

Stepping Into Hope & Change -Chicago

A free career development conference for dancers



Sunday, October 2, 2011

Lou Conte Dance Studio
At Hubbard Street Dance Center
1147 W. Jackson Blvd.
Chicago, IL 60647

THE PARTY EXERCISE

Visit our website > Careertransition.org

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Suzie Jary, MSW, LCSW, TEP, Client Services Consultant (Fort Worth, TX)

Suzie has been in a professional counseling role with Career Transition For Dancers since 1994. Currently she conducts workshops for the CTFD National Outreach Project, bringing counseling and information to dancers across the U.S. Previously, she was CTFD's Director of Client Services. She has spoken internationally and nationally about the issues dancers face and was profiled in The New York Times, Wall Street Journal and the New York Daily News for her work with the organization. Suzie also provides psychotherapy and leads groups and workshops in the addiction and mental health field and uses action methods to assist individuals in accessing their spontaneity and creativity to create change. Her background is as a Broadway dancer who participated in CTFD's programs and services to transition into the helping profession while she was still performing. She is a Licensed Clinical Social Worker and a Board Certified Trainer, Educator, and Practitioner in Psychodrama, Sociometry, and Group Psychotherapy. Based out of Fort Worth, TX, Suzie provides in-person and by telephone, personal and career counseling, resume writing, and conducts workshops and trainings privately and for organizations.

Five Stage Career Development Process



5. CAREER MANAGEMENT

- Established in a new career or field.
- Make adjustments as needed and upgrade skills through continued life-long learning.
- Stays tuned to one's professional and personal growth, and continue to assess, make plans and set goals.

4. PRO-ACTIVE JOB SEARCH

- Implementation phase of the career plan.
- Utilize employer research, internet and email, cover letters, resumes, information and job interviews, and salary negotiation to create job offers and acceptance.

3. FOCUS AND GOAL SETTING

- Identify your career goal.
- Prepare for entry into career: education, training, cooperative education, targeted internships and volunteer work and relevant work experience.

2. EXPLORATION OF OPTIONS

- Investigate and evaluate a career through occupational research.
- Gather information through reading, talking to people and information interviews, and getting an experiential sense of the option (observe or job shadow, take a class, internship, volunteer or relevant work experience).

1. SELF-ASSESSMENT

- Establish decision-making criteria to aid in developing career options.
- Take stock of yourself: skills, values, interests, personality, strengths, abilities, knowledge, talents, traits, qualities and needs.

Learn more at careertransition.org

Career Counseling Concepts

For the transitions in a dancer's career

These concepts are applicable and useful for career management and career development for all the transitions in a dancer's career.

1. **Student to professional**
 2. **One company to another, or from one show to the next**
 3. **Company dancer to freelance dancer and guest artist**
 4. **Professional dancer to next career**
-
5. **Assess** or take stock of yourself: strengths, talents, traits, qualities, characteristics, abilities, knowledge, skills, values, needs, personality style and interests.
 6. **Explore** options and gather information: read, talk to people, and do; get an experiential sense of the option. (Observe or job shadow, take a class, apprentice, internship, volunteer)
 7. **Clarify** a direction and create an action plan, setting short-term and long-term goals.
 8. **Engage** in life-long learning; continue to upgrade and acquire new skills and knowledge.
 9. **Develop** pro-active job search skills and create dynamic self-presentation materials.
 10. **Participate** in a person-to-person encounter to ensure a suitable match and a good fit between you and the repertory/artistic director/choreographer or employer/client.
 11. **Career management** in the new position or endeavor; make adjustments to keep creatively stimulated and positioned as current and ready for changes in your field.
 12. **Career development** to stay attuned to your professional and personal growth; ask yourself, "What's next for me?" and continue to assess who you are, to set goals and make plans.
 13. **Money Management** for clarity; so your energy can be focused toward achieving your goals.

