A Personal Journey for Professional Growth Workbook

ACKNOWLEDGMENTS

COLORADO STATE UNIVERSITY
COOPERATIVE EXTENSION

A PERSONAL JOURNEY FOR PROFESSIONAL GROWTH

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Introduction

This document is a personal workbook that you will use to develop a Professional Development Plan that is relevant to you (see enclosed plan). This Professional Development Plan should be reviewed by your supervisor and regional director and filed in the Staff Development Office.

Colorado State University Cooperative Extension is sincerely concerned about program and personnel. The system believes in equipping everyone with the necessary skills so that each employee's performance adds excellence to the organization and the individual. We understand that informed staff will deliver useful programs with high impact. This workbook is a guide, designed to assist you on a path of professional excellence.

Every member of Colorado State University Cooperative Extension must be aware of the need to continuously improve job performance and efficiency through self-improvement activities.

Individual professional development becomes increasingly important in times of rapid change. The increasing complexity of society will require that extension employees engage in lifelong learning in order to maintain professional expertise. Some changes affecting Extension professionals are: the knowledge explosion, higher educational levels of clientele, new Extension audiences, new and different program demands, and the changing roles of Extension professionals.

Managing Your Professional Growth

A career, the pursuit of consecutive, progressive achievement especially in public, professional, or business employment, is a personal choice that entails commitment, perseverance, and a plan.

Professional growth in a career requires the continuous acquisition of knowledge and skills through study, instruction, investigation, and practice. It is an on-going process.

Career planning involves visualizing what you want to be doing in the future within your profession. Career planning enables professionals to set goals and define specific tasks that must be accomplished in order to reach those goals. At the same time, career planning considers options, and alternatives. Flexibility is important as we cannot know the future.

You can work to create your future (proactive) or you can let the future happen to you (reactive). This workbook provides you with the opportunity to be proactive.

Expectations and Responsibilities

There are two expectations for the professional development of personnel in Colorado State Cooperative Extension. These expectations explain the relationship between the employee and the organization.

The first expectation is that Extension professionals will grow in their profession; that they will continually maintain a "cutting edge" state of knowledge that includes technical, people, and process knowledge and skills. Many privileges and opportunities are provided by the Extension organization and Colorado State University. However, the initiative for professional development must come from you. Your immediate supervisor assumes the primary responsibility for coaching you in the identification of training needs through the appraisal and counseling process. In Cooperative Extension, everyone is expected to have a professional development plan. Your plan will be included in materials presented for your annual performance appraisal.

The second expectation is that the organization will offer guidance, growth opportunities, time, and some financial support, when available, for the professional development of staff. It is our belief that greater employee skills result in higher quality programming.

There can be many different paths to the same professional development targets. No two individuals will travel the same path the same way at the same time.

Resources for Professional Development

There is often financial support available to help you accomplish your goals. University scholarships and loans are options to consider. Outside organizations may have support monies available for specific workshops. Cooperative Extension may fund appropriate knowledge and skill acquisition. Contact the Staff Development Office for current information on these resources. In all cases, the requested resources should be consistent with the individual's professional development plan.

The time necessary for professional development activities can be official leave or study leave. See the Extension Handbook and current staff development policies available from the Staff Development Office for current information.

Who Can Help?

There are many resource people who can assist you in career planning.

Family and friends can give assistance in identifying options and resources, as well as providing support and understanding. You may want to ask other people to listen and reflect on your thinking and planning.

Peers often know the employment environment very well. They have probably thought about many of the same questions that have occurred to you, understand the available resources and options, and have considered similar professional growth opportunities. Some may be willing to share their personal plans and results with you.

Supervisors have experienced one possible direction you may be considering. You might ask them what they did to prepare, difficulties they had, surprises they experienced, what they might do differently for their present position, and whether supervision is a satisfying career direction for them.

Human Resource Professionals are trained specialists who have experience in the professional growth process. Tests, measurements, employment records, and knowledge of resources are tools that trained counselors can use to assist you. Contact the Staff Development Office for suggestions or referrals.

Mentors assist new staff in learning about the Cooperative Extension professional and how to be successful. The mentor program for new Colorado State University Cooperative Extension employees is a part of the new staff orientation and is intended to complement the responsibility of the your supervisor who is primary in the orientation process. The Mentor Program will function for the first twelve months of your employment.

