Your name
Your address
Your phone number
Your email address

Your agent's name
Your agent's address

24,946 words.

Causeway Collaborative
Futures Manual

Table of Contents

Part One: Introduction 1

- The Structure of this Manual 2
- What is Futures Planning? 3
- Futures Planning within the Causeway Model 5
- 3 Archetypes 8

Part Two: Pillars of Practice 12

- Introduction 13
- Pillar 1: Coaches are Clinicians First 16
- Pillar 2: Laziness Doesn't Exist 18
- Pillar 3: Everyone is Motivated by Something 21
- Pillar 4: Know what you are bringing into the room 24
- Pillar 5: The Goal is not the Goal 27
- Pillar 6: Be the expert of what you are an expert in 30
- Pillar 7: Everyone is capable of living a fulfilling and meaningful life 32
- Pillar 8: You can't help others discover themselves without being engaged in your own self-work 34
- Pillar 9: Be Invaluable 35
- Pillar 10: Flexible Like a Slinky 38

Part Three: Existential 41

The SDS 42

- Common Treatment Goals Where Applicable 42
- Common Interventions 47
- Helpful Questions to ask yourself include 47
- Roadblocks, Traps, and Pitfalls 47

Values 49

- Common Treatment Goals Where Applicable 49
- Common Interventions 50
- Helpful Questions to ask yourself include 50
- Roadblocks, Traps, and Pitfalls 51

Part Four: Academic 53

- Introduction 54

Area of Study Clarification 55

- Common Treatment Goals Where Applicable 55
- Common Interventions 57
- Helpful Questions to ask yourself include 58
- Roadblocks, Traps, and Pitfalls 58

Academic EF 61

- Common Treatment Goals Where Applicable 61
- Common Interventions 63
- Helpful Questions to ask Yourself Include 64

Roadblocks, Traps, and Pitfalls 64
Traditional College Process 68
Common Treatment Goals Where Applicable 68
Common Interventions 70
Helpful Questions to ask Yourself Include 71
Roadblocks, Traps, and Pitfalls 71
Transfer Process 75
Common Treatment Goals Where Applicable 75
Common Interventions 76
Helpful Questions to ask Yourself Include 77
Roadblocks, Traps, and Pitfalls 78
Local Course Registration 81
Common Treatment Goals Where Appropriate 81
Common Interventions 82
Helpful Questions to ask Yourself Include 83
Roadblocks, Traps, and Pitfalls 83
Transition to College 86
Common Treatment Goals Where Applicable 86
Common Interventions 87
Helpful Questions to ask Yourself Include 88
Roadblocks, Traps, and Pitfalls 88
Part Five: Career 91
Job Search 92
Common Treatment Goals Where Applicable 92
Common Interventions 94
Helpful Questions to ask yourself Include 96
Roadblocks, Traps, and Pitfalls 96
Job Maintenance/Career Development 100
Common Treatment Goals Where Applicable 100
Common Interventions 102
Helpful Questions to ask Yourself Include 102
Roadblocks, Traps, and Pitfalls 102
Budgeting and Financial Goal-Setting 104
Common Treatment Goals Where Applicable 104
Common Interventions 106
Helpful Questions to ask yourself include 106
Roadblocks, Traps, and Pitfalls 107

Part One: Introduction

Foreword

We believe that Causeway Collaborative is a unique and special place to work. This isn't meant to be a cliché or business-speak. We really do believe it down to our core. Causeway Collaborative was founded on an idea; an idea that young men needed help and that the resources available to young men were woefully inadequate, often missing the mark entirely. Futures Planning was the spark that ignited the flame. Born out of organic conversations with young men struggling to plot out the course of their own lives, Futures Planning was the original service offered by Causeway Collaborative back when our operation was little more than a conference room and a vision. Futures Planning is designed to prepare our clients for a career landscape that has changed dramatically over the past few decades.

The transition from adolescence to young adulthood is hard; fraught with uncertainty, confusion, mistakes, and at times the need to pull yourself up from a bad decision and to face the consequences. One of the founding goals of Causeway was to offer young men something that we all wish that we had access to when we were between the ages of 16 and 30. This desire to share hard-earned wisdom with an emerging generation of young men is often brought up by prospective coaches as a key factor that drew them to Causeway in the first place. This core mission has also persisted through periods of growth and change at Causeway; to this day, it is cited by current team members as a commitment, a motivator, and a North Star for our practice.

From the day we first opened our doors, we’ve been able to observe the impact of our approach on young men with our own eyes. We’ve seen young men enter our doors lost, stuck, skeptical, and hopeless, depressed, angry, and frustrated, and we’ve seen them leave our care with direction, independence, self-assurance, confidence, and the skills they need to succeed. We’ve seen this happen enough times to feel confident that it isn’t an accident.

But what exactly happened when they were with us? What was it that caused these changes? The truth is, for a long time we couldn't say. Not because we didn't know what the "right" intervention or program recommendation was in a given situation, but because we had never stepped back to attempt to articulate exactly what it is that we were doing with the young men we were working with, and why we were doing it. For years training new employees largely consisted of observing and shadowing more seasoned staff and by engaging in dialogue with those staff about the rationale behind the decisions they were making. While this proved to be effective in some ways, it also presented problems in others, and the need for a coherent synthesis of the "Causeway Model" became more and more apparent. This manual, alongside the Therapeutic Mentoring Manual, represents the culmination of an effort to distill down the strategies deployed by effective coaches into a straightforward account of what works.

How to use this Manual

Above all else, this manual is intended to be used and to be useful. We encourage both new and experienced staff alike to mark it up with reflections, highlight sections that resonate, tag relevant sections with sticky notes, and generally make it their own. New Futures Coaches in particular should expect to consult this manual early and often. We understand the learning curve involved in starting a new job at a new company, and respect the challenges associated with learning the intricacies of a novel service that isn't offered elsewhere.

Futures Coaches fill multiple roles for their clients and come to embrace a varied and dynamic role. Sometimes, Coaches help provide the tinder, the raw materials a client needs to find their path. Think of technical skills, the processes and tactics that independent adults use to accomplish their goals. Other times, a Futures Coach may help a client find their flame, the motivation to get out of bed at a reasonable time and make progress towards their goals. We've learned that finding a "why" is just as important as defining the "how," if not more so. This willingness to dig deeper, to consider the existential alongside the practical, is what differentiates Futures Coaching from other career planning services. Integrating the clinical element ensures that our clients navigating mental illness, addiction, or learning differences have support that goes deeper than a resume.

This manual is designed to help new and experienced practitioners to more clearly articulate this interplay for themselves. Futures Coaches encounter nuance every day and often face choices defined by shades of gray: when to push and when to sit back, when to step in and when to let a client experience a consequence, when to reassess and when to stay the course. Decisions like these require an extensive mental library to parse through. Alongside dedicated shadowing of experienced coaches, this manual was created in an effort to provide a structure and shape for Futures Coaching, while still leaving room for the nuance and the gray areas that define an individualized approach to care. Space is also preserved for the coach to be able to be themselves within the context of service delivery rather than needing to conform to a rigid set of rules and guidelines that remove their sense of autonomy. We will always see empowering coaches to utilize their unique skills and experiences as a prerequisite to offering great Futures Coaching.

Though the hope is that this manual succeeds in as many of these areas as possible for as many readers as possible, it is unlikely that it will succeed in all areas for everyone. Accordingly, all Futures Coaches will use this manual as a companion to the broader supervision structure at Causeway, which should provide the necessary space to engage in more lively discussions and to clarify questions that will inevitably arise.

All new Coaches are encouraged to spend as much time with this manual as possible. It is written in such a way that it can be read linearly, and it requires no pre-existing knowledge about Causeway Collaborative or Futures Coaching to be digestible. While reading through this manual like a book will likely prove to be useful for any novice Coach, each chapter, and each sub-domain within, is also written as a stand-alone section that does not require the context of anything that comes before to be applicable and useful. With this feature in mind, readers are encouraged to use this manual as a reference text, flipping to whatever section or page feels like it may be applicable at a given time.

While written for new Futures Coaches, this manual was also created as a tool for all staff at Causeway Collaborative, new and experienced alike. The hope is that even experienced practitioners will find value in revisiting this manual periodically; to refresh their memory on a specific intervention, to revisit and re-ground themselves in the Pillars of Practice, or to find direction on a particularly difficult case. Additionally, Therapeutic Mentors, Administrative staff, and other members of the team can undoubtedly benefit from a deeper understanding of the full spectrum of services offered at Causeway. This manual can serve as a valuable way for any member of the organization to develop familiarity with what Futures Coaching is seeking to achieve, and how it tries to do that. In short, this manual is not meant to be read once and then discarded. It is meant to be a continual resource for as long as you are engaged in this work.

The Structure of this Manual

This section will provide a brief description of the layout of the manual you have in your hands.

The first section of the manual has little practical information about how to “do” Futures Coaching. Instead, the focus is on what it means to “be” a Futures Coach, and indeed, a service provider at Causeway Collaborative in general. Here, the reader will find a description of what Futures Coaching entails as well as a breakdown of some of its characteristic features. This is followed by what we call the “Pillars of Practice”: the foundational principles all Futures Coaching should abide by when working with a client.

The remainder of the manual offers a breakdown of the primary avenues for delivering Futures Coaching. Each chapter covers one of the three domains of Futures Coaching: Existential, Academic, and Career, with each chapter broken down into sections highlighting the component skills that make up that domain. Each section contains a brief description of the skill area being addressed, common practices for guiding clients towards development in these areas, and questions for the coach to keep in mind as they prioritize a domain or assess its applicability. Plus, you will also find insights into common roadblocks, traps, and pitfalls that coaches will likely encounter. Trust us: we've been there!

Again, the information within each section should not be viewed as an authoritative or comprehensive definition of that domain. Instead, the information should be viewed as a summary, and all examples should be read as *some* of the ways in which a Futures Coach can approach a particular skill or competency with their client. All Futures Coaches are encouraged to be creative, to think outside the box, and to use the Pillars of Practice (more on that later) as their primary guide in their work.

Chapter 1

What is Futures Planning?

Before going further, this is a great time to actually define Futures Planning. Though it is a novel service, the real goal lies in the name! The challenge, of course, is in the how? How do we take a young man with no goals for his future or a completely unrealistic expectation for his life and connect him with a meaningful path? How do we prepare this generation of men for a radically reshaped career landscape, or for jobs that may not even exist yet?

Futures planning is commonly described to new families as "career and academic planning," but in practice Coaches should expect to dig much deeper. This service emphasizes two primary domains of Academic and Career success, while also offering support to young men in answering deeper existential questions about their future.

"Futures", as it's often referred to within the organization, was created by Causeway's Founder Vince Benevento as both a compliment to and an alternative to three distinct services: therapy, academic tutoring, and career counseling. Futures

Coaches are not acting as therapists (although they are all licensed or license-eligible clinicians), and they are not subject tutors in the traditional sense of being expert teachers in a particular academic discipline. Instead, Futures Coaches work to address areas that are not typically addressed by these more prevalent services.

In contrast to a subject area tutor, Futures Coaches will often spend more time working on the "process" of school success while addressing barriers related to motivation and engagement, whereas a tutor may be more focused on teaching specific material. By engaging and involving the client in this way, Futures Coaches slip the confines of traditional academic tutoring. They can more freely offer holistic guidance and support, backed by their clinical knowledge and personal experiences navigating a school or work environment.

Futures Coaches are also able to integrate broader, bigger-picture exploration about academic or professional aspirations that are similar to what a career counselor could offer, while weaving these discussions into the fabric of the shorter-term goals for the client. This dynamic, multi-disciplinary approach is what makes Futures Planning unique, and what we believe makes it so effective at helping young men.

Futures Planning within the Causeway Model

As a new Futures Coach, it is important to understand where Futures Planning fits into the broader model offered by Causeway Collaborative. At Causeway, we do not view any one service as being more or less important to our clients' success in our program. Instead, we understand Futures Planning, Therapeutic Mentorship, and Individual Therapy to interact with one another to guide a client through the change process holistically, ultimately resulting in their successful transition into adulthood.

It is our belief that in order for our clients to be able to successfully transition to independence and adulthood, they need to be actively working toward a long-term vision of their future that they are connected to, either through school or work. Regardless of how strong a client's social skills, life skills, and health and wellness practices may be, actively working towards a future that matters to them is the most effective way for our clients to experience sustained meaning and fulfillment in the long run. Our ultimate goal is to connect Futures Planning clients with a vocation that is well-suited to their skills and values that also allows them to live independently. With this in mind, Futures Planning emerges as a space for clients to identify what this long-term vision could be and to begin taking intentional steps toward that vision.

It should also be noted that while we strive to see all of our clients as complex, dynamic individuals, parents have a tendency to hyper-focus on the Futures domains as a measure of the client's progress or success in the program at Causeway. While this will be addressed in the sections that follow, suffice to say that Futures Planning is a service where parental expectations often need to be managed and re-framed in order to keep the client's goals and aspirations for themselves at the forefront of the work.

It is also important to contextualize Futures Planning in relation to the Therapeutic Mentorship work that clients are often involved in. While Mentorship goals are often shorter-term and time-bound, Futures Planning goals tend to be more longitudinal in nature. As a result, clients typically continue to engage in Futures Planning work even after they have completed their treatment goals in Therapeutic Mentorship or Individual Therapy. For instance, a client may continue to connect with their Futures Coach while they are in college to get support in applying for internships, securing a job after graduation, or resolving a particular academic issue. Even though the client may no longer be in need of services structured around Mentorship domains such as health and wellness or social skills, Futures Planning work continues as the client begins to realize or modify the goals they created alongside their coach.

