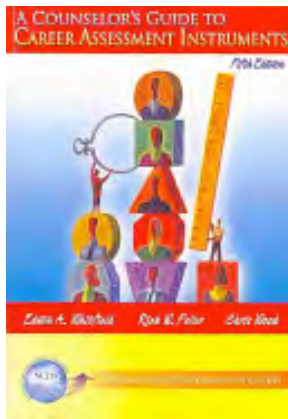
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Book Reviews

A Counselor's Guide to Career Assessment Instruments, 5th Edition. Edited by Edwin A. Whitfield, Rich W. Feller, & Chris Wood

Reviewed By Yas Djadali



Overview:

A Counselor's Guide to Career Assessment Instruments, Fifth Edition, is a resource produced by and for persons working in the career services field, and in collaboration with the National Career Development Association (NCDA) staff. The Guide begins with an introduction followed by a review of trends and issues related to career assessments; criteria for selecting career assessments; the potential impact of career assessments on personal advocacy, program evaluation and formulation of public policy; a discussion on the application of computer-assisted assessments; a checklist of counselor competencies for administering and interpreting assessments; and the use of career assessments with persons having disabilities. Following these initial chapters, the book continues with 55 reviews covering 71 instruments.

Format:

The instruments are divided into five categories: (a) aptitude/achievement and comprehensive or combined measures, (b) interest and values instruments, (c) career development/maturity measures, (d) personality assessments, and (e) instruments for special populations. For each instrument, descriptive information by the publisher is

provided (e.g., target population, intended purpose, etc.), followed by the reviewer's commentary in the standardized format below:

- Description of the Instrument
- Its Use in Counseling
- Technical Considerations
- Computer-Based Version (if applicable)
- Overall Critique
- References

Special Features:

The Guide includes several appendices (e.g., an annotated bibliography), providing additional information resources; the publishers' contact information; the Responsibilities of Users of Standardized Tests (RUST) (Association for Assessment in Counseling, 2003), and a User's Matrix of 274 instruments, including the intended category of measurement (e.g., aptitude, interests, etc.) and the level of schooling or settings appropriate for the instrument.

Strengths:

The Guide is an expansion and enhancement of previous editions of A Counselor's Guide to Career Assessment Instruments and has thus become a refined and comprehensive resource for career development professionals. It includes a historical framework on the administration and application of career assessments and serves as both an ethical and practical guide for the profession, which also provides a context for the instrument reviews. The categories used to catalogue each instrument make the Guide a quick reference, and the

standardized format of each review makes it user friendly. It also effectively addresses the integration of technology in career counseling service delivery, both in terms of access for administering assessments and efficiency when scoring and compiling assessment data. In addition, the Guide is informed by material from career journals and relevant professional associations, lending to its credibility and demonstrating its contribution to education and career services providers.

Limitations:

Most of the instruments are reviewed by a single reviewer, which can present a limited perspective, particularly if the author has a bias for or against the instrument. In addition, some of the instruments may fall into more than one category, or there may be conflicting opinions over which category most accurately represents what the instrument is intended to measure. Ideally, there might be a website supporting this book that provides links to other test reviews and publisher websites. Such a website could also provide information about new versions of assessments published after this edition of the Guide was printed.

Summary:

All in all, this fifth edition of the Guide continues the strong tradition of connecting counselors, advisors, and coaches with a broad range of career assessment tools. It should be a basic reference in counseling or advising offices, as well as a resource for career counseling courses.

Reference:

Association for Assessment in Counseling. (2003). Responsibilities of users of standardized tests (RUST;3rd ed.). Alexandria, VA: Author.

Book Reviews

Guerrilla Marketing for Job Hunters 2.0. Jay Conrad Levinson & David E. Perry.

Reviewed By Rachel Hester

The dictionary defines a guerrilla as “A member of a band of irregular soldiers that use guerrilla warfare, harassing the enemy by surprise raids, sabotaging communication and supply lines.” The authors of Guerrilla Marketing For Job Hunters 2.0: 1,0001 Unconventional Tips, Tricks and Tactics for Landing Your Dream Job believe job hunters need to act like Guerrillas if they want to find their ideal job. The “Guerrilla” theme is carried throughout the book with special features such as:

–Guerrilla Tactics– Job search tips and tricks related to researching employers, interview preparation, resume writing, etc.