> The assigned mentors duties/roles include:
> - represent Colorado State University Cooperative Extension
> - help new staff understand the role of a professional with Colorado State University Cooperative Extension
> - encourage new staff to work within the system
> - assist with the understanding of the Extension education process, including program development
> - provide advice on/critique of program plans
> - make referrals to appropriate staff within the Colorado system, or elsewhere as needed
> - be a good listener, provide counsel
> - serve as a sounding board, advisor, and coach
> - provide a confidential point of view in a safe environment
>
> For New Staff the mentoring relationship is secondary to the supervisory relationship and complements the formal orientation process. During your first year you will visit with your mentor by phone, and once or twice at their office at state expense.
>
> The supervisor supports the mentor and the mentor process.

You will also identify informal mentors throughout your professional journey.

Staff Development Personnel can help you find information, references, and resources to support your professional goals.

Types of Staff Development

Each individual professional development plan will be built on a combination of experiences. Extension staff need a variety of professional development opportunities which will maintain and strengthen professional competencies. The following opportunities may be included in your plan:

Orientation

Regardless of previous training, education, and experience, staff need an appropriate introduction to the job. Learning experiences for new personnel, generally referred to as orientation, begin the first day on the job and continue through the first few years of employment. The objectives of an orientation program are to enable beginning Extension employees to accept their responsibilities with confidence, to understand what is expected of them, and to feel secure in their work environment.

The exact content and nature of the experiences must be individualized to the background of the staff member and the requirements of the particular position assignment. Just as important as orientation for new personnel is orientation of experienced employees who have been promoted or reassigned to new job responsibilities. Training designed to facilitate the transition should be planned. The benefits of an orientation program include:

C   Staff become effective and productive more rapidly.

C   Staff learn more quickly to measure up to standards of performance and job expectations, thus increasing their value to the organization while also satisfying human needs for personal growth.

Staff needs will differ. However, all personnel will likely have educational needs in each of the following areas:

C   Extension philosophy, history, organization, policies and internal procedures, including those which assure equal opportunity in programs and employment.

C   The methods and procedures essential for planning, implementing, evaluating and reporting Extension programs.

C   Roles and relationships within the Extension system.

C   Relationships with the total university and external agencies.

C   Human, technical and other support resources available.

C   Personnel policies, procedures, expectations and performance criteria related to specific work involved in the assigned position.

C   Staff development and career opportunities available for future growth and development.

These needs may be met through learning experiences organized on an individual and/or group basis. In all aspects of orientation, the immediate supervisor is responsible for assuring that needed learning opportunities are provided and utilized. Staff development personnel should provide leadership in developing policies and procedures and should assist in designing orientation programs with supervisors and appropriate other persons. Staff development experiences should be coordinated to provide sequence, continuity, integration and timeliness.

Effective orientation programs are an essential part of a strong professional development program. Such programs are invaluable for creating a healthy organizational "esprit de corps". This often results in future informal contacts among participants. Orientation class members often seek and share information, receive and give guidance and moral support, and establish many on-going working relationships.

In-Service Education

Changes in society present challenges and opportunities that necessitate new programs, new methods, and new and increased abilities of staff members. An expanding knowledge base, new technology and increasingly diverse clientele groups demand continuous adjustment by Extension personnel. A comprehensive staff development program should provide sufficient opportunities for staff to maintain and enhance technical knowledge and process skills. Such a program assures a continuous high level of staff competence and upholds the Cooperative Extension System's reputation as a highly respected and trusted educational institution.

In service education will help experienced staff members to:

C	Enhance existing and develop new technical subject matter competencies to keep current of and, if possible, stay ahead of change.

C	Maintain and enhance competencies in program development, educational methodology and communication processes, including use of new educational technologies as appropriate to program responsibilities.

C	Enhance ability to communicate with Extension's various publics as appropriate to their position of responsibility.

C	Become more effective in working with and through existing leaders and to develop leadership abilities in others.

C	Build the analytical skills needed to inventory and assess the human, physical, economic, social and political resources and trends critical to decision making.

C	Take a broader view and yet focus more sharply on particular Extension roles and responsibilities and update approaches to carrying out responsibilities.

C	Acquire the capacity to deal with changing situations.

In exploring both group and individual opportunities for continued learning, both non-traditional and traditional approaches should be considered. Staff development programs can be used as models for introducing educational methodology which participants can later adapt and use. Also, persons having staff development leadership responsibility should maintain communications with others involved in adult and continuing education who may be knowledgeable about innovative approaches which would be useful in Extension.