The Three Archetypes

Our clients typically range in age from 16 to 30 and come to Causeway with a unique set of abilities, challenges, and needs. That said, clients will typically arrive at Causeway in one of three primary phases of life. The first phase centers on high school and primarily relates to 16, 17, and 18 year olds. The second phase refers to clients between the ages of 18 and 24, and covers college-aged young adults. The third and final phase concerns clients over the age of 24, generally college graduates or clients beyond the traditional college-age.

Phase One: High School Students

The youngest clients that a Futures Coach will work with at Causeway are high school students who are in their sophomore year of high school. While Causeway advertises that the youngest clients we work with are 16 years old, this age limit is meant to signify a phase of life where a young man is actively considering what their life will look like upon graduating from high school rather than a true biological age.

Phase One clients are almost always doing poorly in school, and for one reason or another the family is having doubts regarding their son's readiness to go to college or hold a job that allows him to live independently when he graduates from high school(which is often assumed as the automatic next step for high school students in these communities). They may be exhibiting symptoms of school refusal, oppositionality, or risky behavior in other forms such as drinking or using drugs. They also almost always have little to no connection to a vision for their future, and are often confused as to how doing well in school will do anything to help them in the future.

Phase Two: College-Aged Young Adult

This category encompasses young adult men between the ages of 18 and 24 years old. While colleges still advertise and structure their curriculum to be completed in four years, this is becoming less and less common. Young men who are struggling during this phase of life might find the journey to be much longer and more arduous than expected, leading to disconnection and disillusionment.

Phase Two clients make up our largest demographic at Causeway Collaborative. These clients may have decided to take time off from school prior to going to college, failed out of school or been placed on academic probation, or received disciplinary action of some kind causing them to be dismissed from school temporarily. Other clients may be seeking support in transferring to a college or university that is a better fit for them or addressing emergent mental health struggles that have caused the client to take time away from school. Whatever the specific circumstances surrounding their situation, they often arrive at Causeway struggling to understand what steps to take next, or how to achieve their goals.

Phase Three: College Graduate/Older than college-age

The third archetype of clients encompasses clients above the age of 24. Clients will occasionally be admitted who are above the age of 30 if their circumstances and phase of life are deemed to be an appropriate match for the program.

These clients arrive at Causeway less often, but when they do, they usually seek out Futures Planning work as the primary desired service. The archetypal phase three client has graduated from college and is struggling to find their first job in their field. Phase three clients seek services anywhere from 1-2 years post-graduation, usually after they have spent some time attempting to secure a job on their own. As a result, they usually arrive feeling hopeless and notably fatigued by a fruitless job search.

Clients who have participated in extended treatment of some kind, such as residential substance use rehabilitation, can also fall under the phase three umbrella. These clients may have been working prior to going to treatment, and may have been functioning at a relatively high level despite struggling more and more with their addiction. On the other hand, they may also have missed important life milestones due to their addiction and be dealing with feelings of failure or inadequacy compared to their peers. They will often come to Causeway as they are preparing to leave their treatment program and to re-integrate into the world.

While these three archetypes are certainly not meant to be an exhaustive breakdown of every client who walks through our doors, it can be helpful to broadly categorize clients into these three categories, as the Futures Planning work for each of these phases of life are fairly differentiated. For instance, you will likely find Academics to be most relevant at first for a phase one student, while an older student may have more to gain from addressing Existential or Career-oriented skills in sessions. Throughout the course of Futures Planning work, a client will also progress towards more macro-level questions and may even receive coaching in all three phases discussed above.

Words of Wisdom from our Founding Coaches

To bring the picture of Futures Planning that is emerging into clearer focus, we would like to offer some guidance from a few of our most experienced coaches. In the next chapter, you will encounter a reference to the "spirit" of Futures Coaching. Capturing the spirit of this work is one of the primary, and most difficult, missions of this manual. The "spirit" of Futures Coaching should be understood as the qualitative experience of being a Futures Coach that elevates the role above that of a tutor or career coach. In a continued effort to capture this spirit, this section includes two letters written by two of the founding Coaches from Causeway Collaborative as they each reflect on the question "What does it mean to you to be a Futures Coach?"

Letter from Nick Fernandes:

"He who has a why to live for can bear almost any how." – Friedrich Nietzsche

This quote by German philosopher Friedrich Nietzsche eloquently summarizes the logos of Futures Planning.

While the scope of Futures Planning is vast, the mission is simple: to guide clients towards their individual path. The position's title alone, "Futures Coach'', denotes great responsibility. As such, one must commit to engaging clients in unique, and at times, difficult conversations to cultivate insight, self-exploration and ultimately help them find their individual "why." Through the span of a Futures process, my goal is to guide clients toward answering some of life's most bewildering questions. "Why am I here?", "What makes life worth living?", "Will my life ever improve?", "Who do I want to become?"

Futures Planning is often succinctly packaged as, "career and academic counseling." While this description hits on some of the key features, it fails to capture the depth that is encompassed within the service. Although educational and employment pursuits are often building blocks within a client's experience at Causeway, they represent subcomponents of a greater whole. In its fullest expression, Futures creates a precious space for men on the cusp of adulthood to work alongside passionate service providers in the pursuit of their true selves.

Over the arc of the process, I strive for an impact that goes beyond helping a client achieve conventional, developmental milestones such as graduating from college or obtaining an internship or job. Futures Planning is intended to cultivate purpose, passion and meaning in a man. The profound influence of such existential clarity knows no bounds once it is achieved.

Each client's enduring "why" becomes the internal compass on their journey to lifelong fulfillment.

It remains an incredible privilege to co-author, with each client, a unique and individualized road map towards their concept of a satisfying future. My hope and vision is that every "lost", "wayward", or "despondent" young man that arrives at Causeway's door graduates his Futures program with direction and re-invigorated purpose.

Letter from Derio Rivera

"Man is pushed by drives. But he is pulled by values. He is always free to accept or reject a value he is offered by a situation." - Viktor Frankl

As the Austrian psychiatrist, author of *Man's Search For Meaning*, and founder of Logotherapy eloquently wrote, human beings are indeed pulled by their values, and pushed by what drives them.

The sole purpose of any clinician is not to impose their own values on a client, but to gently and comfortably reveal values to the client. This is the essence and foundation of all Future's Providers. Most human beings are unaware of their values or what in fact drives them in this existence called the human condition. It is a Future Provider's responsibility to expose and understand our clients values in order to help our clients to see these values for themselves.

For most clients, considering their values can be difficult, even unsettling. Asking questions like ‘why am I here…’, 'What is my objective or purpose for my life?’, ‘What is meaningful to me?’ and genuinely pondering the answers jolts clients out of their usual routines, opening the door to personal and emotional growth.

As Futures Coaches, we take a calm, precious approach in unveiling these deep questions and bring clarity and vision for the next steps on a client’s journey. This is done through concrete steps of academic support, career counseling and side-by-side assistance. Though the concrete, tangible objectives that are implemented and executed are fruitful for a client to experience, it is the client’s sense of accomplishment that is truly remarkable to witness. It is an honor to be part of the process of a client’s transformation.

As you embark on this journey as a Futures Coach, I encourage you to reflect on your own reason for engaging in this work and your own purpose in your life. If you seek this understanding of yourself, you will be better equipped to ensure that every individual who receives Futures Coaching feels a sense of hope and meaning upon leaving the offices at Causeway.

Part Two: Pillars of Practice

Introduction

The three subsequent chapters provide a breakdown of the core offerings of Futures Planning at Causeway Collaborative. In order to bring a desirable future into clearer focus, coaches can expect to focus on the primary domains of Academic and Career skills, backed by conversations on Existential topics to help clients understand themselves on a deeper level. In concert, these domains provide a holistic framework for clients to form a new relationship with themselves and their environment. Coaches can use this framework to help young men develop the tools that they need to be able to navigate their future with a greater sense of self determination and confidence.

Because of the practical applicability of the subsequent sections, a first-time reader of this manual (particularly a new Futures Coach just beginning to see clients) may be tempted to jump directly to the sections that follow in order to start "doing the work" more quickly. We completely understand this instinct, especially in an area like Futures Planning that is associated with tangible external outcomes like successful employment or re-engagement in school. However, as Futures Coaches ourselves who have walked the same path you now find yourself treading, we would encourage you to step back and consider the philosophical and ethical backbone of our work at Causeway more broadly.

At Causeway, we believe that reducing a program like Futures Planning into a simple toolkit misses the underlying core beliefs that inspired us to open our doors in the first place. Don't worry - we'll dig into the specific tools and interventions that a coach can deploy in the pursuit of identified treatment goals later on in this manual. By themselves, however, these tools and techniques on their own reveal only a fraction of what it really means to be a Futures Coach at Causeway Collaborative. That's where the Pillars of Practice come into the play.

The Pillars of Practice are our inner fire, guiding star, and secret sauce all rolled into one (well, actually 9 to be precise.) These are the qualities, characteristics, and mentalities that we seek to find and cultivate in our staff in order to deliver the most impactful services that we can. Hiring, training, and professional development at Causeway are all done with these Pillars in mind. In truth, this is the most important chapter in this manual, and it is possible that a provider could offer Futures Coaching effectively if they only had access to this chapter from the entire manual. The same cannot be said for any other chapter.

Being a Futures Coach is about so much more than just identifying what domains a client can benefit from working on. The truth is, most clients come in already knowing what parts of their lives they'd like to make changes in. Plus, there's a good chance that others in their lives, from teachers, parents, coaches, and siblings all the way to nosy relatives at Thanksgiving, have also made them acutely aware of these deficits. What clients are often lacking is a way to take this awareness and to manifest it into lasting behavior change.

The rest of this section contains a collection of foundational principles that are meant to serve as guides for Futures Coaches as they help clients to bridge this gap. The Pillars of Practice are meant to encapsulate the characteristics, qualities, and attitudes that allow a coach to maximize their impact on a client's life. These Pillars are the <u>spirit</u> of Futures Coaching, the core principles we turn to on the longest days and with the trickiest clients. If a coach's decision-making aligns with the Pillars of Practice, then they are acting within the spirit of Futures Coaching and giving their client the best possible chance to succeed on their own terms

The Pillars do not need to be memorized, though it is highly recommended that they be read and re-read as a way to "steep" in these guidelines, particularly in the first 6-12 months of working as a Futures Coach. It is also highly recommended that coaches revisit the pillars periodically thereafter.

So while the neophyte Futures Coach is encouraged to develop an intimate understanding of the specific tools, interventions, and strategies included in the sections that follow, that in many ways is the easy part. We hope that the Pillars of Practice will help aspiring Futures Coaches connect to the deeper, more demanding work underlying every interaction with every client. It is this deeper work that distinguishes Futures Coaching from other services and makes our model at Causeway truly unique.

Pillar 1: Coaches are Clinicians First

Futures Planning as defined and understood at Causeway Collaborative is not Psychotherapy. It is not regulated by a governing body, nor is there a particular license or certification that is required to offer Futures Coaching. At the same time, at Causeway we require that all Futures Coaches be either licensed or license-eligible clinicians. All Futures Coaches hold a Master's degree in Counseling, Social Work or a related field and all interns are graduate students in one of these fields. We instituted these standards for two reasons. First, clinical training prepares coaches with crucial knowledge and skills that allow them to succeed. Second, all coaches must understand the importance of a strong therapeutic alliance, as this is viewed as a necessary precursor to behavioral change.

As you will see throughout in this manual, traditional clinical training offers essential lessons for prospective Futures Coaches. Futures Coaches are frequently thinking deeply and evolving their case conceptualization of the client, managing countertransference, and using therapeutic orientations like Motivational Interviewing, CBT, and Strength-based approaches to support their clients. Coaches can then use their training in conceptualization to inform their work, allowing them to develop a more complex and nuanced understanding of the client's presenting concerns. In turn, coaches can determine what interventions are most appropriate with greater confidence. Clinical training also supports the coach in staying grounded in the Pillars of Practice rather than devolving into overgeneralizations about the client or engaging the client in ways that may inadvertently be contributing to their being stuck and unhappy.

Futures Coaches often engage with clients in areas outside the focal points for traditional therapy. However, the knowledge and training of a licensed clinician allows the coach to operate as a "therapist in disguise," addressing the client's stated goals in sessions while transitioning to a more therapeutic mode when the need arises. Coaches can also deploy their training in a much more relational way at Causeway, with the flexibility to engage the client in a wide variety of behavioral interventions outside of the office.

Furthermore, effective Futures Coaches acknowledge the need to form a strong and durable therapeutic alliance with their clients. In fact, at Causeway we frequently discuss the relationship between the coach and the client as the most important factor in our ability to deliver meaningful change for the young men who walk through our doors. While this is important in any therapeutic setting, the multi-modal nature of Futures Coaching amplifies the importance of establishing a relationship that engenders support, comfort, and trust. Clients trust coaches with not only their assignments and resumes, but their deepest challenges and insecurities as well. A clinical background ensures that this trust is honored.

Finally, a clinical background is a valuable asset for coaches working with clients who are reluctant to earnestly engage in the program. As this demographic makes up a significant portion of our client base, this background comes in quite handy indeed. Futures Coaches can be viewed by the client as someone who is more relatable, someone who understands them better, and isn't a "typical therapist." Threats to the relationship or difficulty developing one in the first place often manifest in client disengagement and sometimes premature discharge.