Good Books for Career Guidance, Self-Assessment and Job Search Strategies:

Career Solutions for Creative People, Ronda Ormont

The Career Guide for Creative and Unconventional People, Carol Eikleberry

Cool Careers for Dummies, Marty Nemko and Paul and Sarah Edwards

Targeting a Great Career, and **Launching the Right Career**, Kate Wendleton, The Five O'Clock Books

Encyclopedia of Associations, Thomson Gale Publications, in your local library

Dance from the Campus to the Real World (And Back Again), Suzanne Callahan, editor, Dance USA

Dance Related Books:

Advice for Dancers, Linda H. Hamilton

Dance Magazine College Guide, Dance Magazine, published annually

Dance Teacher Dance Directory, Dance Teacher Magazine published periodically

Super Studio: The Guide to a Successful Dance Studio!, Debbie Roberts

Website Resources:

Dancing: www.DanceEurope.net, www.gotour.org, www.backstage.com, www.artspresenters.org
www.playbill.com, www.AuditionFinder.com, www.dance.net, www.nyfa.org, www.artswire.org

Career Guidance: www.nycareerzone.org, www.bls.gov, <http://online.onetcenter.org> www.jobhuntersbible.com,
www.RileyGuide.com, www.mcli.dist.maricopa.edu/cc/

Job Search: www.idealists.org, www.wetfeet.com, www.vault.com, www.salary.com www.graduatejobs.com,
www.craigslislist.org, www.JobStar.org

Dance Resume: <http://wolfram.org/writing/ydr/index.html> **Resume:** www.damngood.com

School: www.collegegrad.com, www.collegedegree.com, www.petersons.com, www.finaid.org

Small Business: www.sba.gov, www.score.org, www.onlinewbc.org, www.workingfromhome.com

Resources: www.actorsfund.org/ahirc, www.danceusa.org, www.thefield.org,

www.careertransition.org.

Developed by Suzie Jary, L.C.S.W., C.P., P.A.T., Career Counselor

Dancers are a Valuable Resource in the World of Work

Dancers develop these **Adaptive Skills**, (positive personal qualities and characteristics) that are transferable to other fields, careers and work roles:

Ability to work as part of a team or independently

Disciplined and dedicated

Ability to take direction

Persistent and able to work under pressure

Trained to think on their feet and adapt quickly to change

Intelligent and hard-working

Vitality, energy and physical stamina

Engaging physical presence

Strive for excellence

Keen motivation to improve and hone their skills

Individuals who are successful in one career are more likely to be successful in another

Learning skills of focus and concentration

Listening and observing skills

Strong sense of commitment and responsibility

Adaptive Skills prepared by Suzie Jary, L.C.S.W., C.P., P.A.T.

**Presented at the First International Symposium of the International Organization for the Transition of Professional Dancers (IOTPD),
Lausanne, Switzerland, May 1995**

12 ESSENTIAL SKILLS FOR THE MILLENNIUM

From the *Journal of Career Planning & Employment*, Spring Issue, 1997

- **Flexibility and adaptability** in handling ever-changing roles and management styles.
- **Ability to function and work with people** from a broad range of ages, cultures, and learning styles.
- **Language skills**, especially knowledge of multiple languages for the global marketplace.
- **Computer literacy** and basic knowledge in all types of technology.
- **Team playing**, negotiating, and networking skills.
- **Learning skills** and continuous re-education
- **Personal career planning skills** (self-assessment, inner worth, current skills, etc.)
- **Global awareness/orientation.** Knowledge of a country and region as well as the culture of the people there
- **Oral and written communication skills** become even more valuable as corporations flatten.
- **Self-comfort.** The company no longer defines the worker.
- **Strong ethical framework.**
- **Forecasting skills:** knowing where your company is going, where the opportunities will be and ability to see which direction to flex toward.