Graduate Education

As an integral part of a university system and to more effectively serve Extension clientele, staff must attain academic excellence. The technical knowledge and process skills derived from graduate study add to staff capacity to meet clientele needs and increase the stature of staff among professional colleagues and clientele. A comprehensive staff development program should provide opportunities for staff to engage in continuing education through graduate study programs and formal professional development activities.

Information on study leaves may be found in the Extension Handbook. Colorado State University allows all employees to enroll in 6 credits of university course work per year at little or no cost. Information on this study privilege is distributed yearly to all employees. Contact the Staff Development Office if you need more information.

External Training Opportunities

A comprehensive staff development program includes support for short-term individual professional experiences which are not as extensive as the graduate education programs or in-service education programs sponsored by the organization. Educational programs tailored to meet individual needs have far greater flexibility in content and scheduling than Extension sponsored opportunities. Many private, nonprofit public sector organizations offer valuable training that can significantly contribute to professional development.

Colorado State University Cooperative Extension provides some financial support for such activities. Current guidelines are available from the Staff Development Office.

Informal Learning

Informal learning can be very valuable in your professional growth. A multimillion dollar research study by the U. S. Department of Labor finds that 70 percent of workplace learning is informal.

Informal learning includes learning by doing and processing through verbalization. Examples are team and committee work; asking a peer for advice; discussing a journal article with a colleague; interactions with customers, mentors and supervisors; and meetings with volunteers, decision makers and collaborators. Some people describe it as "learning on the fly" and "just doing one's job."

Informal learning helps develop skills in conducting productive meetings, constructing action plans, negotiating, resolving conflict, facilitation and more. Part of your Professional Growth Plan may include a concerted effort to apply formal training through informal learning methods. Indeed, informal learning is applying sound adult education methods to your own professional skill development**.**

Other Opportunities

Journals, Books and Periodicals: Most Extension professionals have developed their own personal libraries of professional journals, books and periodicals in keeping with their professional interests and job assignments. In addition, many offices have small Extension program-oriented libraries.

Personal library materials are the financial responsibility of the individual. However, journals, books and periodicals needed as resource materials related to programs may be purchased from county/or state budgets with approval of the individual's supervisor. Such materials become the property of Cooperative Extension and should become a part of the office library. In addition, books may be checked out of the Colorado State University Morgan Library or local libraries for a convenient length of time. Many useful journals and periodicals are also accessible at libraries in both paper and on-line form.

The Journal of Extension is the official, professional Extension publication and is available only "on-line." The Journal serves as the in-house publication reporting research in informal educational methods and program development. On this basis, it is applicable to all Extension workers, regardless of their role and responsibility in the organization. Colorado State University Cooperative Extension subscribes to the electronic Journal for all Extension employees. The Journal can be found at http://www.joe.org/joe/.

Professional Associations: Memberships in professional associations appropriate to your field or Cooperative Extension (such as ESP) is encouraged. Associations specific to content responsibilities such as the American Dietetic Association or the American Society for Horticultural Science, in addition to Extension related national organizations provide state and national seminars and conferences. Official travel leave may be granted for professional meetings.

Pre-Retirement Planning

A comprehensive staff development program should include pre-retirement education based on meeting needs appropriate to the individual's stage in their work-life span. Retirement counseling should begin immediately upon employment and should be provided periodically thereafter. Retirement counseling should also be a available on an individual basis upon request. Pre-retirement education programs should be designed to provide information which helps staff build a financially secure, healthy, and personally satisfying family, community and employment adjustment following retirement.

Colorado State University Cooperative Extension retirement counseling begins with individual information from the Benefits Office. A retirement workshop that includes personal and financial guidance is offered in a group setting.

The Importance Of A Plan

Benefits of Planning

A professional development plan provides a system and process that can help you plan for the future. Some of the specific benefits are:

C   to help determine where you want to go and what you need to do to get there.

C   to provide an opportunity to discuss professional development goals with colleagues who can offer ideas, support and feedback.

C   to reinforce the concept of "everything's possible" and that goals aren't overwhelming if tackled step-by-step. The plan makes goals manageable.

C   to assist you in preparing information and plans for annual performance appraisal, honors and awards, professional leave, and building your resume and vita.