–Guerrilla Intelligence– Articles written by prominent bloggers/authors about the job search process, networking, social media, career research, etc.

–Drills– Homework assignments related to employer research, networking, resume writing, etc. that job searchers can participate in to kick their job search into high gear

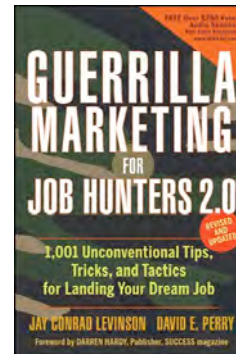
As the title implies, this book does provide several unique job search tips, however, some of the suggestions seemed a little too gimmicky for my tastes. For example, one of the tips discussed is called “The Trojan Cover Letter,” which involves mailing your cover letter and resume in “Thank-You” note sized envelopes around major holidays. The idea is that employers will think they are receiving an invitation to a party or a thank you note for a gift and as a result be more likely to open the letter. Another tip encourages job seekers to purchase a Facebook advertisement tailored to the

companies they are interested in working for. The ads include a picture of the job seeker, a brief message about why they are interested in working for the company, and a link to their online resume.

My favorite part of this book was the suggested online resources, tips for leveraging social media in your job search, ideas for personal branding (check out what an Extreme Guerilla resume looks like by visiting this link: <http://guerrilla-resumes.com/guerrilla-resume-extreme/>) and Google research techniques. For example, the authors encourage you to use LinkedIn to connect with LIONS (LinkedIn Open Networkers) as a way of increasing your online network. (To find a LION you can visit sites such as www.toplinked.com or use “LION” as a keyword for group searches on LinkedIn.) Another interesting technique suggested using Google’s Advanced Search features to find leads that might not be posted on job boards. When you click on the advanced search tab, you would fill in the following information:

“All these words”–
–Key words related to your job search (i.e. retail manager)
–Job
–Resume
–Submit

“This exact phrase”–
–Area code for the geographic location you are targeting (i.e. 212). The authors believe that using Area codes is a one of the best ways to narrow down your geographic preferences. For example, “New York City” has many different boroughs, so typing “New York City” as a location may be too broad for your search. Instead of typing “New York City” you could type “212”, “718”, “917” etc.



“Any of these unwanted words”–
–Type the word “Free”. The idea behind banning the word “free” is that this word is not used on most corporate websites or job descriptions, but it is used to sell resume-submitting services. By eliminating the word “free” from your

search, you are more likely to find job postings.

This book provides a wide variety of ideas for finding job leads, working with head hunters, leveraging social media in your job search and creating a personal brand, yet many of the exercises assume that you have years of work experience to draw from. Although there were a few tips that could be applicable to undergraduate students, the majority of the information discussed seemed to be most applicable for alumni in business settings with a few years of work experience. This was especially true for the sections about salary negotiation, interview preparation, and working with recruiters. If you do not work extensively with alumni, this book could be helpful if you were interested in learning more about how to incorporate social media into a job search. This book would also be useful if you wanted to learn more about how to work with a recruiter because it discusses what questions you should ask before deciding to work with a recruiter, and what resources you should incorporate in your job search (i.e. zoominfo.com) to increase the likelihood of a recruiter finding you. Overall, I enjoyed reading this book and have already utilized some of the resources discussed in my work with students at Wake Forest.

Convention 2011 Recaps

Short Synopses Of A Couple Baltimore Commission for Career Development Sessions

Are We There Yet? A Journey to Develop a Nontraditional Experiential Education Opportunity

Presented by Pepa C. Carlson & Jennifer Jennings, Michigan State University

Professional development is an essential part of the college experience. Michigan State University's (MSU) Spring Break Corporate Tour is a collaborative program between the Colleges of Business, Engineering, and Communication Arts and Sciences that allows first- and second-year students to experience professional development first-hand. It is an opportunity for participants to go beyond career fairs and on-campus information session by networking with and learning from MSU's key employer partners at their actual corporate and manufacturing sites. As one partner stated, "This opportunity allows us to mold future leaders and show them exactly what it takes to succeed (at our company). We are nurturing the learning of each student." Through these corporate visits, students learn how to better network, improve their critical problem solving skills through case studies, and explore career and internship opportunities by actually experiencing what it would be like to work in each corporation. Upon conclusion of last spring's trip, one student commented, "I never realized that once you get your degree you might use it in a way you never thought or planned - once you are in a company your role can switch quite a bit throughout your career."