A CHANGING WORKPLACE

ELEMENTS OF THE **OLD** WORKPLACE

Structured

Stable, secure

Employer will take care of employees

Work for others

Local or national economy

White, male influence

Large employers

Worker as instrument

Hierarchical

Education is completed

Clear definition of duties

Focus on product

Salary driven

ELEMENTS OF THE **NEW** WORKPLACE

Flexible

Changing, little security

Variety of incentives

Self-employment

Global economy

Multi-cultural, female influence

Smaller organizations/units

Worker as human resource

Participatory

Life-long learning

Many duties, with cross-training common

Focus on customer

Value driven

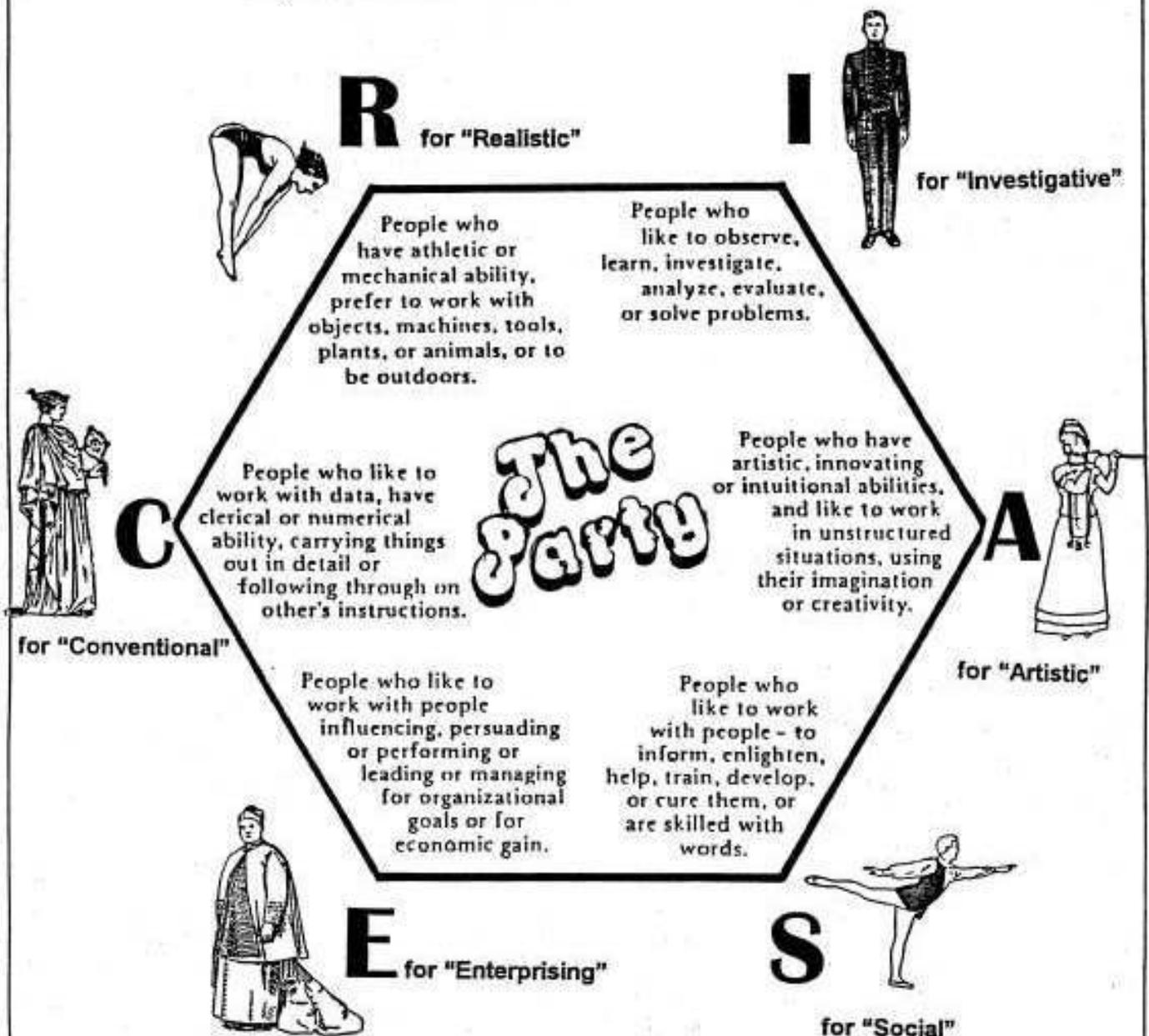
Adapted from: "The Career Training Sourcebook: Where to get Free, Low-Cost, and Salaried Job Training," Sara D. Gilbert, McGraw-Hill, New York, NY, 1993