C   to help you determine needs for in-service training and professional development.

C   to assist you in planning for lateral or vertical career opportunities with Extension.

Steps in Carrying Out a Plan

Although there are various approaches to carrying out a professional development plan, five basic steps are useful:

Step 1–Take charge of your own life. It's the responsibility of each of us to take steps to increase our self-insight, plan our own future, assess our career and professional growth, and focus on our targets and goals.

Step 2–Engage in mind, body and spirit stretching. In this step it is important to recognize that personal growth requires new experiences for mind, body and spirit. Branch out into interdisciplinary approaches in learning and living. Develop new linkages with people, organizations, and activities that develop new insights and experiences. This takes an experimental attitude which will involve risk.

Step 3–Inventory your life. Periodically inventory your capabilities, desires, and resources. Review the constraints on your life as well as your achievements.

Step 4–Develop an action plan. In any integration of career and personal growth, each of us needs an action plan that involves setting targets and re-examining our lifestyle to determine if it contributes to our goals. This action plan reviews past learning experiences and develops lifelong learning plans for personal education experiences, challenges, and opportunities.

Step 5–Plan for support, review, and evaluation. Identify and value the support of significant others in your life...those friends and colleagues who can give feedback on behavior, competencies, and limitations. Evaluate new directions to assess their meaningfulness and satisfaction. Build spontaneous celebrations of achievement and successes into life to reinforce the value of continuous growth.

Setting Goals, Accomplishing Goals

Your accomplishments will be determined by your ability to direct your day-to-day actions toward clearly defined, measurable goals. Self-esteem does not come from plans; it comes from accomplishments!

A story from Lewis Carroll's "Alice's Adventures in Wonderland" captures this point:
"Cheshire Puss," she began rather timidly, "would you tell me, please, which way ought I to go from here?"
"That depends a good deal on where you want to get to," said the cat.
"I don't much care where," said Alice.
"Then it doesn't matter which way you go," said the cat.

One of the most frequent reasons for not setting goals is the conscious or subconscious fear of failure. If you don't set goals, you can't fail. Not so – the clearest failures of the future will be those who can't move ahead, can't risk. In a rapidly changing society, no career can stand still for long. Even if you're on the right track, if you're not moving forward you'll be run over.

After you have planned and defined your goals, there are several actions you can take to "stay on task." First, be sure your goals are so clear that you will know when or whether you have accomplished them. Second, write them out on a card. Give your goals top priority by keeping the card visible on your desk every day. You may also wish to carry the card with you. Third, visualize, in your mind with your eyes closed, the successful results of accomplishing your goal. Daily spend 3-5 minutes recalling your goals and visualizing the positive results of success.

The Plan

Dreaming

Nearly everyone spends time dreaming of what they'd like to be later in their life. Some act to achieve their dreams. Some focus their life on their dream.

Some dreams are realistic, others are truly "fairy tales." Yet many great and small accomplishments begin with dreams. Martin Luther King's "I have a dream" speech and the inspiration those lines provided to so many, are as well known as his accomplishments.

What are your career dreams? Write some key words here that will help you remember your dreams.

Professional Development Ideas

The following professional development information is adapted from a Colorado State University Professional Development Needs Assessment.

As it is printed here, it is for your personal use–to help you think about what works best for you and what needs you have for professional development. Reading through these items will prepare you for actually writing down your professional development plan. These items are incomplete. You will have good ideas that are not listed. Include them in your plan.

A.   Delivery Preferences

1. Which methods/approaches do you feel are most effective for your professional development? (Check as many as apply)

1._____Group workshops	8._____Professional meetings
2._____Self-paced instruction	9._____On-the-job work experience
3._____Mentoring/coaching	10._____Tours
4._____University courses	11._____Conferences
5._____Training with follow-up	12._____Technology based
6._____Seminars	13._____Other (identify)_____
7._____Lectures	

2. Which formats for professional development do you prefer? (Check as many as apply)

1._____Intensive activities	
2._____All day	7._____Three hour blocks
3._____Weekend	8._____Individualized with follow-up
4._____Extended over time activities:	9._____Weekly visits
5._____Once a week	10._____Monthly visits
6._____Once a month	11._____Other (identify)_____

3. Which time periods are most conducive to effective professional development for you? (Check as many as apply.)

1._____Weekday　　　　　　　　　　5._____Early afternoon
2._____Weekend day　　　　　　　　6._____Evening
3._____Early morning　　　　　　　7._____Other (identify)_____
4._____Late afternoon