The Spring Break Corporate Tour (SBCT) is advertised heavily through first-year orientation, courses, social media, and email. A formal application is opened up to all first- and second-year students in December of which an essay stating how this tour will benefit them is a major portion. The applicant numbers are overwhelming, despite the fact that students will be giving up their traditional spring break of fun in the sun for a week of intense professional development. The committee is charged with selecting the top 25 candidates based on professional goals and leadership demonstrated while also strongly considering financial need and insuring the

selected group properly reflects the diverse background of the University. MSU prides itself on being a diverse university with over 50 percent women, nearly 20 percent students of color and 10 percent international. The SBCT is dedicated to bringing companies this same level of diversity.

Corporations are selected based on their strong partnerships with MSU, especially the Career Services Network, and their ability and desire to host the group. Partnering companies are promoted heavily to students throughout the year through visibility at career fairs as well as year-round display of corporate materials in display

cases in main student hallways and all Tour materials. The SBCT is a unique opportunity as it allows further growth between MSU and participating corporations while giving each company the benefit of having students come to their professional sites. This company exposure can influence the future career decisions of the impressionable participants.

Prior to the SBCT, selected students attend mandatory professional development sessions discussing

everything from dining etiquette to attire and networking to professional follow-up procedures. When the bus is loaded on day one, the real fun (and learning)

begins. Traveling by bus allows the students and career

counselors attending to

continuously discuss students' career expectations. Additionally the group does have some fun and gets to know each other through a series of ice breakers and events. Following each corporate visit, career counselors are able to facilitate group discussions regarding the visit, what they learned and how they can continue to prepare for careers and internships within each corporation.

At the conclusion of the SBCT, a debriefing seminar is held. This session allows students to reflect upon the growth they experienced in just one week and how to increase and best market their skills to attain those opportunities. During last spring's session a student put it simply: "I have more confidence now - I know what I can offer and I know what companies are looking for."



(Continued on Page 6)

Are We There Yet? A Journey to Develop a Nontraditional Experiential Education Opportunity (Continued)

The success of the program can be shown by the accomplishments of SBCT students in the following years. Ongoing communication with past participants through advising appointments, SBCT reunions, and social media groups reveal that they have consistently secured internships and co-ops with participating employers and have taken on leadership positions in student organizations. The students often attribute these achievements to their increased networking skills gained from interacting with employers on the SBCT. All participants of the first SBCT in 2007 graduated and successfully gained employment. Some of these graduates even shared the SBCT concept with their current employers and are hoping to host the tour in the future.

Further success of the program can be seen through its college, campus-wide, and national recognition. In the fall of 2009, the creator of the SBCT was recognized by The Eli Broad College of Business with the Richard J. Lewis Quality of Excellence Award. The SBCT coordinators presented "Are We There Yet? A Journey to Develop a Non-Traditional Experiential Education Opportunity" at the National Association of Colleges and Employers (NACE) 2010 National Conference and 2011 American College Personnel Association (ACPA) National

Conference. This exposure has helped spread awareness of this unique experiential education opportunity to other career center professionals and employers across the nation.

SBCT will continue in 2012 and into the future. Other Michigan State colleges have considered adopting the hands-on approach of exploring career paths and company cultures. The James Madison College, a residential college at Michigan State preparing students for careers in government, politics, social services, and public administration, has been working with the SBCT team to create a spring break experience for its students and alumni in Washington D.C. as early as spring 2012. The SBCT planning team hopes to expand the concept beyond MSU by encouraging other universities across the nation to explore alternative options for experiential education. A highly individualized logistical blueprint of the SBCT concept can be created for any institution or department to support its student populations' needs and expectations. Whether the travel is local, regional, or national, giving first- and second-year students a hands-on opportunity to explore career options is the best way to foster students' experiential learning.

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Industry Week: by Christine Cruzvergara and Kelly Sargent

*Summation by Jordan Bell
 Career Advisor and Project Coordinator at Carnegie Mellon University*

One way that Georgetown University helps students discover careers in industries they know little about is through holding an Industry Week. Industry Week is one week's worth of events centered around a specific industry, like healthcare, or the government. These weeks are planned around the time when that industry is recruiting.

Student response to Industry Week at Georgetown has been positive and broad. First year students find value in learning about fields they never thought they would otherwise be interested in, and graduating students find the events, which bring employers and recruiters to campus, to be a great networking opportunity.