Career Transition For Dancers

What Skills You Have and Most Enjoy Using

Generally speaking, all skills divide into six clusters or families.
To see which ones you are *attracted to*, try this PARTY exercise:

Below is an aerial view of a room in which a two-day (!) party is taking place.
At this party, people with the same or similar interests have (for some reason)
all gathered in the same corner of the room – as described below:



SKILLS IDENTIFICATION from 'The Party' Exercise

Most careers can be characterized in terms of skills by combining 2 – 4 of the following groupings. Which groups appeal to you most?

“E” Skills - Enterprising occupations include managerial and sales occupations

Motivating others	Conducting groups
Persuasive	Initiative
Promoting	Self-directed
Influencing others	Change
Develop rapport / trust	Charisma
Arbitrating	Courage
Renegotiating	Leadership
Bargaining	Prioritizing tasks
Manipulating	Coordinating
Showmanship	Supervision
Demonstrating	Evaluating
Presentations	

“S” Skills – Social occupations include educational and social welfare occupations

Serving and helping	Communicates effectively
Teaching	Training and development
Public relations	Curious
Good listener	Reading
Patience	Composing
Establish rapport	Interpreting
Therapeutic abilities	Translating
Team work	Flair for writing
Empathy/understanding	Speaking
Diplomacy	Group facilitating
Inventive	Good expression of self
Advising	Organizer of programs

“I” Skills – Investigative occupations include research, scientific and some technical occupations

Observing	Screening
Estimating	Exceptional intelligence
Scanning equipment use	Surveying
Listening	Research
Hearing	Interviewing
Keen senses	Dissecting
Detecting	Diagnosis
Perceiving	Grouping or classification
Discovering	Problem solving
Learns quickly	Trouble shooting
Alert	Critiquing
Appraising	Testing
Assessing	

“A” Skills – Artistic occupation include artistic, musical, and literary occupations

Imaginative	Expressive
Ideaphoria	Communication
Inventive	Playfulness
Creative	Facial expressions
Innovative	Symbolism
Experimental	Audio-visual
Originality	Photographing
Abstract	Spatial design
Adapting	Illustrating
Visualize shapes	Composing
Sensitivity	Fashioning

“C” Skills - Conventional occupations include office and clerical occupations

Executing decisions and instructions	Budgeting
Implementing decisions	Resource person
Enforcing regulations	Numerical ability
Responsible	Arithmetic
Dispatching	Bookkeeping
Efficient	Statistics
Perseverance	Analysis
Systematic	Financial reports
Organization	Planning
Clerical ability	Appraising
Classification	Accountability
Facilitating	