4. Which time of year would you most prefer professional development activities to be scheduled?

1._____January　　　　　　　　　　7._____July
2._____February　　　　　　　　　8._____August
3._____March　　　　　　　　　　9._____September
4._____April　　　　　　　　　　10._____October
5._____May　　　　　　　　　　　11._____November
6._____June　　　　　　　　　　　12._____December

5. How much time are you willing to spend traveling to and from professional development activities?

1._____Less than 1 hour　　　　　　3._____3-4 hours
2._____1-2 hours　　　　　　　　4._____More than 4 hours

6. What incentives would encourage you to participate in professional development activities? Rank top three with 1 being top priority and 3 being least.

1._____Certification (i.e., PDU's)　　　6._____Public recognition
2._____Academic credits　　　　　　7._____Recognition by supervisor
3._____Increase Salary　　　　　　　8._____Other_____
4._____Technical growth
5._____Personal and professional growth

B. Personal Development

Check those areas where you wish to become more effective:

1._____Balancing career and personal life.
2._____Managing time.
3._____Improving human relation skills.
4._____Keeping abreast of new technology.
5._____Improving physical fitness.
6._____Learning to recognize and handle stress.
7._____Establishing and prioritizing goals.
8._____Other _____

C. Subject Matter Skills

Check those areas where you wish to become more effective:

1._____Confidence in plans for programs you can immediately present.
2._____Knowledge of fundamental definitions/concepts in your area of program responsibility.
3._____Identification of/and confidence in discussing key issues of conflict in your discipline areas.
4._____Identification of current sources for up-to-date, research-based knowledge and information in discipline.
5._____Skill in more specialized area of discipline.
6._____Knowledge of how discipline interacts with other disciplines.
7._____Understanding of basic knowledge, research findings in discipline.
8._____Other

D.   Program Development
      Check those goals you need to include in your professional development plan.
      1._____Environmental scanning.
      2._____Futuring.
      3._____Writing measurable educational objectives.
      4._____Motivating participants to change behaviors.
      5._____Developing lesson plans.
      6._____Knowledge of alternative instructional strategies and their implementation for
             example: group processing, computer-managed instruction, problem-based
             discovery methods, competency/outcome based education, experiential learning.
      7._____Eliminating discrimination and stereotyping in programs and materials.
      8._____Planning interdisciplinary approaches.
      9._____Preparing presentations.
      10._____Designing and organizing demonstration activities.
      11._____Adapting state programs to local realities.
      12._____Modifying packaged programs.
      13._____Effective grant writing.
      14._____Effective grant administration
      15._____Marketing, promoting, and identifying sponsorship for programs.
      16._____Developing effective advisory committees.
      17._____Assisting small businesses.
      18._____Developing business/industry/education partnerships.
      19._____Conducting effective research.
      20._____Other

E.   Evaluation Skills
      Check those areas where you wish to become more effective:
      1._____Conducting effective needs assessments.
      2._____Identifying appropriate evaluation techniques for attitude, knowledge, skill,
             and practice change.
      3._____Using secondary data for evaluation.
      4._____Identifying indicators, and writing and developing valid, reliable evaluations.
      5._____Writing short evaluation questionnaires.
      6._____Gaining cooperation from clients in collecting evaluation information.
      7._____Collecting standardized evaluation data as part of a larger study.
      8._____Evaluating educational presentation effectiveness.
      9._____Strategies for end-of-activity evaluations.
      10._____Creating phone interview evaluations.
      11._____Creating an evaluation database.
      12._____Analyzing evaluation results.
      13._____Writing outcome/impact statements.
      14._____Reporting evaluation results to stakeholders.
      15._____Presenting evaluation results to the public.
      16._____Other

F.   Delivery Strategies
        Check those areas where you wish to become more effective:
        1._____Determining the most effective audio-visual materials and/or equipment for a program.
        2._____Simulation/role playing.
        3._____Using community resources as teaching tools.
        4._____Applying adult learning theory to instruction.
        5._____Structuring interdisciplinary programs.
        6._____Establishing and maintaining a volunteer management system to support program
                 delivery.
        7._____Utilizing group process skills.
        8._____Conducting effective committee meetings.
        9 ._____Being an effective committee member/chairman.
        10._____Using distance learning technology and strategies.
        11._____Using computer-based training.
        12._____Outreaching to non-traditional audiences.
        13._____Other_____