Christine Cruzvergara and Kelly Sargent presented this workshop on how Industry Week can work for any campus. For them, though, Industry Week was a way to gather campus awareness for industries other than business, which attracts the most students. To help others in career services, they developed a 40 page manual outlining the procedures and schedules for creating your own industry week. The manual covers everything: marketing, recruitment, event options, templates for e-mails, themes, staff roles, and assessment, plus much more.

The manual is thorough enough for you to pretty much mimic what Georgetown is doing, but the real value of this session was learning about the little things that made Industry Week successful, and how those can be applied to current and future programming at your own institution.

Christine Cruzvergara is the Manager of Special Programs, and Kelly Sargent is the Student Resources Manager in the Career Education Center at Georgetown University.

Pepa C. Carlson is the Career Program Manager, and Jennifer Jennings is the Field Career Consultant at Michigan State University in East Lansing, MI

Careers and Adulthood

Benjamin S. Selznick

Careers and Adulthood

While the legal age of adulthood in the United States is 18, the social age of this milestone is far less clear. Scholars attempting to understand the transition into adulthood – one closely linked for many individuals with participation in higher education – have proposed new approaches that encompass the realities of contemporary life. Jeffrey Arnett (2000), for example, has offered the framework of “emerging adulthood” as a time existing roughly between the ages of 18 and 25 when individuals explore a variety of possible life directions. For Arnett (2000), one major component of this life phase relates to the transition out of education and into the professional workplace. As he writes:

“In emerging adulthood, work experiences become more focused on preparation for adult work roles. Emerging adults begin to consider how their work experiences will lay the groundwork for the jobs they may have through adulthood. In exploring various work possibilities, they explore identity issues as well: What kind of work am I good at? What kind of work would I find satisfying for the long term? What are my chances of getting a job in the field that seems to suit me best?” (p. 474)

Perhaps the question left unasked, though one that Arnett identifies

with progressing into adulthood, is also “how will I support myself financially?”

New light has been shed on this issue in a recent piece by Lawrence Quill entitled “The Disappearance of Adulthood” (2011). Here, Quill (2011) argues that the rise of new technologies and the shift from one-employer careers towards many-employer careers has placed stress upon the conception of adulthood. Quill (2011) further describes a tension that pulls at our students: namely, the link

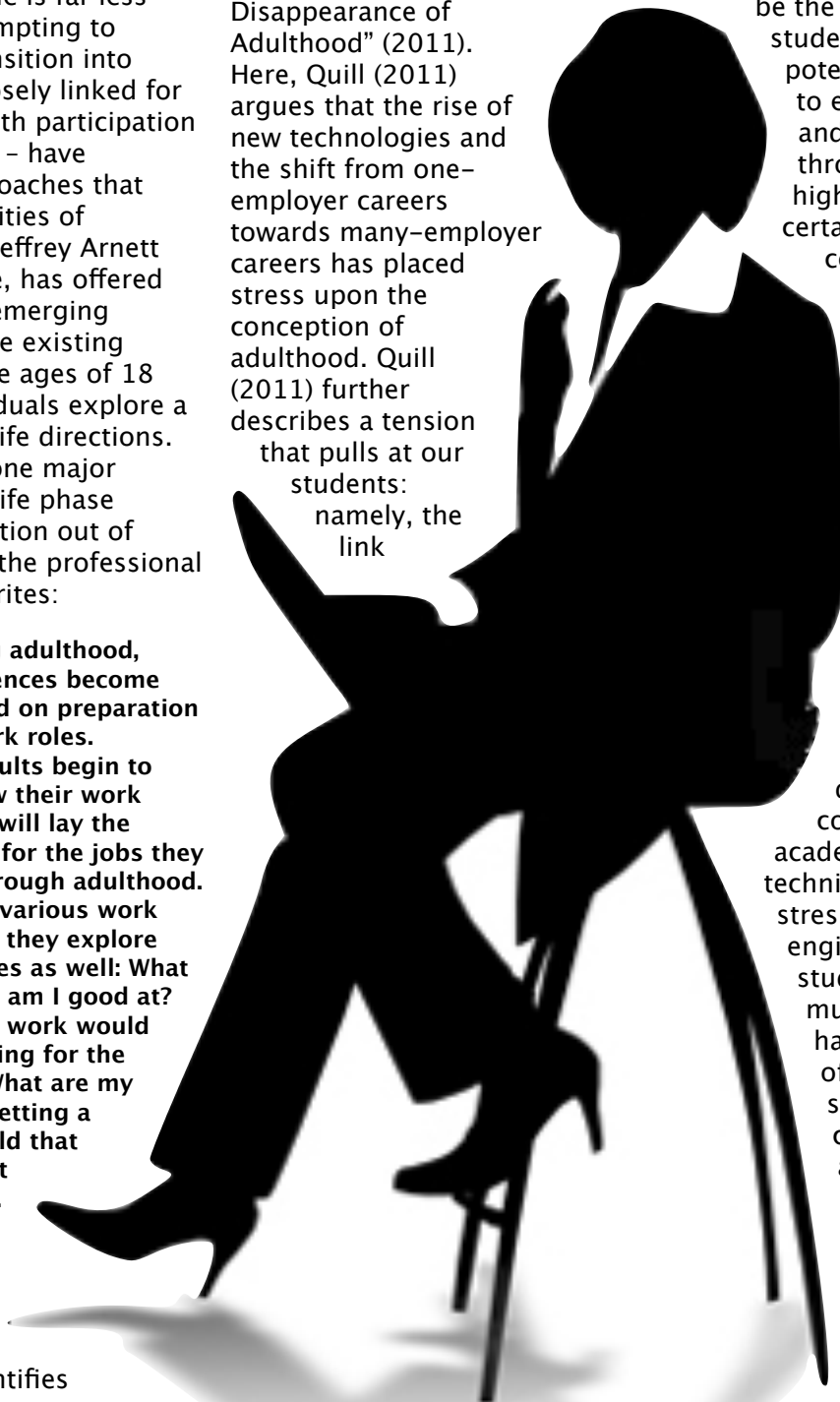
between higher education and post-graduation employment.