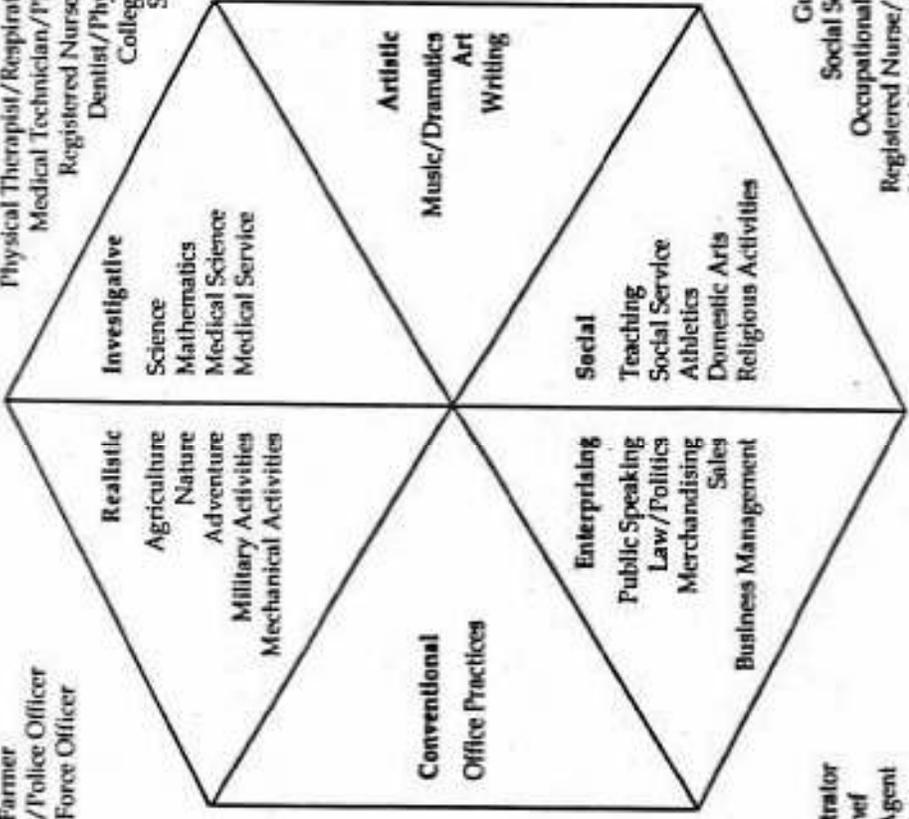
“R” Skills – Realistic occupations include skilled trades, technical and some service occupations

Manual skills	Motor coordination and agility
Machine skills	Recreation
Designing	Athletic
Constructing	Outdoor survival
Assembling	Travel
Dexterity	Working with animals
Crafts	Ranching
Precision work	Farming
Culinary	Navigating
Operating machinery and equipment	Keen sensations
Maintenance	Producing work
Trouble shooting	

YOUR OCCUPATIONAL CODE

R - Engineer/Architect/Electrician/Carpenter
 Radiologic Technologist/Emergency Medical Technician
 Athletic Trainer/Veterinarian/Forester
 Vocational Agricultural Teacher/Farmer
 Horticultural Worker/Bus Driver/Police Officer
 Air Force Enlisted Personnel/Air Force Officer
 Navy Officer/Army Officer
 Navy Enlisted Personnel
 Marine Enlisted Personnel

I - Computer Programmer/Systems Analyst/Medical Technologist
 Research & Development Manager/Geologist/Biologist
 Chemist/Physicist/Veterinarian/Science Teacher
 Physical Therapist/Respiratory Therapist
 Medical Technician/Pharmacist/Dietitian
 Registered Nurse/Chiropractor/Optometrists
 Dentist/Physician/Mathematician/Geographer
 College Professor/Psychologist
 Sociologist



C - Mathematics Teacher
 Army Enlisted Personnel
 Marine Enlisted Personnel
 Air Force Enlisted Personnel
 Secretary/Dental Assistant
 Food Service Manager
 Executive Housekeeper
 Nursing Home Administrator
 Dietitian
 Business Education Teacher
 Credit Manager/IRS Agent
 Banker/Accountant

A - Medical Illustrator
 Art Teacher/Artist, Fine
 Artist, Commercial
 Interior Decorator
 Architect/Photographer
 Musician/Chef/Beautician
 Flight Attendant
 Advertising Executive
 Broadcaster
 Public Relations Director
 Lawyer/Public Administrator
 Reporter/Librarian
 English Teacher
 Foreign Language Teacher

E - Investments Manager
 Marketing Executive/Buyer
 Florist/Beautician/Realtor
 Optician/Nursing Home Administrator
 Funeral Director/Travel Agent/Chef
 Restaurant Manager/Purchasing Agent
 Agribusiness Manager/Store Manager
 Chamber of Commerce Executive
 Life Insurance Agent
 Elected Public Official
 Personnel Director