At Causeway, we often observe that, "when a client sees us as an extension of their parents, we lose." This reality reflects the fundamental importance of the relationship between coach and client. It is unquestionably the foundation upon which service delivery is built, and the clinical training all coaches have prepares them exceptionally well for the task. Futures Coaches are clinicians first.

Pillar 2: Laziness Doesn't Exist

"Lazy" is a word that is used all the time in our culture. Often used in a negative context, laziness is commonly characterized by a person not engaging in activities or behaviors in the short-term that benefit them in the long-term. It is talked about as something that is a character trait or hard-wired. “My son is lazy”, is a common statement by parents. In their eyes, it’s just how their son ***is***. This label can commonly be attached to children and young adults, and while Parents are often the primary offenders in labeling their own children as lazy, teachers can frequently fall into the same trap. When clients are assigned these labels consistently enough by those around them, they often start to believe it, and live in such a way that reinforces the label they’ve been given.

But this understanding of laziness misses the mark. It not only puts people into boxes, but also gives the impression that these characteristics are unchangeable. In reality, laziness should be understood as a constellation of symptoms rather than as some unchangeable character trait. In fact, it has been found that contextual factors, the different circumstances or contexts that are present in a person’s life, have a significant impact on whether they exhibit "lazy" behaviors.

At Causeway, providers do not view their clients as "lazy". Instead, all providers strive to view their clients as dynamic human beings and see laziness as an indicator that there is something else going on causing the client to engage in a series of behaviors that ultimately move them further from their desired goals rather than closer. Furthermore, Futures Coaching recognizes that young people today face a radically different career landscape that the one their parents may have encountered decades ago. Impersonal algorithms, huge quantities of job search engines, and fierce competition for scarce roles have made it more difficult to stand out than ever. Faced with an overwhelming process and pressure to conform to unattainable standards, it's no wonder that our clients arrive feeling trapped by the "lazy" label that has been assigned to them.

Futures client "Alex" is a prime example of the power of this label as well as the impact that recontextualizing a client's behaviors can have. Alex came to Causeway in much the same manner that he showed up for the rest of the activities in his life: reluctantly. Prone to oversleeping and drifting through his days in a groggy haze, Alex could never seem to find his direction. He failed several semesters in college and was unable to keep a job. He was consistently staying up until 5 or 6am, and waking up at 3pm, 4pm, or later. It baffled his parents, who didn't understand how their son was able to sleep through shift after shift, class after class. Was Alex simply too lazy to find his way in the world?

As Alex’s Futures Coach soon found out, Alex’s disrupted sleep habits had emerged as a coping tool. Though maladaptive in the long-term, rising late and staying up into the morning helped Alex avoid the conversations about his future that always seemed to arise when he was in the same space as his parents for more than a few minutes. “Every time we talk, it’s like I’m not doing enough or falling behind,” Alex explained. “I figured out that if I get up at 4 or 5pm, I only need to be around them for a few hours before they go to bed and I can just hang out and play video games.” Clearly, this strategy was only exacerbating the issue, but Alex’s coach also had the training to recognize where Alex was coming from. To get his sleep schedule back on track, Alex needed to confront the anxiety he felt about his future in an encouraging space that afforded him more ownership of the process.

With a root cause identified, Alex and his coach got to work cataloging his interests and comparing his ideal lifestyle to the pattern he found himself stuck in. Given his interest in video games and computers, Alex collaborated with his coach to transfer to a program with a strong Computer Science department. He had an opportunity to live on his own again, only this time with the time management skills and values alignment he needed to stay on track.

In the end, Alex wasn't lazy. He was actually incredibly hard-working and capable. In fact, he ended up securing and succeeding in a very competitive position as a Computer Scientist. What was really happening was that he was experiencing severe anxiety in his current living environment and was dealing with it in the best way that he knew how. The inverted sleep schedule, a stereotypically "lazy" behavior, was really a clue that something deeper was going on under the surface. And once this deeper issue was addressed, Alex was able to improve and to achieve his full potential. Alex’s story serves as a reminder that the explanation for a specific behavior or set of behaviors can never be "The client is lazy". Laziness doesn't exist.

Pillar 3: Everyone is Motivated by Something

After “lazy,” one of the most common words parents use to describe their sons at Causeway is "unmotivated.” Given that our model is specifically developed for young men who are "stuck", it makes sense that many of our clients present as lacking in the motivation or drive to take charge of their circumstances, especially in interactions with parents and teachers. The philosophy at Causeway stands in contrast to this image of the unmotivated young man, which so often serves to mask his true desires and worries. Instead, providers within the Causeway model operate under the belief that every client is motivated by something.

We all know the type. Truth is, many of us lived this type! “Smart but not focused,” a client might hear. “You just don’t care!” Indeed, many clients come in with no clear direction and a chronic lack of structure to their daily routine. It is easy to characterize these clients as unmotivated, and the clients themselves would often agree. But it takes only a brief conversation with an "unmotivated" client to see that they have all sorts of aspirations for their future, ideas of the kind of life that they would like to lead, and goals they would like to achieve. Of course, these goals may not align perfectly with the expectations of the people around them, or be especially realistic! But that’s why these clients find a home at Causeway as they begin to translate unspoken dreams into actionable steps.

When clients are disinterested in the options that have been presented to them or are disconnected from how those options will help them to achieve their stated goals or aspirations, they can turn to their Futures Coach. Motivation may look different or require a lens adjustment, but that is a far cry from the labels by which many of our clients have found themselves defined. Like the label "lazy", "unmotivated" is often shorthand for a constellation of symptoms rather than a static character trait of a person. And similarly to clients who are labeled as "lazy" by those around them, "unmotivated" clients may come in having internalized a belief about themselves as unconditionally unmotivated, and the coach's work may include breaking down this concept or idea.

The story of Robbie W. illustrates this pillar in practice. Robbie came to Causeway adrift. He had failed out of school with no discernable mental health challenges and was spending his days playing video games in his parents' house. He did not want to get a job, or take college courses, or really talk about his future with anyone. A former standout baseball player in high school, Robbie actually stopped exercising altogether. As you might expect, his parents were distressed, and brought him to Causeway hoping to get him "back on track."

Robbie's program struggled to get off the ground initially. There just wasn't much that he seemed to care about. School was "boring" and he didn't feel a desire to return. Hoping to kickstart his growth, Robbie's team helped him secure a few job interviews. Here it was, the breakthrough! At least it was, until Robbie intentionally tanked his interviews. To move forward, we needed to find something, anything that Robbie could direct his efforts towards.

Often, our clients need a reason to take on tasks that seem boring or difficult in the moment. Rather than risk failure, it's easier to simply stop trying. Eventually, Robbie's coach noticed a pattern in sessions. Robbie frequently spoke highly of his brother and the life he was making for himself in Boston. "Robbie," his coach wondered, "what's stopping you from moving to Boston yourself?" Robbie's whole posture changed. A chance for a new start, away from his old routines and patterns? Now that was something worth hustling for.

Robbie's goal of moving to a new city became a reason to work on himself, engage in sessions, and embrace challenges. Robbie and his coach dug into the numbers as well, figuring out what it would take to secure an apartment and be self-sufficient by creating a detailed transition plan. Now that finding a job meant "living on my own in a city I'm excited about," Robbie embraced the process more sincerely. For Robbie's coach, developing interview skills or discussing expectations for the workplace came much more easily now that Robbie was investing more of himself into the work. When the time came for Robbie to make the move, he had the wind at his back plus a job waiting for him when he got there.

When Futures Coaches are able to set aside the characterization of the client as unmotivated, the real work can begin. One keystone goal can make acquiring all of the outward traits of a “motivated” person feel much more worthwhile.

Pillar 4: Know what you are bringing into the room

In some clinical circles, countertransference is seen as either a negative thing or something that the provider needs to rid themselves of. Providers are told to aspire to be a "blank slate", or a "mirror" whose own selves never show up in the therapeutic alliance. They should strive to provide a neutral environment in which the client can explore and discover themselves. While it's true that any provider's inability to manage their own reactions to clients in the room is problematic, Causeway Collaborative providers know that countertransference is simply a product of two human beings in relationship with one another. Because providers are human, they simply will have emotional reactions to their clients. Rather than something to be avoided, it is something that is inevitable, and in fact can be used as a powerful change tool in the right circumstances.

All Futures Coaches should take time to reflect deeply on their own experiences, and how they shape their relationship with and understanding of each client. We all bring something into the room with us, and knowing what that is allows us to account for it, and maybe even to use it as an opportunity for growth for both the provider and the client.

Futures Coaches must be able to accurately assess all of the variables that are impacting their work with each client, if not in the moment then upon subsequent reflection. Denying the presence of countertransference when it is in-fact present only ends with the coach operating with incorrect information. This often results in making incorrect decisions, as any “correct” decision with incorrect information is a byproduct of luck. Whether it's a negative reaction to views expressed by the client, or frustration with the client's pace of progress, Futures Coaches should always bring awareness to their experience of the client and consider how that experience is impacting their work together.

The case of Coby B. illustrates this principle nicely. Coby was my first client when I first began working at Causeway Collaborative, and to this day may be the most personable young man I've ever encountered. Coby was bright, articulate, and friendly, and spoke with great enthusiasm in our first conversation about his motivation and desire to engage fully in our work together. Ahead of our first one-on-one session, I spent a considerable amount of time preparing a session plan that I thought would be the "perfect" way to start our work. I was ready to really make a difference. When Coby didn't show up for our first session, I was upset and hurt. "How could he do this?" I thought. "This is so disrespectful! He doesn't respect or care about my time or the effort I've put into this at all!" As I sat with these thoughts and emotions, I realized that my emotional reaction didn't really have much to do with Coby. Instead, it was largely coming from my own desire to do "great work", and to validate my own competence as a new practitioner. Coby was doing the best he could. He was incredibly disorganized, had poor sleep and self-care habits, and missed the appointment as a result. But it was what I was bringing to the relationship that was causing me to be upset. And as I was able to see this more clearly, I realized that I wasn't an exception here, but rather that this was a characteristic example of Coby's struggles. I began to feel greater empathy for how difficult it must be for a person to live their life in such a way. And with that perspective, we rescheduled our appointment, and resumed what turned into a long and productive coaching relationship. On that day I learned a valuable lesson: You should always know what you are bringing into the room.

Pillar 5: The Goal is not the Goal

Being a Futures Coach is about much more than helping a client to achieve their external or outcome goals. While helping a client to get a part-time job, develop a consistent homework regimen, or hone their financial acumen is rewarding and important, the real work in the coaching relationship is often happening underneath the surface. The specific intervention or area of focus with a client in the short-term is the means by which the coach supports the client in the long-term on the path to individuation and independence, self-sufficiency, and fulfillment. In this way, any domain, goal, or intervention can be a rich opportunity for the client to learn about themselves, grow, and clarify their place in the world.

It is so easy to get caught up in the overt goal with a client, and to lose the thread of where this overt goal lies in the bigger picture. This commonly surfaces the first time a client is unsuccessful in achieving a goal, or the coach experiences pressure from the client’s parents to increase the rate of progress toward a stated goal. As a coach, your success cannot be measured by how well you were able to prevent the client from experiencing failures, how quickly they got a job after they began working with you, or by how well you were able to get the client to conform to the achievement orientation and timeline others have set for him. In many respects, the counterproductive nature of this approach is why the client has struggled up to this point and why the client came to Causeway in the first place.

“Jacob,” a high-achieving graduate from a competitive university, exemplifies the importance of this values-based approach to goal-setting with clients. Fixating too closely on a specific goal or outcome without considering the client’s long-term life satisfaction runs the risk of stalling out or getting derailed by a single setback.

“Jacob” came to Causeway after a promising career failed to take him where he wanted to go. An Accounting graduate with a great analytical mind, Jacob landed a job with a private accounting firm right out of college. Mission accomplished, or so he thought. Less than a year in, Jacob found himself completely burned out by the competitive and unsupportive environment and lost his job. His confidence shaken, Jacob moved to a “Big 4” accounting firm, hoping that the more established corporate culture would give him more space to be himself. This time, he only lasted six months before he was let go. At this point, Jacob was truly rattled. He came to Causeway with the expressed goal of addressing the performance issues that were preventing him from establishing himself in his chosen field.

As it often goes, however, conversations with his Futures Coach revealed that there was more to the story. Though he always enjoyed puzzles and numbers, Jacob explained that writing was his true passion. He had started college as an English major before family pressure led him to pursue Accounting instead. Now, Jacob felt like a failure on two levels, both as a writer for not staying true to himself and as a loyal son for not meeting his family’s expectations.

Fortunately for Jacob, his coach knew that the goal - in this case, getting his accounting career on track - was not the goal. Instead, Jacob’s coach encouraged him to reframe the sense of failure he was experiencing and consider the ways in which he might combine the linguistic talents of a writer with the analytical skills he gained in his accounting program. Could there be an opportunity to blend these two seemingly disparate areas of interest?

After researching roles, revising his resume, and practicing some interview skills to redefine his narrative, Jacob eventually found a new position as a journalist, producing digital articles for an online financial journal. Along the way, Jacob realized how his ability to explain complex ideas coupled with his background in accounting could make him an asset rather than a failure. As of this writing, Jacob has carved out a dynamic career for himself in financial journalism. He was promoted several times and now feels like he has made his family proud while staying true to his own values.

Whether they are encouraging a client to reflect on their ambitions and desires or helping a client reconcile two seemingly disconnected areas of interest, a Futures Coach always operates and selects interventions from a place of steadiness, maintaining their sights on the deeper vision of what they are working toward with the client. The goal is not the goal.