G.   Communication Skills
        Check those areas where you wish to become more effective:
        1._____Writing for the public, youth, stakeholders, professionals, and other audiences.
        2._____Writing newsletters.
        3._____Writing press releases.
        4._____Writing for publication.
        5._____Translating scholarly language to public usage.
        6._____Speaking to the public, youth, stakeholders, professionals, and other audiences.
        7._____Presenting proposals for funding, partnerships, etc.
        8._____Communicating with decision makers.
        9._____Facilitating group discussions.
        10._____Facilitating group decision-making.
        11._____Facilitating communication on topics of controversy.
        12._____Communicating with difficult people.
        13._____Communicating with difficult supervisors.
        14._____Diffusing anger from argumentative clients.
        15._____Conducting effective conflict resolution.
        16._____Marketing your program successes.
        17._____Managing electronic communication, files, list serves, etc.
        18._____Giving radio/television interviews.
        19._____Improving consultation skills.
        20._____Other

Self Assessment

1.   What skills have you gained in your present employment?

2.   What are three or four of the most relevant experiences from your employment history?

3.   What are your strengths as you now see them?

4.   What are your weaknesses as you now see them?

Action Plans

The next seven pages will become part of your Professional Growth Plan. After completing the thought process here, transfer this information to your Plan and submit it to your immediate supervisor and Regional Director/Department Head (if appropriate).

Long-Term Career Goals

It is important to have a job that is both challenging and satisfying. Consider future professional directions that will suit you best in 5-10 years and beyond. These may include a change in program direction, a different assignment or location with Extension, or a job in another organization. Your goal(s) should be clear and concise. It may be helpful to visit with your supervisor or an Extension administrator to explore specific opportunities within Extension.

1.   Career goal or goals (no more than three–one is sufficient).

2.   Knowledge, abilities, skills, and attitudes necessary to achieve goal (if more than one goal, match these to the number of the goal under 1.).

3.   Resources I will need (list by goal number).

4.   Time line (one for each goal).

Here is your opportunity to develop short-term goals, those that may be accomplished within the next year. They may, for instance, be needs that have been identified in your Performance Appraisal or things you've wanted to do during the last year but didn't get accomplished. These may be professional goals such as "learn how to organize and work with a program advisory committee" or " improve promotion of my educational programs." Or they may be personal goals related to your job: e.g., "improve time and office management so that all mail is processed promptly," "manage work and calendar to have two one-week vacations with family during summer and winter."

Goal 1:			
How to Accomplish	Resources Needed	Targeted Completion Date	Completion Comments

Goal 2:			
How to Accomplish	Resources Needed	Targeted Completion Date	Completion Comments

Goal 3:			
How to Accomplish	Resources Needed	Targeted Completion Date	Completion Comments

Record of Professional Development/Continuing Education

Record of Committee Participation

Barriers

What barriers, threats and distractions are most likely to deter you from reaching your goals?

How will you overcome those barriers, threats, and distractions?

Readings for Development

1.   Anderson, Kim and Pemberton, Scott. <u>Indispensable You: Seven Simple Things You Must Do to Keep Your Job Today.</u> Dartnell Corporation, 1996.

2.   Andrusia, David. <u>The Perfect Pitch. How to Sell Yourself for Today's Job Market.</u> Warner Books. 1997

3.   Bolles, Richard N. <u>The 1998 What Color Is Your Parachute?</u> Berkeley: Ten Speed Press, 1998.

4.   Bridges, William. <u>Job Shift - How to Prosper in a Workplace Without Jobs.</u> St. Martins, 1995.

5.   Kennedy, Joyce Laine and Laramore, Darryl. <u>Joyce Lain Kennedy's Career Book, Third Edition.</u> VGM, 1997

6.   Lichtenerg, Ronna and Stone, Gene. <u>Work Would Be Great If It Weren't For the People: Ronna and Her Evil Twin's Guide to Making Office Politics Work For You.</u> Hyperion, 1998.

7.   Sher, Barbara. <u>Live the Life You Love.</u> Delacorte Press, 1996.

8.   Yate, Martin. <u>Knock 'Em Dead 1997: The Ultimate Job-Seeker's Handbook.</u> Adams Media Corporation, 1997.