Practical Implications

Though Offices of Career Services and Career Counselors should not be the sole sources for helping students negotiate the potentially competing desires to explore, earn an income and utilize skills gained through participation in higher education, we certainly are in a position to counsel and assist. To this end, I offer four ways we may help our students prepare for entry into “emerging adulthood” and, ultimately, work towards becoming adults in the sense of career fulfillment and financial independence.

First, as a practical way to address Quill’s concerns (2011), we can encourage students to develop technical competencies during their academic careers. While technical demands are formally stressed for careers in engineering and the sciences, students in the liberal arts must also ensure that they have adequate knowledge of professional workplace software and competencies in specific applications related to their chosen field.

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Second, career counselors can create opportunities to explore the career-related questions of “emerging adulthood” presented by Arnett (2000) in a supportive space of resources and professional advisement. One exercise I like to perform with my students is to have them look at real job descriptions (found, for example, on an easily accessible job board such as idealist.org) and see to what degree the description of an actual job measures up to their idea of that job. I find that this encourages students to begin developing a sharper picture of the job market and to start framing their post-graduate life in terms of concrete transferable skills and employment rather than “dream jobs.”

Third, students can be encouraged to understand current professional development activities as contributions towards building lifelong skills. I try to communicate this message to students during resume review sessions by asking them to consider their resume as a reflection of those experiences which were **most recent** and to which they made the **biggest commitment**. I then explain that this formula will still be highly useful as they progress through higher education and into the world of work.

Finally, I believe it is important to help students understand that

in the modern information-driven economy, they must make a sustained commitment to their own professional progress. As Blustein (2006) notes, those in the contemporary workplace must learn “that their commitment needs to be directed towards their own skills, experience, and personal work trajectories” (p. 47). While making this commitment can at first appear daunting, we as career counselors can help our students understand that aspects of their