Pillar 6: Be the expert of what you are an expert in

Clients come to Causeway Collaborative with a wide range of personal and professional interests. Whether it's a desire to become a music producer, a photographer, a computer programmer, a glass blower, or a welder, it's safe to say there is no "stereotypical" path a client will take when they arrive. In fact, it is common for clients to discover a new path for themselves in the context of their work at Causeway, and to end up on a path they did not expect they would be going down when they arrived.

Supporting clients in their pursuit of such a wide array of interests can be intimidating, and can bring up pressures on the coach to present with subject matter competence in any area that the client expresses interest in. Instead of trying to be an expert in everything, coaches should strive to stay grounded in the value that they are providing as an adviser, a sounding board, and an accountability check for clients, rather than as the person who will teach the client some concrete skill. Additionally, in the context of rapport building, while talking about a client's favorite video game or bonding over a shared favorite sports team can be a nice way to build rapport early on in the work, it is often equally valuable to have the client share their interests and passions with a mentor who does not know much about them.

Helping the client to sign up at the writing center and have an essay reviewed or connecting them with an established professional for an informational interview are two great examples of this pillar in practice, ones that every Futures Coach will turn to over and over again. Rather than being the person reading the paper themselves, or scrambling to learn the ins and outs of an unfamiliar field, the coach is the facilitator and the support in helping the client to do these things on their own.

For instance, one client of mine fancied himself a producer, despite lacking any training or production credits to his name. Typically, his “process” consisted of getting high and slapping a few beats together before calling it a day. Instead of trying to hack my way through GarageBand to support him in our sessions, I helped the client get connected to a local music studio. We rehearsed a pitch, booked an interview, and eventually set the client up with an unpaid internship. But the salary wasn’t the important thing. What ended up making the difference for my client was seeing how hard true professionals worked, how dedicated they were to their craft and to their brand. After learning more about what it would really take to make it in the industry, my client took it upon himself to mix tracks and even press his own merch in the studio after hours.

Again, the coach does not need to be a former English teacher or an industry expert in order to support the client. In fact, domain competence for a coach can actually present as a more challenging dynamic to navigate, as the coach may be tempted to just "jump in" rather than supporting the client in finding resources outside of Causeway. A Futures Coach does not need to be an expert in everything; they need to only ensure that they be an expert in what they are an expert in.

***It should be noted that Futures Coaches are encouraged to look over an assignment for a client periodically, and to accompany a client to the interview. The most important thing here is to ensure that the client is not growing dependent upon their providers. As an organization committed to helping young men to flourish independently, all providers should always be aware of the possibility of this dynamic emerging as a byproduct of developing a strong therapeutic alliance. This is a fruitful conversation to continue to explore in supervision.**

Pillar 7: Everyone is capable of living a fulfilling and meaningful life

As a mental health organization that works exclusively with 16-30 year old males, Causeway Collaborative's vision statement is "Every young man living a fulfilling and meaningful life". While this sentence looks nice on paper, many companies have nice-sounding mission and vision statements that ultimately are used for little more than marketing materials. As an organization that strives to live by its mission and vision, and as an organization that strives for a world in which every young man is living a fulfilling and meaningful life, every employee at Causeway must believe that everyone is capable of living a fulfilling and meaningful life. If this belief is not present, and if this belief does not inform every interaction that all employees have with clients and families, then the moral fabric of the organization falls apart.

Additionally, keeping this pillar in mind can be tremendously supportive for providers working with difficult clients. To remember that a life of meaning and fulfillment is possible for someone no matter how much they are struggling is to maintain belief in the client's ability to self-actualize, and to change even the most difficult circumstances in their lives in a meaningful, positive way.

For “Thomas,” a client who came to Causeway after nearly getting kicked out of school, learning to have faith in himself again was a precursor to any kind of successful relaunch. For Thomas’ Futures Coach, recalling the 7th Pillar would prove crucial in helping Thomas overcome his internalized narratives of failure and shame.

Thomas’ work began after two failing semesters at a small college out West. His first year of college was defined by a toxic relationship and high levels of substance use. In concert, this lifestyle left little time for schoolwork. He was asked to take a leave of absence and was at risk of being dismissed from school entirely. Upon his return home, Thomas isolated himself from his friends and family, embarrassed at the nature of his return.

In his first few sessions, Thomas’ lack of self-confidence and negative mindset towards the future was on full display. He described pervasive feelings of missing the boat, as though his academic shortcomings had thrown off the course of his whole life. In some ways, he was right. Unless Thomas could reduce his reliance on mind-altering substances to get through the day and find a reason to show up for class, a triumphant return to campus was unlikely. Still, his confidence took an even greater hit when Thomas, his treatment team, and his family determined that he wasn't ready to go back to school in the fall.

Instead of dwelling on this setback, however, Thomas' coach turned the conversation to the activities that had brought him happiness and fulfillment in the past. Although his major was in an unrelated field, Thomas identified design and lighting installation as an area of interest. Together, he and his coach used the fall semester to establish a small side business creating LED lighting installments for local companies. For the first time in what felt like years, Thomas felt connected and energized by the work in front of him. The business even started getting referrals and returning customers, giving Thomas a much-needed boost.

With a clearer understanding of where he wanted to go after college, Thomas finally felt ready to go back to school, albeit with one condition: changing his major to Architectural Lighting Design. Refreshed by this newfound sense of purpose, Thomas earned a 4.0 GPA for three semesters in a row and even secured an internship in lighting and design after his junior year. Thomas' rebuilt confidence also translated to healthier relationships, as he entered into a supportive and mutually beneficial romantic relationship and engaged with peers who shared his sense of drive and ambition.

Today, Thomas is a college graduate and aspiring director at a prestigious architectural and lighting design firm. He lives with his girlfriend in a great apartment and feels a tremendous sense of pride and meaning about his life. Thanks to Thomas' willingness to put in the work and his Futures Coach's vision when everything seemed hopeless, Thomas is well on his way to leading the life he once thought out of reach.

Ultimately, it is not the Futures Coach's job to ensure that every client finds fulfillment and meaning in their lives. This falls well outside of their control. But if a client is going to be able to improve their life, and to experience fulfillment and meaning, the supports in their lives need to believe this is possible for them. That's what makes this pillar so important: everyone really is capable of living a fulfilling and meaningful life.

Pillar 8: You can't help others discover themselves without being engaged in your own self-work

"Those who can't do, teach" is an old expression with too much truth to it. There are way too many people out in the world who do not adhere to the principles or the advice that they give others. Futures Coaches are not these people. In fact, we take pride as an organization in practicing what we preach. This mindset is a prerequisite for doing this work well and should be something that all providers ascribe to.

Causeway providers do not ask clients to do anything that they are not doing for themselves. In a climate deeply lacking in positive male role models for young men, modeling behaviors for the clients we work with becomes a powerful ingredient in the change process. Whether it be engaging in physical activity, managing the commitments of a full-time job, exercising responsible money management, eating a balanced diet, or connecting with peers in healthy and constructive ways, Futures Coaches provide an example for clients of how balance in these areas can be integrated into their lives.

This also becomes important in the context of broader, more existential questions. While the difficulties a client is experiencing day-to-day are typically more apparent, they often mask deeper challenges and insecurities beneath the surface. These deeper challenges can include finding a career path that they can see themselves enjoying, managing suppressed anger and resentment toward parents, or just more broadly trying to reconcile how to live in a world that they see filled with corruption, immorality, and suffering. While the coach is not a therapist in their relationship with the client, the coach should approach these difficulties as inherently human, and something that every person must find answers to for themselves in their own way.

Futures Coaches should be intimately familiar with their own process of overcoming existential questions in their lives, not to provide those answers to the client as a shortcut, but as a way to empathize with and support the client in the process of developing their own clarity. Check in with yourself to examine and understand your "why" as well as the habits and behaviors that got you to this point. Adopt a growth mindset and always strive to grow and meet new challenges that arise. You can't help others discover themselves without being engaged in your own self-work.

Pillar 9: Be Invaluable

There is no question that the most powerful tool in a Futures Coach's arsenal is their relationship with the client. The coach-client connection is the foundation on which all treatment goals are based. Conversely, if a strong relationship isn't present, the work quickly becomes stagnant and discharge is often not far off. Establishing goals as a team early on in treatment allows providers to add value for the client from the very beginning and ensures mutual investment in the targets for Futures work.

The freedom to add value in whatever way is called for with a particular client is a core asset in Futures Planning. This client-driven approach is the biggest differentiator between Futures and other types of support. Whether it is going to a client's home, meeting them in the community, calling them in the morning to check-in, or working with them in the office, Futures Coaches deploy a wide range of tools and tactics to shape interventions and support the client in overcoming the barriers to behavioral change that have kept them feeling stuck. Through collaboration with a client, coaches are able to differentiate themselves quickly from both the parents, who are often guilty of pressuring the client to do what they think is best, and from the therapist, who is often working within firmer boundaries and more conventional session structures. When this strong alliance is formed, the coach isn't just valued; they are invaluable.

“Henry’s” case offers a look at how Futures Coaches can be invaluable for their clients. Henry began working with his Futures Coach and Therapeutic Mentor in concert at Causeway. He had a long history of anxiety and depression, and he and his coach quickly identified his desire to get a part-time job as a goal that they could work on together. After applying to jobs for several weeks, Henry got his first interview. Henry and his coach spent the session prior discussing and preparing for the interview, but on the day of the interview, Henry didn’t make it. While he initially said that he lost track of time and got caught up helping his dad with something, he later acknowledged that he was experiencing a lot of anxiety leading up to the interview that caused him to come up with a variety of reasons not to go.

Here, it’s useful to remember that our clients come to Causeway precisely because of challenges like this. When mental illness is involved, anxiety or avoidant behaviors simply will rear their heads at some point. Better to reflect and learn from the experience than be caught off guard.

In Henry’s case, his coach helped Henry to process the event and find a way to move forward, eventually hitting on an idea for the two of them to meet for coffee before his next interview, to check in with how he was feeling and to go to the interview together as a way to support Henry in showing up. Henry agreed, and a few weeks later was able to land a job in the exact role that he wanted, with higher pay than he expected. Henry’s coach was able to find the gap that was holding Henry back and help him to bridge it with a thoughtful intervention. This is how a Futures Coach can make themselves invaluable.

Pillar 10: Flexible Like a Slinky

The role of the Futures Coach is ever evolving to meet the client’s needs. The Futures Coaching program lends itself to this evolution as it seeks to engage clients prior to and during a move from high school to college or from college to a career. A Futures Coach’s role also extends far beyond the limits of traditional academic support or talk therapy, engaging the client across the three core domains of Academics and Career while threading in Existential topics throughout. Flexibility allows Futures Coaches to provide this type of holistic support while staying intentional in the supports and interventions provided.

The need for flexibility shows up constantly in the world of a Futures Coach: In needing to modify a session on the fly when a client comes unprepared, in finding extra time in the week to provide a client with additional support on short notice, in going to a client's home when they are in the process of over-sleeping for an important session or job interview, or in taking a client out for lunch to celebrate a major accomplishment. Flexibility is evident in a number of the vignettes shared above; from an abrupt switch in the treatment goals with Robbie, to Henry’s coach’s willingness to meet him in the community and to go with them to an anxiety-invoking interview. A coach's ability to be flexible and adapt their plan to the moment-to-moment needs of the client while keeping an eye on bigger picture goals is an essential ingredient to their success.

This need for flexibility is particularly apparent when examining the domains in which a coach is working with a client. While the toolkit-based sections of this manual on the Academic, Career, and Existential domains are written as self-contained and clearly differentiated sections, with each sub-domain described as though it were its own complete area of intervention, Futures Coaches will often find themselves working on a number of different domains simultaneously with a client, often switching between several in one session. For example, a Coach may meet a client to prepare for an upcoming interview (Career), make a plan to tackle upcoming coursework in a timely manner (Academic), and budget time throughout the week for personal care and social events (Existential). Futures Coaches are also empowered to modify the structure and duration of sessions to best meet the needs of a client, engaging different muscles and navigating between different timelines. Not everyone can move between time management, technical writing, personal reflection, and values discussions, but those who can typically make strong Futures Coaches. To quote an early client of Causeway, all mentors should strive to be "flexible like a slinky".

Conclusions

To summarize, the Pillars of Practice represent the essence of what it means to be a Futures Coach. A Futures Coach is a clinician first who believes that laziness doesn’t exist and that everyone is motivated by something. They know what they are bringing into the room, and that the goal is not the goal. They are an expert in what they are an expert in while supporting the client to connect with experts outside of their competence. They engage with every client believing wholeheartedly that they are capable of living a fulfilling and meaningful life. They are deeply engaged in their own self-work, invaluable to the clients they work with, and supremely flexible. Now that this framework has been laid out, the remainder of this manual will focus on each of the three primary domains of Futures Coaching, beginning with the big questions of the Existential Domain.

Part Three: Existential

The SDS

Common Treatment Goals Where Applicable

One of the cornerstones of the Futures Planning Process is the utilization of the Self-Directed Search, or SDS, to inform work in career/academic counseling. The SDS is a career counseling instrument grounded in John Holland's Theory of Career Choice. This highly respected career counseling theory is used to help clients identify prospective careers that are best suited to their own unique profile, factoring in their personality, skills, and interests to produce a "code" that corresponds to similarly coded career pursuits.

The overarching goal of conducting the SDS and reviewing the results with the client is to help the client identify at least one possible career/academic path that is well suited to their personality, skill-set, and interests. The process itself varies depending on the client's current phase of life, their own insight and awareness into what options are a good fit for them, and their openness to receiving feedback and trying new things.