S - Foreign Language Teacher
 Minister/Social Worker
 Guidance Counselor/Elementary Teacher
 Social Science Teacher/Special Ed. Teacher
 Occupational Therapist/Speech Pathologist
 Registered Nurse/Dental Hygienist
 Licensed Practical Nurse/Athletic Trainer
 Physical Education Teacher/Recreation Leader
 YMCA - YMCA Director/School Administrator
 Home Economics Teacher

Career Transition For Dancers
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Career Transition For Dancers

Use of Occupational Codes in Informational Interviewing

An important step in career development is informational interviewing in which you interview workers to gather information about their work. Your Occupational Code can help you ask questions which are related to your interests. For instance, if you are high in Artistic Interests, you will want to find out if a work environment will give you the flexibility you desire. On the other hand, a Conventional type will seek a structured environment.

If you are a REALISTIC type, you may want to ask your contact

- Are there tangible goals to work for, will I see a concrete result when a project is done?
- Is it possible to work independently, or are projects run by groups?
- Does this job produce a practical, useful product or service?
- Are there clear lines of responsibility?
- Will I be working with tools or machinery?

If you are an INVESTIGATIVE type, you may want to ask your contact

- How flexible is this position, how structured is this environment?
- Will I be free to pursue projects independently?
- Will I be able to exercise my writing/researching/analyzing skills?
- Will I be challenged intellectually?

If you are an ARTISTIC type, you may want to ask your contact

- Will I have the opportunity to be imaginative, creative, inventive, and curious?
- Is the environment flexible?
- Will I be able to pursue projects independently?
- Will I have time for consideration or contemplation?

If you are a SOCIAL type, you may want to ask your contact

- Is there an emphasis on group work and social interaction?
- Will I be helping people by training, teaching, guiding, or mentoring?
- Will I be able to share my feelings and intuitions as well as my responsibilities?
- Does this position advance ethical, humanistic goals?

If you are an ENTERPRISING type, you may want to ask your contact

- Does this position have a good possibility of advancement?
- Will I be able to assume a leadership role?
- Will there be an opportunity to exercise my skills in speaking, selling, or persuading?
- Is this a dynamic, competitive work environment?
- Will I be able to use business skills such as negotiating?

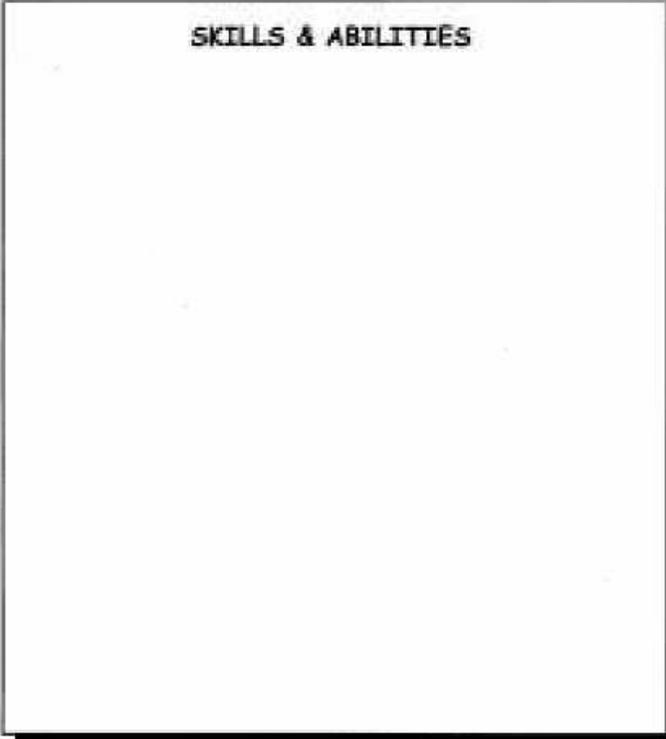
If you are a CONVENTIONAL type, you may want to ask your contact

- Is the environment well organized, and efficient?
- Are the lines of responsibility clear?
- Will I be able to use office machines to be more productive?
- Will I be able to exercise my own judgment and control my schedule?
- Are the hours regular and the duties consistent?