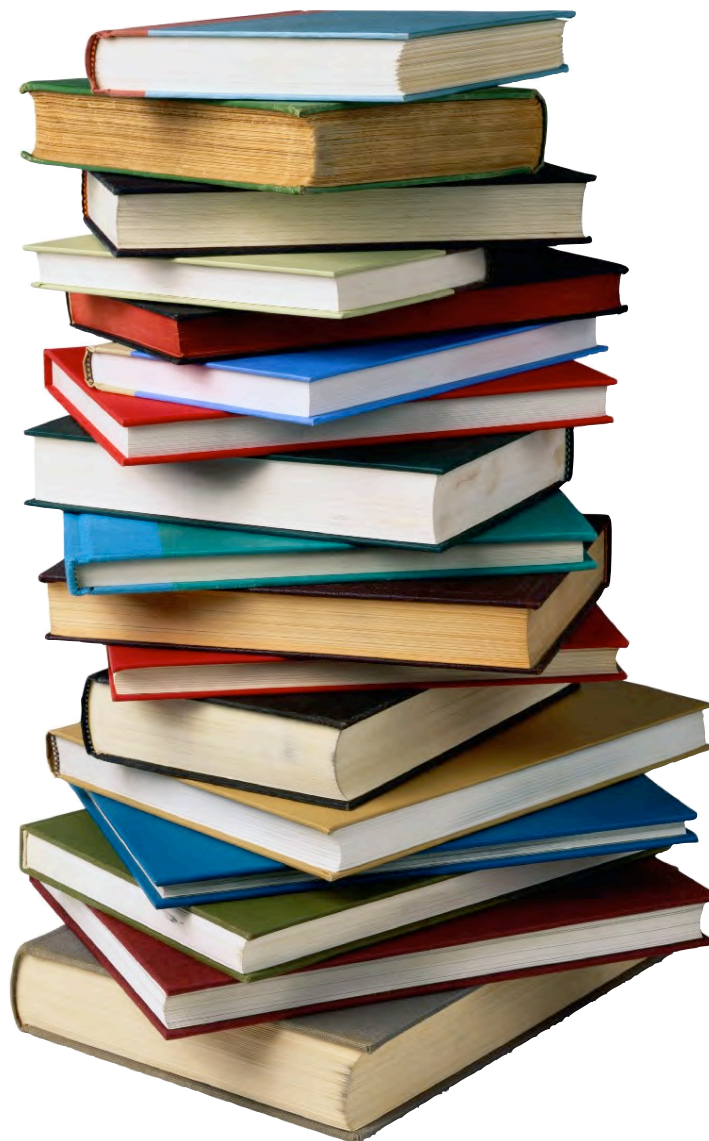
future careers can be developed before graduation.

Conclusion

Offices of Career Services are somewhat unique spaces on campus as a key focus of their work is preparing each student for their life after higher education. I argue, though, that this vantage point also puts us in the best position to help students begin developing skills and thought processes that will anchor their career exploration during “emerging adulthood” and guide their transition into lives as professional adults.

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Commission Contributors

4 Years Later, I Found My Niche

By *Amanda L. Anderson*

I wasn't sure what to expect from BMore. The city isn't unfamiliar to me as I grew up in Virginia and still have friends living in the area. Arriving in town for my fourth ACPA conference, I thought I knew what I would get out of the convention. However, I left with a renewed sense of purpose, a validation of my skills in career development, and a plan for the future in C3.

Every year, I look forward to attending the ACPA convention because I return with a renewed passion and spirit for the work that I do. Working in residence life, this increased pep-in-my-step comes at a time of the year when it is very much needed. During the past two conventions, I have searched for my niche in ACPA. Looking at this humongous organization with so many brilliant minds, I wondered, *where do I fit?*

Call me Goldilocks. In the past, I've tried different things to see how they fit. *This year I will attend every session possible. This year I'm going to volunteer and try to get on the directorate of a standing committee.* Time and time again, nothing really fit. My focus this time was on my real student affairs passion – career development. I've done a bit of

exploring and have wanted to move into the field for a few years but never really considered that during convention.

As the convention drew nearer, I signed up for at least five volunteering time slots in C3. I know what some of you may be thinking – *this woman is insane*. When I thought about it, what better recruitment and employer fair experience could I get? Further, I remember how overwhelming I found placement to be when I was doing an intense search at the Orlando convention. If I could be a friendly face and assure someone they'll be fine, my time would be well-spent.

Clearly, I wasn't the only person who thought this way – as I found myself among a crowd of volunteers at each timeslot. And while I thought I was just a nameless face amongst the masses – I found myself talking more and more with the "vest people". (I've since learned that the "vest people" are actually called the Care Team.) They pulled me in. By my second day of volunteering, I found myself filling out an interest form to join the Care Team. And then I discovered the commission.

Everyone I met from the commission was incredibly welcoming – especially considering I don't work in career development (yet). I pictured the meeting/networking event as this intimidating, competitive place where we'd all be chomping at the bit to throw out our information. Instead, I found myself talking with colleagues about basketball and reconnected with a commission member who presented a staff development at my institution.