Ages 16 to 30 are years defined by transition; accordingly, there are a wide range of phases a client may be in when they arrive at Causeway. For a client who is still in high school, the SDS may serve as a useful starting point to help them familiarize themselves with their SDS profile. Clients, particularly those who are unsure of what they want to study, or if college is even right for them, can get an idea of some career paths or areas of study that appear to be a good match. This can help them decide whether or not college is the right step for them, or what other options might make sense. For clients who are in college already, the SDS can serve a similar goal, helping them to clarify possible areas of study to focus on. Clients who have completed college can also often benefit from the SDS as a tool to support identifying a direction during career transition, or to assess whether a client's chosen field is actually the right fit for them (this is particularly useful if a client is struggling in their chosen field).

In addition to arriving at varying phases in life, clients also arrive at Causeway with varying degrees of insight into the best career paths available to them. Some clients do walk in knowing specifically what they want to pursue and confident that it is well suited to their skills and abilities. In these cases, the coach can dig into the specific competencies the client needs to develop to get there. However, most clients arrive without any inclinations about what career pursuits are a good fit for them or an unrealistic vision that their personality and skill sets are not well suited for. Clients in this latter category will benefit from the SDS as a tool to help them identify a starting point in the process of narrowing down their career choices, while clients in the former category can experience completing the SDS as validation of their goals, as well as to further refine the direction of their pursuit.

The last variable to consider in utilizing the SDS is a client's openness to feedback and to trying new things. Clients who are open to suggestions and ideas around prospective career pursuits may enjoy utilizing the SDS results to cast a wide net and to explore a wide range of career opportunities. On the other hand, some clients show rigidity in the selection of their desired career. Particularly if the chosen career is poorly suited to the client for some reason, the Futures Coach will often work to try to increase the client's awareness of this discrepancy, and to explore possible alternative careers in whatever capacity the client is open to.

While administration and interpretation of the SDS is a part of the training of all Futures Coaches, it is not a required step in the Futures process with a client. For example, if a client already has a specific career path in mind that they are well-suited for, the SDS will do little in providing additional information or context. The SDS is most useful as a tool with clients who are either unsure of what career or academic options they would like to pursue, or if the client is following a path that is a poor match for them.

Administration of the SDS is best done at the beginning of a session in order to ensure that the client has ample time to complete it before the end of session. It is then recommended that the Futures Coach review the findings in between sessions, coming prepared to the next session to review and process the results with the client. It should be noted that the Futures Coach should take the time necessary to understand the client's SDS results prior to sharing them with the client. There can often be nuance and details within the report that can take some time to process and articulate, and it is best to do this without the client present so as not to confuse the client and to respect the shared time.

As a note, the SDS Report that is generated by PARI Connect is a wealth of information, and should be studied by all Futures Coaches as a way to understand and make sense of the results. Additionally, Futures Coaches should utilize one-on-one supervision time to review SDS results and philosophy to ensure competency before administering and reviewing results with clients.

Common Interventions

- **Review of SDS results** - set aside time to discuss findings with the client in-session, focusing on career profile, and explaining the results.
- **Categorize recommended careers** - sort proposed career tracks into "check", "check plus", and "check minus" based on familiarity with the profession and interest, followed by researching all professions that the client is unsure about.
- **Develop a ranked list** - sort possible professions by preference and suitability and identify ways to gain greater insight into the specific careers.
- **Select a path** - Choose one career path to begin to pursue.

Helpful Questions to ask yourself include

- How well does the client's SDS code match with my own assessment of the client in the room? What does this tell me about the results or about their presentation?
- Will this client be open to suggestions that may seem different or "out there"?
- How engaged is the client with this process outside of session? How might I understand their engagement or avoidance?

Roadblocks, Traps, and Pitfalls

Client not interested in any recommended career choices | One of the most challenging situations to navigate when using the SDS is when a client expresses that they are not at all interested in any of the career recommendations provided to them. When this occurs, the Futures Coach should seek to understand the reasons behind the client's position in order to inform how to address it with the client. If the client is simply too rigid in their desire to pursue one specific career over any others, the Futures Coach should try to process the similarities and differences between the client's desired career path and the findings of the SDS in order to raise any discrepancies that may exist. Additionally, lack of interest in any possible careers may be an indication of an underlying mental health issue such as depression, which should always be considered and ruled out by the treatment team. Lastly, the Futures Coach is encouraged to utilize Motivational Interviewing skills as a means by which to develop discrepancy and increase the client's openness to any of the recommendations.

Values

Common Treatment Goals Where Applicable

At Causeway, we believe that a client's connection to their future is inextricably linked to their values. Without a strong sense of values to guide decision-making, individuals tend to flounder or feel rudderless. Helping a client to understand and clarify their values is thus a core component of the Futures Planning work.

Many clients arrive at Causeway without a coherent set of values to guide their experience of the world. Even when clients do act according to a set of values, they often haven't considered where these values come from or whether they fit with the client's own self-concept and beliefs. When put under the microscope, clients will often realize that the ways in which they are living their life are either not leading them where they say they want to go, or that they are simply not in alignment with how they want to be living. Some clients may confuse "values" with "goals", and may not be accustomed to thinking about "how" they are living their life, rather than "what" they are doing.

When a coach identifies values as an area of focus, the goal is often to help the client develop a clear understanding of their values and help the client align their actions with those values. Clients will often find that by focusing on the broader characteristics of the person they want to be and the mark they want to leave on the world, the specific steps they can take to bring about their desired future come into focus.

It should be noted that there are several well-known therapeutic modalities that integrate values work into their frameworks. Futures Coaches are encouraged to utilize exercises and interventions as applicable from evidence-based resources to inform their work. These conversations are an opportunity for Futures Coaches to put their own stamp on the program, provided that the proposed interventions align with the Pillars of Practice.

Common Interventions

- **Identify core values** - This can be done using any number of interventions and exercises to help clients clarify what is truly most important to them. Reflective journaling, moving through the different areas of the client's life (family, social, work, health, self-care, etc.), and collaborative brainstorming are all applicable.

- **Review core values and client's current distribution of time to identify discrepancies** - Color-coded schedules or time tracking exercises can help clients understand how they are actually spending their days. This opens the door to reflections on how closely - or not - a client's lifestyle aligns with the values they have identified.

- **Identify specific activities or pursuits client can engage in that are value-aligned** - seek out spaces for clients to put their values into practice and spend time around others who share their ideals.

Helpful Questions to ask yourself include

- How does the client's current schedule/routine align with the "ideal" version of themselves? What opportunities exist to bridge this gap?
- What barriers are preventing this client from living in a more value-aligned way?

Roadblocks, Traps, and Pitfalls

Client disconnection from values | No matter how persuasive the Futures Coach is, some clients are simply resistant to identifying values. Values work, particularly with younger clients, can seem irrelevant, or like something to worry about when they are older. Whatever the reason for the resistance, it can be helpful for the Futures Coach to reinforce that values are not something that we can escape, and that our actions communicate something about what is most important to us whether we want them to or not. Additionally, some clients may get discouraged when looking at examples of values because they just don't feel that they apply to them. In these instances it can be helpful to remind clients that your values can change over time, and that it is alright if some of this feels irrelevant to them right now. The Futures Coach and the client can simply mark those as "not important" and move on, focusing instead on what is important, and what the client does know about how they want to live.

Part Four: Academic

Introduction

One of the most important roles of the Futures Coach is ensuring that clients are prepared for their next academic transition. Clients (and families) often arrive at Causeway following a client's unsuccessful attempt at completing college with little insight into the factors that influenced their struggles. Similarly, a client who is still in high school may come to Causeway with the belief that the act of going away to college by itself will solve the struggles that he had in high school. As a coach, your role is to identify the true source of academic challenges and help the client develop a new approach. The Futures Coach focuses on the "HOW" rather than the "WHAT": How does a client typically prepare for an exam or project, if they prepare at all? How well is the client able to break a longer project into individual steps? How does this client perceive themselves in the classroom? This skills-based approach will set the client up for long-term success and independence.

Area of Study Clarification

Common Treatment Goals Where Applicable

Area of study clarification can be a focus with a variety of clients. While on the surface it may seem that this domain would only be applicable for clients who are in college, clarifying a client's desired area of study can be a valuable use of time for clients across Causeway's demographic spectrum.

The most traditional time for a person to clarify what they are interested in studying would be in college. As the path is traditionally laid out, a student at a liberal arts college is intended to spend the first year or two taking a wide range of courses to explore their interests, to identify their strengths, and to chart a professional path based on this information. While this may still be the experience for some, it is certainly not for all. In fact, the average age of a client at Causeway is between 19 and 20 years old, which would place them right in the middle of this foundational period of choice. For these clients, they may find themselves needing to choose a major without having gained the clarity that they hoped they would in their first year of college.

More common still is the young man who chose a path of study based on external expectations or pressures. Lacking a true sense of connection, this typically results in a client arriving at Causeway after a string of unsuccessful and deeply negative academic experiences in college. In these cases, the Futures Coach is tasked with working with the client to help them to find a path forward that they feel connected to, and that is a good fit for them.

Of course, college-age young men are not the only ones who can benefit from support around areas of study clarification. Younger students still in high school and connecting more closely to the phase one archetype can also benefit from identifying potential plans for life after high school. We have found over the years that a large proportion of young men who are struggling academically in high school are unable to see the "big picture", or the "why" of going to school. Though these clients are often intelligent and capable, they also have difficulty turning in work on time while racking up absences after staying up late into the night. Anyone who has tried to wake up a seventeen year old before the sun comes up knows how difficult it can be to get a young man out of bed when he doesn’t feel he has a good reason to do so. In these instances, it can be effective for the Futures Coach to guide the client in identifying a future for themselves that they feel connected to, and to support them in taking the steps to gain the knowledge and skills needed to achieve that vision. Helping the client become more connected to a future vision can result in a young man who is more willing to engage in activities like school that may not be enjoyable in the moment, but that lead to their long-term goals.

The last archetype where a focus on area of study clarification can be helpful is with the cohort of clients who have already completed a degree and are either struggling to find a job or are wanting to change careers. In these instances, the client may have found themselves in a similar situation to the college-aged client described above, but they were able to make it through college studying something they didn't like or weren't well suited for. Now, they are struggling in the workforce in the field they hoped would bring stability if not a true sense of purpose. This double blow can leave a client in the unenviable position of regretting the choices that led them to this point without a clear path forward.

Whatever the reason, it is quite common for the Futures Coach to support clients over the age of 22 in making a career shift very early in their careers. This process often starts back at the beginning: with a re-evaluation of the client's goals and desires.

Common Interventions

- **Conduct the SDS and go over the results** (see SDS in "Existential" chapter below)
- **Enroll in courses -** Register for several courses in different subject areas that the client thinks may interest them (either at a local college or their full-time college).
- **Seek out opportunities for professional development -** Identify internships or work opportunities that can help the client develop an understanding of what it is actually like to work in an industry they might be interested in.
- **Facilitate conversations with experts** - Help the client to set up informational interviews with professionals in the fields that they are interested in.

Helpful Questions to ask yourself include

- Why is this client struggling?
- What would be most helpful to this client in clarifying their professional or academic interests?
- How have the client's past experiences or upbringing influenced their perspective?

Roadblocks, Traps, and Pitfalls

Client disengaged in exploration outside of session | With just about every intervention that a Futures Coach can offer, there will be times where a client is disengaged in the work between sessions. In fact, clients may be highly productive in-session and verbally express motivation to complete action items or continue their work between sessions, only to return for their next session without having made any additional progress. When this happens, Futures Coaches should speak plainly to what they are seeing with the client, seeking to identify any barriers that the client may be experiencing in trying to achieve their goals. The Futures Coach should pay particular attention to identifying the root cause of why the client isn't engaging between sessions, which can include anxiety or other mental health challenges, large or poorly defined goals, or ambivalence regarding the chosen goal, just to name a few potential factors. In these circumstances, it can be helpful to suggest that the client come to the Causeway office between sessions to complete work independently at predetermined times. This can help the client feel more accountable in completing their goals while allowing the Future coach to support the client outside of scheduled sessions.

Client interested in too many areas | Another challenge that the Futures Coach may run into is when a client is unable to identify one particular area of study to pursue because they have a wide range of interests. With these clients, it is important that the Futures Coach work with the client to understand that their chosen area of study is not the only area they will be able to learn about and be engaged with. Instead, the client should focus on how to best structure their lives in such a way that they can stay connected to different interests, while acknowledging the need for specialization in order to become qualified for certain jobs.

Client unable to identify an area of interest | On the other end of the spectrum are clients who are unable to identify an area of interest because nothing seems appealing to them. With these clients, it is important for the Futures Coach and the rest of the treatment team to properly assess what is going on. First and foremost, mental health challenges such as depression should be ruled out as reasons why the client may be feeling this way. If a client truly does not feel interested in anything that he has explored up to this point, the Futures Coach should work with the client to continue broadening their perspective. It may also be helpful at this time to transition to a more existentially-oriented Futures process to get the client thinking about what gives them a sense of meaning, purpose, and fulfillment, before returning to a more direct exploration of specific study options.

Client's identified area of interest is not a good match | Another challenge a Futures Coach may run into is when a client expresses interest in a particular area of study or career path that is not a good match for them. For example, a client may be interested in pursuing a career in a client-facing or highly social role while lacking strong social and interpersonal skills. Although these moments can present as challenging for the Futures Coach, they can in fact be invaluable opportunities to broach the concern with the client in a way that actually strengthens the therapeutic alliance. Futures Coaches are strongly encouraged to utilize supervision and to consult with their treatment team and other members of the organization in preparing for such conversations.