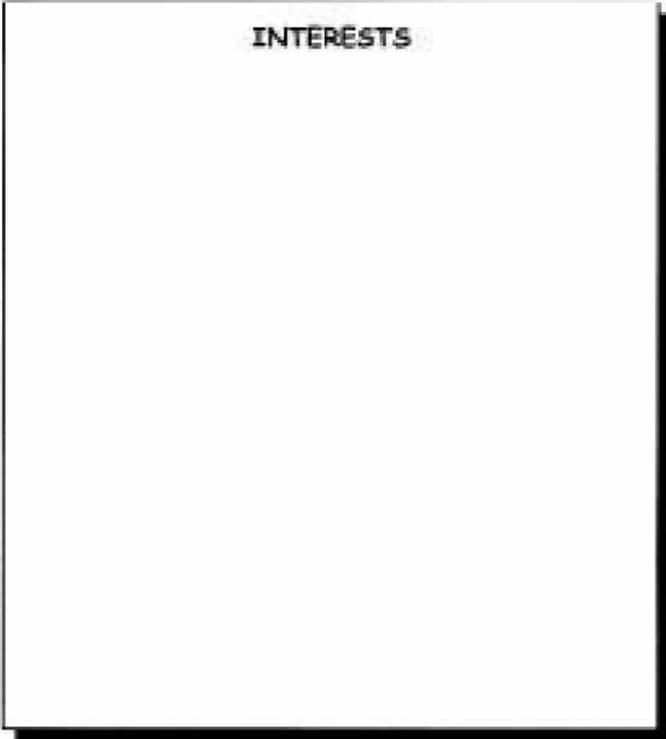
*The material in Section Four was developed in collaboration with Katherine Hirsh, who was serving as a consultant to Consulting Psychologists Press.