So I found my niche. The commission has not only been welcoming – but very helpful. So thank you.

Amanda L. Anderson is the Acting Assistant Director of Student Conduct at SUNY



One Small Step = A Big Adjustment

By Kristen Renee Lindsay

Assessment can be overwhelming. When assessing something as large as a university, with its many intricacies and idiosyncrasies, a strategic committee, let alone a single individual, may not know where to start. In the 1980's, Karl Weick, an organizational theorist, introduced the concept of small wins to the field of organizational development. Weick (1984) formulated the concept of "small wins" to refocus how we perceive social problems, specifically when the daunting enormity of problems like reducing domestic hunger or crime rates "precludes innovative action because bounded rationality is exceeded and dysfunctional levels of arousal are induced" (p. 40).

The concept of "small wins" can be applied to a project like implementing a strategic plan on campus. The typical strategic plan can contain lofty goals and objectives dressed up with fancy words and pictures printed in a professionally looking document that many people file in their desk drawer. Translating a destined-to-be-covered-with-dust-on-a-bookshelf strategic plan binder into small, manageable, executable daily tasks that are user-friendly at various staffing levels makes it truly impactful. If it is manageable, staff will feel as if they can make a positive contribution, and students will reap the benefits of the small changes.

We often want to think futuristically at the big picture level, but we also need to remember the day-to-day



grind of institutional operation. Doing our best to develop initiatives that are targeted to affect a small population of students can lay the foundation for additional initiatives, and ignite change at the grassroots level (Rhatigan &

Schuch, 2003). For example, think about how many people you may affect positively if you intentionally make an effort to personally thank three individuals each day for visiting your office or helping you out with a project/task. How would those people be impacted? How would those people, in turn, impact the lives of others?

This past fall at Heidelberg, the Academic & Career Support Center (ACSC) team developed a document to operationalize student engagement. We created this list of easy-to-implement tasks in response to our new President's request that all campus offices step up our commitment to positive customer service. First, we decided we did not like the term "customer service," and second we brainstormed simple things we could do to affect engagement (our chosen term for customer service). We refocused the request, and came up with small steps toward achieving the newly reframed goal.

The small win is not an easy victory or a quick accomplishment. It is

more appropriately defined, according to a briefing compiled by the Center for Applied Research (1998), as a "continuous application of a small advantage" (p. 2). Therefore, it's not an end in itself, but part of a larger change process that is steadily and consistently applied to affect successful achievement of a larger transformation.

Weick places the "small wins" concept inside the bigger picture definition of continuous change, as opposed to episodic change. Episodic change is dramatic, discontinuous, and infrequent. It stops and starts, lurching along, often in response to a knee-jerk reaction that something is organizationally wrong and needs to be fixed. The outcome of episodic change can succumb to relapse because it jolts an individual into behaving differently. The system responds differently to a specific situation, but the change may not be sustainable.

Continuous change is emergent, incremental, and cumulative. Organizational culture provides the stability around which micro-level changes circulate and coalesce to transform institutional structure or behavior. Weick further describes that "episodic change is driven by inertia and the inability of organizations to keep up, while continuous change is driven by alertness and the inability of organizations to remain stable" (p. 379). Considering these two types of organizational change, which one would you like most to be part of within an institution or within a team?

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One Small Step = A Big Adjustment (Continued)

Banta, Lund, Black, & Oblander (1996) describe successful assessment as “an ongoing, iterative process” that incorporates campus culture, institutional mission, and a commitment to adapting to the needs of the organization’s constituents (p.29). This description sounds amazingly similar to Weick’s theory of continuous change. The “small wins” concept also reminds me of the Starfish Story by Loren Eiseley. You may not be able to save all the starfish that are washed up on the beach, but at least you can make a difference for each one you are able to toss back into the sea of life. Yes, it sounds corny, but

sometimes that’s just the motivation you need to get up in the morning and do this student affairs thing all over again another day.

A few final words...

“Faculty and administrators do not want to be among those who limit themselves by failing to see the possibilities of our work with students, failing to recognize the difference we can make for others, or lacking imagination, energy, and effort in the small room in the world that has been entrusted to our care. All of our individual paths merge in work, and together that work will be the greatest influence that we in higher education will ever have or deserve.” (Rhatigan & Schuh, 2003).

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