Academic EF

Common Treatment Goals Where Applicable

While some of the young men who come to Causeway are successful and high-achieving students, many of them are not. It is important to note, however, that these young men may be struggling academically for a wide range of reasons. Some clients may be studying something that they are wholly disinterested in, and are thus not applying themselves to their studies. Others may not have the aptitude necessary to succeed at the college level in the program or school they have selected. Others still may have largely relied on their aptitude throughout high school to get by without learning the fundamental skills necessary to stay organized, sit down and complete coursework in a disciplined way, and prepare adequately for tests and presentations when working closer to the edge of their abilities. Each of these three presenting concerns require a different approach from the Futures Coach. However, they will all likely include some level of coaching around executive functioning.

Academic Executive Functioning, or Academic EF, is one of the primary interventions that Futures Coaches will work on with clients who are in high school or taking classes of some kind in post-secondary settings. In the communities where Causeway Collaborative exists, going to college is considered the normal or inevitable next step after high school. When young men find themselves struggling between the ages of 16 and 30 years old in these communities, it is often their school work that teachers and parents point to first as evidence of their shortcomings. This can lead to avoidance, anxiety, or simple surrender as clients internalize the criticism and begin to identify as poor students. A Futures Coach’s job is to break this cycle by identifying the specific issues that are contributing to academic challenges and implementing solutions that set the client up for success down the line.

When working with clients around Academic EF, the Futures Coach ensures that the client develops what amounts to the basic skills necessary for academic success. Reading a syllabus, keeping themselves organized across all of their classes, managing a calendar that is kept updated with due dates and assignments, handing in assignments on time, and utilizing resources on campus are all examples of areas of focus when addressing Academic EF. It is particularly important to note here that the Futures Coach works to help the client develop skills and strategies that they will be able to implement <u>independently</u> in the future. The Futures Coach should be careful not to become such an ingrained part of the client's academic system that the client becomes reliant on their presence long-term.

As the work progresses, the Futures Coach should gradually give the client more and more autonomy and independence in their academic process, culminating in the client's readiness to succeed academically on their own.

Common Interventions

- **Get organized** - Organize academic folders for each class, including syllabi and documents for each assignment as they are assigned and completed.
- **Create a monthly calendar** - in whatever format a client is most likely to stick with, create a monthly calendar (often color-coded) to track upcoming assignments, exams, holidays, and other important dates.
- **Engage in weekly time-blocking** - Use a weekly calendar to identify the client's ideal weekly schedule and intentionally block time in their week to do homework and study.
- **Overcome "static friction" on difficult tasks in session** - Use session time to get started on a challenging assignment in order to help the client break down the barriers to assignment completion and to push past the points where they historically got stuck.
- **Utilize the Causeway offices outside of session** - Have the client arrive for session 1-2 hours early or stay 1-2 hours late to use the office as a study space to complete schoolwork.

Helpful Questions to ask Yourself Include

- Why is this client struggling academically?
- How are they currently staying organized around school?
    - In what ways is this working for them?

    - In what ways is this exacerbating their challenges?
- Are there reasons other than executive functioning skill deficits that may be adding to the difficulties the client is experiencing academically?

Roadblocks, Traps, and Pitfalls

Client resistant to being transparent around grades | It is important to mention that in order for a Futures Coach to be able to effectively support a client around Academic EF, the client needs to be fully transparent with them with regards to their academics. At Causeway we talk about this as the client "opting-in to accountability", as they recognize the long-term benefits to themselves of having someone who is able to see their academic process fully in order to identify and work on areas that can be improved. In some cases, a client may initially express willingness to receive support around Academic EF, only to exhibit resistance when the time comes to actually get started. For example, they may elect to complete assignments on a private Word document instead of in the agreed-upon Google Workspace folder or say that they "already turned in" an assignment without allowing the Futures Coach to verify that it has been turned in. They may say they "don't need" a calendar to identify study time, despite all evidence to the contrary. In these instances, the Futures Coach should strive to speak plainly and directly to the dissonance between what the client asked for initially and the observed resistance to support. This should always be done from a place of care for the client's best interests and with an underlying investment in helping the client to achieve their goals. The Futures Coach should do their best to identify if there are any underlying reasons or reservations that the client has about being fully transparent with the Futures Coach. From there, the coach can more effectively guide the client towards understanding the benefits of being more transparent with a coach who will support them without judgment.

Client hides information or lies to the Futures Coach | While this may seem similar to the point above, there is an important distinction between a client who is intentionally difficult about sharing grades or showing the Futures Coach a paper before it is submitted and a client who gives the illusion that they are being transparent when they really aren't. In these cases, the Futures Coach may have a sense that the client is pulling the wool over their eyes, or they may not realize it until the end of the semester. In any case, when the truth comes out in the open it can often be a difficult and sometimes trying time in the relationship between the Futures Coach, the client, and the client's family. When this happens, it is important to remember that the client is likely playing out the same patterns of behavior with the Futures Coach that they have exhibited with their parents or other supports in the past, and for the Futures Coach to try to appreciate any underlying fears the client may have about being viewed as imperfect or a failure. If the Futures Coach suspects any dishonesty on the part of the client, they should strive to bring this up with the client in an intentional, direct, and compassionate way in an effort to show the client that while this is not a good thing by any means, it does not change the Futures Coach's willingness or desire to help the client succeed, and to see them as a good person.

Starting Academic EF work mid-semester | It is important to note that Futures Coaches sometimes begin working with a client in the middle of an academic semester. When this is the case, the Futures Coach may be thrust into Academic EF work abruptly, without the ability to lay the proper foundation to address this sub-domain in full prior to the semester starting. In these cases, the Futures Coach should be sure to consult with their supervisor as needed, and should engage in highly solution-focused work to help the client to complete any outstanding work and to improve their grades as best as possible prior to the semester ending. Throughout this process, the Futures Coach should be aware that they are getting a great snapshot into the academic experience of the client. Accordingly, they should work to evaluate the client's current processes and abilities as it relates to their academic success. As best as possible, Futures Coaches should look for broader underlying issues or patterns that may exist with an eye toward future work.

Parent blowback when client fails classes | There is a dynamic that can develop between the Causeway treatment team and some families, wherein the families begin to hold the client's treatment team responsible for the client's struggles. This can be especially pronounced in Academic EF work, where families may get upset with the Futures Coach because their son did poorly academically. They will often attribute this to negligence of some kind by the Futures Coach, and will use it as evidence to suggest that the services aren't "working.” While this can occur in even the most proactive situations, the Futures Coach should do everything in their power to prepare families for possible negative outcomes. It is vital to establish early on in the client's program that the Futures Coach is not responsible for the client's grades, nor is a bad grade in a class necessarily an indication that progress is not being made. In instances where these types of expectations cannot be effectively set in the early phase of the work, the Futures Coach should strategize with the rest of the treatment team about how to best address the parents' dissatisfaction while staying grounded in the team's conceptualization of the client's performance rather than parental expectations.

Traditional College Process

Common Treatment Goals Where Applicable

The Traditional College Process refers to the process of applying to colleges without any prior college experiences, most commonly during a person's senior year of high school. This is a process that almost every person in the communities Causeway serves engages in, though it represents a comparatively small percentage of the services offered by Futures Coaches. There are times where a Futures Coach works with a client through the process of applying to colleges for the first time, though with an approach that differs in a few key ways from how formal Educational Consultants may operate.

Before embarking on this work with a client, it is important for a Futures Coach to appreciate some of the cultural factors often at play when Juniors and Seniors in high school apply to colleges in middle-upper class, highly competitive communities. First of all, it is important to know that being accepted to college is something that these communities accept as an inevitability; it is not a question of <u>whether</u> a person gets into college, but <u>where</u> they get in. In addition, the school a student ends up going to is often viewed as a source of status and social currency for them and their families. There is often high pressure and heavy expectations set for the student to get into (and attend) the highest-ranked school that they can. Because of this, traditional Educational Consultants in these communities often present their services as helping students and their families get the student into a better school than they would have gotten into without certain tweaks or personalizations of their application. At Causeway Collaborative, the Futures Coach works from a decidedly different philosophical position.

At Causeway, the Traditional College Process is viewed as a "proactive" rather than "reactive" opportunity to help a client transition successfully from young adulthood into adulthood. These clients have yet to experience an unsuccessful transition to college, haven't failed any courses yet, and have not yet invested considerable personal or family resources into their post-secondary education. It's certainly not to suggest that these things will happen, but as an organization we have seen enough clients come through our doors who have experienced these challenges to know that the ranking a college has next to its name on a website does not predict a student's success at that school.

At every turn, Futures Coaches strive to help clients identify and apply to the best schools <u>for them</u>, rather than simply the best schools they can get into. The treatment goals in the Traditional College Process often revolve around clarifying the picture of what "best school" means for that particular client, identifying which colleges meet those criteria, submitting applications before the deadlines, and ultimately choosing which college the client will attend. While sometimes this may in fact be the highest-ranking school they are accepted into, the decision should be made with other factors in mind. The Futures Coach is primarily concerned with the process itself, and the ways in which reflecting on their goals, managing a lengthy and complex application strategy, and planning for the future can help a client develop their core EF skills in order to best prepare for the next step.

Common Interventions

- **Determine what options are available** - Utilize resources provided by high school such as Naviance to assess the client's candidacy for certain colleges or universities.

- **Figure out what the client needs from their school** - Develop a list of the factors that are important for the client in selecting a college.
- **Compare potential schools** - Research schools that meet that criteria, developing a list of "pros" and "cons" for each school, as well as a record of the application materials.
- **Develop and review an effective college essay** - draft, edit, and revise a compelling personal statement that puts the client’s best self on display.
- **Narrow down the school list** - Help the client schedule campus visits and tours and engage in reflective exercises following visits to help clarify the list of schools.
- **Complete college applications together** - be in the room when the client “hits send” on his applications.
- **Select a school -** Discuss acceptances and evaluate options to support the client in school selection.

Helpful Questions to ask Yourself Include

- What factors are influencing this client's current list of colleges?
- What considerations is this client accounting for in their selection of schools?
- Does this client want to attend college?

Roadblocks, Traps, and Pitfalls

Client focusing on better colleges than is realistic | It’s not uncommon for a client to arrive with a few target schools in mind. However, Futures Coaches should proceed with caution when a client fixates on a particular school or group of schools where acceptance is a “reach.” This gap between expectation and reality may be a result of the client realizing too late into their high school career that they wanted to engage more seriously in academics or by a lack of appreciation for how competitive the college application process is. Pressure from family, friends, or the client themselves to “win” the application game can also play a role. Whatever the reasons, the Futures Coach should do their best to engage in research alongside the client to evaluate their candidacy for such schools. If this evidence does not prove persuasive in helping the client to evaluate alternative options, it may be helpful for the Futures Coach to recommend putting together a backup plan "just in case". Additionally, the Futures Coach and the rest of the treatment team should assess how rejection may be received by the client, and should be prepared to support the client through this process should it come to pass.

Client focused on one school only | Somewhat connected to the roadblock above, some clients have simply grown up dreaming that they would attend a specific school when they went to college. They may have had memorabilia and swag from the school since they were young, and have all of their hopes for a positive college experience riding on getting into this one school. Assuming that the client is a competitive candidate for the school to begin with, this still presents some risks for the client if they are unwilling to entertain other possibilities. The Futures Coach should do their best to help the client to parse out the characteristics of the school that appeals to them so much, and to understand if it is the "idea" of the school that the client is so enamored with, or if the school is really a good fit for the client's goals. Much like the previous roadblock, the treatment team as a whole should be prepared to support the client should they not be accepted to their "dream" school.

Client not engaging in college process | Another common roadblock occurs when the client is simply not engaged in the college application process. This can manifest itself in a client failing to complete work between sessions, falling behind on applications or essay writing, or exhibiting an affect in session that communicates disengagement or disinterest. When this occurs, the Futures Coach should address these concerns directly with the client, attempting to understand the reasons for the disengagement. Identifying the root cause of the disengagement is very important here, as the client's behaviors are likely an attempt to communicate something, such as their disinterest in attending college, ambivalence regarding the personal stakes of an application, or underlying anxieties regarding the application process.

Transfer Process

Common Treatment Goals Where Applicable

The college transfer process is one of the most common areas of focus for a Futures Coach at Causeway Collaborative. It may come as no surprise, but as an organization working with young men who are experiencing difficulty in their lives in one form or another, college doesn’t always go according to plan the first time around. While academic struggles do not always indicate a need for the client to transfer to a new college, many clients do acknowledge that the college that they first enrolled in after high school is not the best fit for them any longer.

The overarching treatment goal that informs the college transfer process is for the client to have identified and enrolled in a new college, university, or vocational school that they feel is better suited to meet their needs and to achieve their goals. Some clients arrive at Causeway knowing that this is a process that they would like to engage in, while others may realize through working with their treatment team that a change of this kind would be beneficial.

Although settling in at a new school is often the end goal of the Transfer Process, there are often smaller treatment goals that arise in the context of this sub-domain. For example, helping clients understand where they stand academically is often the first step in the transfer process. Additionally, the process of self-reflection in identifying the factors that influence what type of school a client wants is a critical component of a successful transfer process. Lastly, the process of identifying the path for the client to take to achieve their goal of being accepted to their identified schools should be laid out, and the Futures Coach should work to support the client in accomplishing this goal.