CAREER MAP

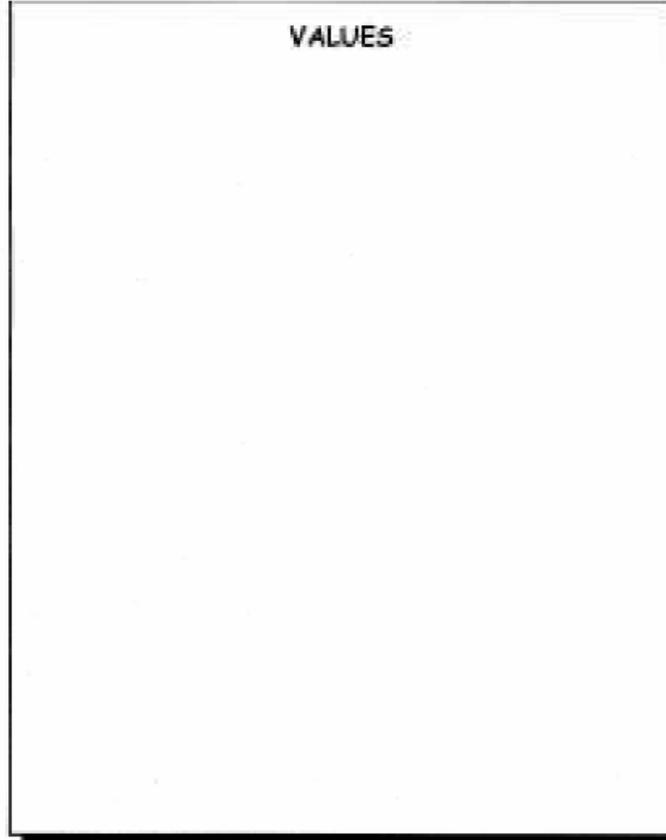
SKILLS & ABILITIES



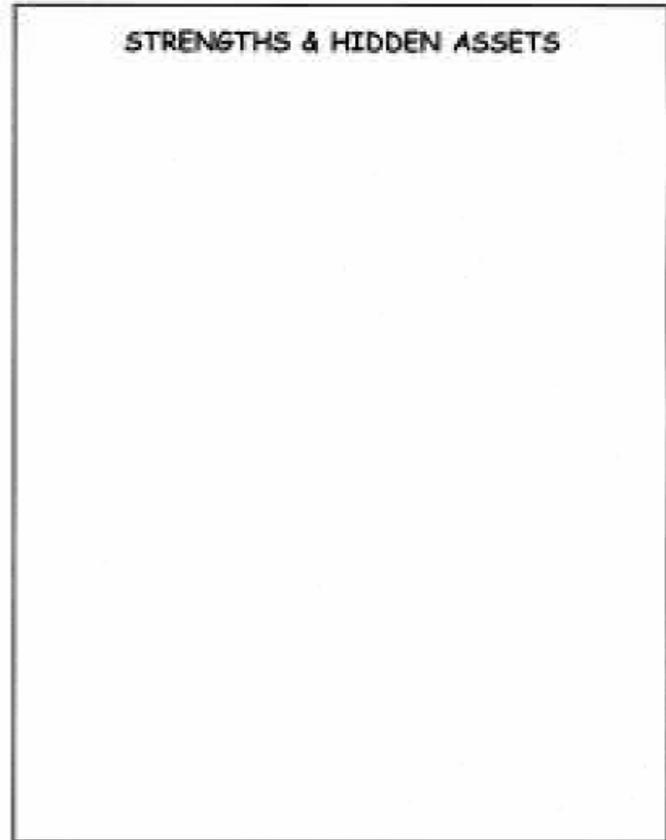
INTERESTS



VALUES



STRENGTHS & HIDDEN ASSETS



A CHANGING WORKPLACE

ELEMENTS OF THE **OLD** WORKPLACE ELEMENTS OF THE **NEW** WORKPLACE

Structured	Flexible
Stable, secure	Changing, little security
Employer will take care of employees	Variety of incentives
Work for others	Self-employment
Local or national economy	Global economy
White, male influence	Multi-cultural, female influence
Large employers	Smaller organizations/units
Worker as instrument	Worker as human resource
Hierarchical	Participatory
Education is completed	Life-long learning
Clear definition of duties	Many duties, with cross-training common
Focus on product	Focus on customer
Salary driven	Value driven

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Acknowledgements

Career Transition For Dancers wishes to thank **Hubbard Street Dance Chicago** for donating the space for today's conference. Without them, this conference truly could not have been possible.

We wish to thank all the presenters, panelists and speakers who donated their time to be here.

Thank you **Sherry Zunker** for being our Key Note Speaker and to **Sara Stewart Schumann** for being our Plenary Speaker. **Michael Anderson, Sandi Cooksey, Massimo Pacilli, Sarita Smith Childs, & Zachary Whittenburg** for sharing their stories.

We wish to thank the other performing arts unions, AGMA, AFTRA, AGVA and SAG who helped us with publicity.

We wish to thank the board of directors of Career Transition For Dancers for their support and encouragement to make this event possible.

We wish to thank **Michael Kaiser**, Executive Director of The Kennedy Center who encouraged us to do this event to help our dancer-clients during this difficult economy and changing arts landscape.

We wish to thank all the volunteers, staff and interns who worked so tirelessly to make this event a success.

And a special thank you to **Kaylen Ratto**, Gala and Client Services Coordinator, who administered today's event; **Tiffany Flaim**, Program Coordinator and our counselor extraordinaire **Maryellen Langhout** who continually championed this event and kept our focus; **Suzie Jary** who has traveled here today from Fort Worth, TX to continue to inspire and empower our dancers.

Thank you!

For more information and to register, please visit <http://www.careertransition.org/OnlineResources/Schedule/>.

Scholarships and Grants

More info at <http://www.careertransition.org/Programs/ScholarshipsAndGrants/>