It should also be noted that clients often have misconceptions about their current academic standing, what their options are regarding transferring, and the best path for them to get there. Here, Futures Coaches have to exercise patience and provide expertise where applicable to inform the client of their options without exerting undue pressure in favor of specific path forward. Instead, guide the client towards taking greater ownership of the process, ask questions to prompt insight and self-reflection, and share guidance and insight to teach the client how to better make an informed decision.

Common Interventions

- **Determine the client's baseline** - Review academic history, including copies of past transcripts in order to assess and provide the client with feedback regarding their current academic standing and transfer options.

- **Reflect on prior experiences** - Facilitate a pro/con exercise centered on what the client liked about previous college experience and what the client did not like. This can also be done to help identify what factors helped them succeed or have the experience they wanted and what factors didn't.
- **Figure out what factors matter most** - Identify factors that are important to the client in selecting a college, then arrange them hierarchically in order of importance. Factors can include:
    - Location
    - Majors available
    - Campus size
    - On campus/off-campus housing
    - Availability of support services on campus
- **Develop a list of schools that meet the criteria above** - make sure to include the application requirements for the schools in your research.

Helpful Questions to ask Yourself Include

- What are the reasons why this client is seeking to transfer?
- Do they have insight into why they struggled at their previous institution?

- Have the core issues of their struggles been addressed?
- Are there non-college options that this client may be better suited for?
- What external pressures are present and how are they influencing the client's decision-making?

Roadblocks, Traps, and Pitfalls

Client wants to transfer into schools he is not able to get into | In the high-achieving communities that Causeway Collaborative serves, clients and their families often have very high expectations. Because of this, one of the most common roadblocks that a Futures Coach will run into during the transfer process is having a client that is single-minded in focusing on getting into colleges that they are simply not qualified to attend. In these cases, the Futures Coach should work patiently with the client to seek out evidence and to assess the client's candidacy together. If the client remains committed to these schools, it is recommended that the Futures Coach work with the client to add "safety schools" that are more realistic options to their list in order to have a back-up plan. Clients who are still early on in their college career also have the option of charting a longer-term course to get to their desired schools. Taking courses for 1-2 years at a local community college or as a visiting student at local universities and excelling in these courses can help a client legitimize their candidacy. Because of the demanding nature of this last option, it is common for clients to be unsuccessful, and for the Futures Coach to use their results as further evidence in helping the client identify options that truly give them the best opportunities to succeed.

Client wants to return to college right away/sooner than is realistic | Some clients just hate the idea of not being at a 4-year university. Maybe all of their friends are still enrolled in school and they are the only ones in their friend group living at home, or maybe there are other factors that are pushing them back to school ASAP. As a Futures Coach, it is very important to provide concrete information to the client regarding their candidacy and the options available to them to return to school. The exact path that a client takes back to a 4-year school is highly dependent on where they stand when they make the decision to transfer. Some clients may be able to transfer sooner if they did relatively well academically in their previous institution, while others will need to spend at least a year enrolled in courses locally in order to re-establish their ability to succeed in college courses in the eyes of an admissions committee. Going through this information with the client can be a powerful and helpful way to ground them in what their options really are. And if it comes down to it, the client can always take a shot and send out applications, presenting the Futures Coach with an opportunity to support the client in an alternative path when the applications don't manifest in acceptance letters.

Parental Pressures and Misinformation | Another common barrier when supporting a client through the transfer process is the pressure that certain parents put on their children to conform to a specific agenda or timeline. This can take the form of a parent insisting that their child "needs" to stay in school rather than take a semester off or that they can't attend community college locally. Whatever the specific agenda, parents often believe that they know best, and based on their own world-view often end up providing their son with a very narrow vision for their future. In these instances, the Futures Coach should work with the rest of the treatment team to identify the best way to address their concerns with the parents while continuing to support the client. All providers should make sure to validate the perspective of the parents and to ensure that parents feel that they have a voice in this process. It can be beneficial to recommend family therapy or parent coaching as a way to help the parents become more involved while simultaneously creating a space to provide them with feedback.

Local Course Registration

Common Treatment Goals Where Appropriate

Local Course Registration is a sub-domain that is typically addressed with clients who have made the decision to stay local, often living at home with their parents, for at least one semester while taking courses at a community college, college, or university nearby. These clients most commonly enroll as visiting or "non-degree" students, with the number of courses that they register for being strongly informed by the broader treatment goals surrounding the decision to enroll in courses.

Treatment goals related to Local Course Registration can vary, but overall the goal is for the client to be registered for the correct number of courses before the semester starts. While this may sound simple, it is often anything but. The Futures Coach should expect to coordinate with a client's treatment team to ensure that the client is officially registered. The Coach might even go as far as driving the client to the local community college to help them register for school.

Once the client is registered, Futures Coaching will shift to focus on determining which courses will be more useful for the client and how many courses they can successfully manage. Factors that influence these decisions include prerequisites that the client needs to complete in order to take higher level classes, whether the client is trying to explore academic interests in specific subject areas, client goals related to transferring to another school, or any particular EF skills that the client is trying to improve.

Once this treatment goal has been achieved and the client is registered for their classes, the Futures Coach will shift to the domains of Academic EF or Transfer Process.

Common Interventions

- **Figure out how many courses the client is ready and willing to take** - Conduct a process discussion regarding client goals in order to align around the correct number of courses to enroll in.
- **Find a school** - Research available courses at local colleges to identify the best place for the client to take classes.
    - It should be noted that Community Colleges often provide the most options for clients to take a wider range of classes because they are better suited to non-traditional students.
- **Complete a visiting student application** - Support the client

in compiling all required materials and completing a visiting student application to their desired college.

- **Visit campus together to sign up** - Take the client to the local college or university where they plan to take courses in order to register.

Helpful Questions to ask Yourself Include

- Why does the client want to take classes locally now?
- How many classes do I think that this client can handle successfully at this time?
- Are there any advantages or disadvantages to having the client take more or less classes?
- What challenges might the client experience in taking these courses?
- How do we measure success?

Roadblocks, Traps, and Pitfalls

Client disengaged academically | Though the semester may have started off with promise, clients may find that persisting in school is more difficult than getting registered. These clients may fall back into old habits, skipping assignments because "it doesn't really matter," blaming professors for their own mistakes, or failing exams without understanding why. In cases like this, the coach should consider incorporating

Existential dialogue to help the client understand the relationship between coursework and his core values. Encourage the client to think about how a successful semester will bring them closer to their long-term goals or a life more in line with their identified values.

Client fails to register for classes | As mentioned earlier in this section, the goal of registering for courses as a visiting student at a local college/university may seem relatively simple, but every Futures Coach will work with clients who fail to register before the deadline. When this occurs, the Futures Coach should sit down with the client to better understand why this happened and what can be done to prevent this result in the future. The Futures Coach should also take this opportunity to have a direct conversation with the client about if this behavior is indicative of broader resistance to taking college courses. If the client still does want to engage academically at this time, the Futures Coach can work with them to see if there are any other local colleges or universities that haven't yet started their semester. The client can also enroll in several self-paced learning courses on websites such as Coursera as a way to engage in an academic environment, although not for credit.

Disagreements on number of courses | Another common challenge that the Futures Coach can run into with clients around local course registration is aligning on the number of courses to take in a given term. A visiting student is unable to take more than three courses at most colleges, and in an ideal world the decision of how many courses to take is made with careful attention paid to the specific goals and objectives the client is trying to achieve that semester. Sometimes though, clients may want to take more or less classes than his coach recommends, which can present a challenge to both parties. In these instances, it is important to remember that the Futures Coach is there to support the client in working toward their goals, and that while the Futures Coach will often try to provide recommendations and insights based on their expertise, they cannot, nor should they try to, control what the client ultimately does. If the client and coach have had formal discussions about the best number of courses to take and the client disagrees for whatever reason, it is important for the Futures Coach to shift toward trying to support the client as best as possible in the choice that they've made. Pay careful attention here to avoid power struggles in these instances!

Transition to College

Common Treatment Goals Where Applicable

The final sub-domain of Academics that will be addressed in this manual is Transition to College. This sub-domain encompasses the process of a client making a successful transition to college as a full-time student. The treatment goal commonly associated with this sub-domain is to have the client be able to succeed academically while living independently at college, with the Futures Coach serving as a transitional resource to help the client to land successfully, establish productive routines and strategies, and navigate the resources available to them at school. In many ways, the initial phase of the Transition to College can mirror the interventions in the Academic EF sub-domain, but in this case they are monitored to ensure that the skills have been effectively transferred to the new college, rather than being enforced for the first time.

The transition to college can occur at various times throughout a client's tenure at Causeway. Some clients may begin working with their Futures Coach just a few months prior to a planned launch to college, while another client's transition to college might be the culmination of a years-long process of working back to being a full-time student. Whatever the circumstances, a successful transition to college is often a significant marker of success for a client during their treatment.

Futures Coaches should be aware that there are a range of resources available to students on college campuses, such as the writing center, subject-specific tutors, office hours with professors, academic advisers, librarians to support research needs, and more. If the Futures Coach has been the client's primary resource throughout the process of being accepted at and enrolling in college, the client may continue to rely on the Futures Coach for support that is now freely available to them on campus. The Futures Coach should make every effort to support the client in connecting with these resources, grounding this rationale in the goal of ensuring that the client flourishes independently rather than becoming overly reliant on the Futures Coach for support.

Common Interventions

- **Identify on-campus resources** - Figure out what supports are already available to the client and support him in getting connected. This can include:

  - Setting up a meeting with an academic advisor
  - Scheduling appointments with academic writing center
  - Attending office hours for a professor

- **Establish a functional routine** - Ensure that the client uses a calendar, manages their assignments, maintains their grades, and communicates with professors in accordance with Academic EF goals.
- **Share access to the client's school portal** - Obtain a FERPA release or share login information to get access to the client's online portal while they make the transition.

Helpful Questions to ask Yourself Include

- What challenges may this client face as they transition to college?
- How reliant is this client on their Causeway team? How can we help foster a transition to supports available on campus?
- At what point in the client's transition to college should we discuss discharge?

Roadblocks, Traps, and Pitfalls

Limitations of remote work | Maybe the biggest challenges surrounding Transition to College include the limitations of engaging with clients remotely. A Futures Coach only knows what they can see, and it can be challenging to get the "whole picture" when a client is on the other side of a telehealth call. Additionally, the Futures Coach is not able to physically go with a client to their advisor's office, to the library, to class like they might for a client enrolled locally. Futures Coaches should always seek to have clients share their screen in order to better follow what they are doing in-session. It is also important to ensure that clients and their families have aligned around clear expectations with regard to what the Futures Coach can and cannot support a client with while they are away at school.

Client disengagement once they get to school | Occasionally a Futures Coach will experience a client who is engaged leading up to leaving for school, but who suddenly becomes disengaged shortly after arriving. Referencing the limitations of remote work above, a Futures Coach isn't simply able to knock on the client's dorm room door or go to their house, presenting a challenge in figuring out how to re-engage the client without being able to be in the same physical location. In these instances, contacting the client's family can prove useful, at least to ensure that the client is maintaining contact with them. It can also be helpful to schedule a family meeting the next time the client returns home as a way to support re-engagement.

Client continued over-reliance on Futures Coach | The other side of disengagement is of course over-reliance. In these instances, a client may present as unsure of themselves or unwilling to submit assignments or schedule meetings without the Futures Coach present. In these instances, helping the client to foster and utilize supports that are available to them on campus is very important. Helping to challenge the client by giving them small tasks to complete between sessions can be particularly helpful here.

Part Five: Career

Job Search

Common Treatment Goals Where Applicable

There may be no more quintessential career-oriented Futures Planning intervention than the job search. Here, the job search is differentiated from the "Job Search Skills" and "Interview Skills" sub-domains in Therapeutic Mentorship as the Job Search in Futures Planning is primarily focused on helping a client to secure a job in their desired/chosen field of interest rather than simply a temporary position locally in the community. While this is always the ultimate goal in the job search process, there are several phases of the search process that the client needs to master prior to finding themselves in a position to begin a new job. This is the focus of the Futures Planning job search.

Many clients who come to Causeway seeking help with the job search process are college graduates who have been out of college for at least one year. They have frequently spent time on their own applying to jobs with limited success, and may be feeling fatigued, discouraged, and disengaged from the process. They may be questioning whether they are in the right field or feel that sending out applications is a hopeless and futile endeavor. This may sound dramatic, but it really does capture the experience of many clients when they arrive at Causeway. Thus, it becomes the Futures Coach's role to attempt to instill hope, re-establish structure in the process, and help the client move closer to their goal.

The job search process at Causeway encompasses four primary disciplines that clients should be engaging in: searching for jobs, applying for jobs, networking, and developing professional skills. We refer to these skills as disciplines because the client should expect to engage in all four consistently during their job search process. Neglecting some in favor of others can cause a client to land right back where they started. In these instances, a treatment goal might be to help the client engage in all four disciplines so that they are consistently looking for new job postings they are qualified for, applying for those job postings, connecting with professionals and peers in the field who may be able to share an open position they are aware of, and continually improving their candidacy and professional competencies.

Before jumping into the search, take time to assess whether the client's application materials and experiences are up to the task or if an overhaul is required before moving forward.

Interventions for a client in need of some small tweaks to their interview game may look a lot different from those employed for clients lacking a resume entirely. In general, the resume and cover letter that a client walks in the door with are unlikely to be the best reflection of their professional skills and experiences, and fixing that goes beyond simply fixing typos. A resume and cover letter need to tell a compelling story that allows the client to express themselves in the best possible light in order to get in the door for interviews. Skip this step and the search is likely doomed from the start.

Helping a client to sharpen their resume and cover letter can also help the Futures Coach assess a client's qualifications for the roles they are applying for. This can present a great opportunity to support the client in identifying additional professional development or licensing opportunities that can increase their candidacy in their desired field. For specific resources on how to edit a client's resume or to develop an effective cover letter Futures Coaches should consult Google Workspace.

Common Interventions

The "Common Interventions" section is broken down into the four disciplines of the "Job Search".

Searching for Jobs

- **Identify job boards where new job openings are consistently posted** - This can often include well-known job boards such as Indeed and LinkedIn, but may also include an industry-specific job board if the client is in a specialized field.
- **Connect with Career Services** - College career services can also be helpful in helping students connect with alumni or gain access to affinity groups and clubs to learn about different industries.
- **Conduct keyword analysis and optimization** - If a client is applying primarily through job boards, consider reviewing the keywords present on the resume to make sure they align closely with the job posting. Many larger companies use keyword filters to screen resumes that do not explicitly reference the posted description.

Job Applications

- **Create a daily habit of applying for jobs** - Set goals for a certain number of job applications per day and use the Master Doc in Google Workspace to track applications, helping the client to stay accountable to their goals.
- **Conduct mock interviews** - practice common questions in

preparation for an upcoming interview. Consider the client’s fluency, honesty, and speaking ability alongside body language, presentation, and professionalism.

- **Nail down an elevator pitch** - Rehearse and develop answers for common interview questions. Make sure the client can confidently and succinctly tell an interviewer “more about themselves”
- **Prepare for the remote interview** - If a remote interview is anticipated, have the client record the audio of the interview to provide feedback on interview questions.

Networking

- **Identify personal contacts and connections** - Develop a list of personal or family connections that the client can reach out to.
- **Plan and prepare for informational interviews** - Research together about informational interviews in order to prepare and understand their benefits.
- **Leverage LinkedIn and alumni networks** - Search on sites like LinkedIn for alumni from the client's college or university who are in the field to try to connect.

Professional Development

- **Polish the client’s resume** - Review resume and re-format to ensure professional presentation.
- **Create a compelling cover letter template** - Develop a cover

letter template to be used to apply for jobs.

- **Seek out professional development** - Identify professional development opportunities including licensure that the client can engage in to keep their skills sharp and to continue to improve their candidacy for open positions.

Helpful Questions to ask yourself Include

- Is there a particular spot in the job search process where the client is getting stuck? Why might they be getting stuck there?
- Why might the client be struggling to complete applications?
- Is this the right field for this client?
- Is the client qualified for the jobs they are applying for?

Roadblocks, Traps, and Pitfalls

Geographic radius of job search are narrow | When a client is applying for career-oriented jobs, it is often useful to orient the search around the locations where jobs in the field that the client is interested in are most plentiful. As an example, if a client is interested in working in computer science, searching for jobs in large cities like San Francisco and New York will yield more openings than if the client only looks in Stamford, CT. Of course, some clients present with strong resistance to applying for jobs outside of a predetermined geographic range, often significantly limiting the number of available jobs they can apply for. Sometimes the reasons for doing this are well founded, while in other instances they may reflect a client's rigidity in their life more broadly. Whenever this arises, it is important for the Futures Coach to have a direct and clear conversation with the client about the limitations that this presents for them, and to attempt to understand where the resistance is coming from. It may be helpful to discuss the reasons why the client is resistant to looking for jobs in certain locations, and to better understand what locations the client would be interested in applying to jobs in. This can serve as a helpful starting point in broadening a client's search by looking for locations that share characteristics with the locations where the client is already willing to apply.

Client unwilling to engage in networking | One of the most common barriers that arises in the job search process is a client being unwilling to engage in networking activities. While networking can often be the most effective way to get your foot in the door when applying for jobs, its value is not always immediately apparent to some clients. These clients simply are unwilling to reach out to alumni from their college, professionals in the field who are doing work that the client is interested in, family friends or personal connections they may have in the industry, or anyone else who could serve a supportive role in helping them to get a job. When this occurs, the Futures Coach should strive to understand the core reason behind the client's resistance. The client may be embarrassed that they are struggling to find a job, anxious about having the conversation because they don't know what to say, or feeling pressure to attain their goals “on their own” without turning to outside support. Once the Futures Coach is able to understand the meaning behind the behavior, they are able to help the client navigate and address those underlying issues, hopefully resulting in increased willingness to engage in networking.

Client continuing to not get interviews | Another common roadblock that clients can run into throughout the job search process is not being invited for interviews for a long period of time. It isn’t unusual for a client to arrive at Causeway without ever having gotten a job interview from his applications. When updating a client's resume and refining their criteria for applying to jobs still does not manifest in job interviews, clients can quickly get discouraged. As a Futures Coach, your role here is to build the client up and encourage them to keep applying. Emphasize the areas where the client has improved as well as the importance of the process over any one particular result. The Futures Coach should also constantly be evaluating the client's candidacy for the positions he is applying for, particularly if the client is submitting the majority of their applications outside of session. Ensuring that their cover letters are still meeting expectations and that they aren't applying for jobs that are above their experience level often requires consistent maintenance, even for clients who have been applying to jobs for some time. An effective Futures Coach will seek out opportunities to provide the client with ongoing feedback to ensure that the quality of their applications is not diminishing as the volume increases.

Client unable to move past interview stage | Getting an interview is exciting and can provide a valuable boost for a client. It represents a clear signal, maybe the first one that the client has gotten in a while, that they are on the right track and that they are a viable candidate for the jobs that they want. But getting an interview is really just the next step of the job application process, and is not a guarantee that the client will get the job. In fact, some clients will find themselves getting interviews with some regularity, but consistently not being invited back for a second-round interview, let alone to accept an offer. When this occurs, the Futures Coach should provide positive reinforcement about the fact that the client's application materials clearly represent them as a strong candidate for these roles (assuming, of course, that these areas have been thoroughly reviewed.) Interviews should be framed as the next "stage" of the process for the client to develop mastery in, just as they have grown demonstrably in the initial application process. From there, the Futures Coach can engage in an interview "bootcamp" with the client, recruiting other staff members to conduct mock interviews with them and continuing to rehearse and refine their interview questions as well as their general approach to interviewing.

Job Maintenance/Career Development

Common Treatment Goals Where Applicable

Job maintenance and career development is a sub-domain of Futures Planning that is addressed less frequently than many of the other sub-domains covered thus far. This is because in order to help a client maintain employment and better align their career goals with other goals in their life, a client needs to first be employed in a career-oriented position. Job maintenance is typically the endgame, the culmination of extensive work in the previous domains covered in Futures Planning and the final step prior to successful discharge.

The overarching goals within this sub-domain involve ensuring that a client is succeeding in their new job and helping them identify the next steps to prepare for in their careers. It's important to appreciate that this position may present the first real job that a client has ever had; even when clients have held jobs before, those roles are often along the lines of working as a cashier in a grocery store rather than something that offers direct experience in their chosen field. As a result, clients may find themselves overwhelmed or unprepared for what is required of them in the workplace, struggling to navigate workplace norms and expectations, and missing out on opportunities to stand out and differentiate themselves from their colleagues.

The Futures Coach is there to help the client process and evaluate their transition into the job, provide feedback around the client's approach to the job, and support the client in engaging in difficult or complex office communication. As discussed in the Academic domain, the Futures Coach is in no way responsible for the client's performance in the job or their ability to retain employment, but they can serve as a valuable resource to help the client land successfully in this new and exciting phase of life.

Common Interventions

- **Reflect on day-to-day experiences** - Work together to process workplace interactions including written or verbal correspondence with bosses and co-workers, as well as feedback received by the client from their employer.
- **Identify expectations and assessment measures** - Review workplace expectations and assess how the client is doing at meeting these expectations from their employer.
- **Roleplay difficult or novel workplace conversations** - prepare for high-pressure scenarios such as advocating for a raise, asking about health insurance offerings, or informing a supervisor that the client is behind on a project.

Helpful Questions to ask Yourself Include

- Does this client have the skills necessary to succeed in this position?

- What challenges might I anticipate the client running into once they start in the position?
- What might be signs that this client is struggling in their new job?

Roadblocks, Traps, and Pitfalls

Client wants to discharge after getting a job | Most clients who engage in a job search process at Causeway do so with "getting a job" as the ultimate goal of their work. Because of this, it can be common for clients to seek to "graduate" from Futures Planning once they have accepted a full-time position. In these situations, the Futures Coach can draw on their flexibility to offer a conversation to the client about ways that they may be able to continue to support them. Oftentimes, clients are so excited about getting a job that they may be temporarily blinded to the gaps that still exist in their ability to successfully transition into and retain employment. Futures Coaches should be careful to validate and celebrate the tremendous accomplishment of securing a job, while charting out a clear roadmap that, while still leading to discharge in the near future, helps ensure that the client settles successfully into their new role.

Client loses their job | One of the most disappointing situations a client can experience is losing a job shortly after they secured it. This can occur for a variety of reasons, ranging from the client committing a fire-able offense, to a large section of the company's offices burning down, resulting in layoffs of the newest employees (yes, this really happened). Whatever the reason, losing their job is often discouraging and disappointing for clients, and requires an immediate response from the treatment team. In these instances, the Futures Coach should rally around the client as best as possible, offering a space to discuss their disappointment, while also looking to draw on the positives that still remain from the experience: the client is still a viable candidate for similar roles and has continued to grow as an interviewee. Plus, there are new job postings listed every day. If the client was fired for reasons within their control, the Futures Coach should use it as an opportunity to analyze and process what happened, and to help the client to ensure that it doesn't happen again. The Futures Coach should seek to provide hope to the client that they can overcome this obstacle, and that they will ultimately grow from it and be better for it.

Budgeting and Financial Goal-Setting

Common Treatment Goals Where Applicable

Budgeting and Financial Goal-Setting is the final sub-domain to be covered in this section, and does exhibit a lot of commonalities with the Budgeting covered in Therapeutic Mentorship. One notable difference between budgeting in Futures Planning and budgeting in Mentorship is that in Futures, budgeting is more explicitly connected to a client living independently, rather than simply learning how to manage money for the first time, often while still living at home.

In Futures Planning, budgeting typically is not addressed until a client secures a full-time job in a career-aligned field and is beginning the process of moving out. Though clients may continue receiving financial assistance from their families at this stage, learning to keep track of finances helps ensure that this assistance remains temporary as the client transitions to full independence. It is crucial for the Futures Coach, the client, and the client's family to be aligned on how much support the client should expect to receive from his parents, and how long this additional support is going to be provided. It is normal for clients to experience a decrease in their material quality of life when they move out on their own, and this is something that should be encouraged by the Futures Coach as a sign of the client truly becoming independent and responsible for themselves.

Similarly to Mentorship budgeting, the client should identify their take home pay and their income, as well as all expenses, both fixed and variable, that they know of. From here, the client should be able to understand the income that remains, and to allocate that income to whatever hobbies or "luxury" expenses they may choose. Specifically in Futures Planning, special attention should be paid to saving money rather than living paycheck-to-paycheck and educating the client on the importance of things like an emergency fund for unanticipated expenses. Once the client has shown a consistent ability to balance their own budget and manage their expenses, this treatment goal has been achieved.

Common Interventions

- **Create a budget using Master Doc or 3rd party budgeting app** - emphasize tools that the client is likely to stick with.
- **Track expenses and spending** - collect data on spending habits to assess the client's ability to stay within budget
- **Process spending decisions** - discuss choices that the client made in order to support the client in staying within their spending goals.

- **Identify ways that the client can change his behavior** - consider changes that the client could make for the next budget review in order to decrease spending and to better stay within the identified budget.

Helpful Questions to ask yourself include

- How easy do I anticipate it will be for this client to stick to their budget?
- What habits has this client demonstrated in their spending up to this point that may cause them difficulty when they become solely responsible for their expenses?
- How open is this client to receiving support with budgeting? If they are resistant, where might this resistance be coming from?

Roadblocks, Traps, and Pitfalls

Client continuing to rely heavily on parental subsidies | The moment a client moves out of their parents' home is a major milestone in their life. It is often something that they have envisioned for a long time, and it is likely a goal they have been working on reaching with their team at Causeway. While the move out itself is a major accomplishment, the transition to full financial independence can often be slower to materialize than initially expected. In some cases, clients struggle to become financially independent quickly, or may be content to continue relying on financial support from their parents while living on their own and working full-time. When this is the case, the Futures Coach and the rest of the treatment team should stay in close contact with the whole family system, making sure that the parents are integrated into the process of helping the client become fully independent. In some cases, parents may report being perfectly fine with their son continuing to rely on them for financial support, at which point the Futures Coach and the rest of the team should advocate for the benefits of having the client become fully self-sufficient.

Client not honest/open about spending habits | As is the case with just about every sub-domain a Futures Coach can work on, client resistance arises within budgeting as well. In some of these instances, the client may actually express a desire to work on budgeting, only to show resistance to sharing the necessary information with the Futures Coach around personal finances and spending habits that is needed to effectively support the client. In navigating this dynamic, coaches are encouraged to speak directly to the discrepancy that they are witnessing in order to better understand where the resistance is coming from. Past clients have expressed embarrassment about purchases such as pornography or excessive spending on video games, and processing these feelings while practicing unconditional positive regard for the client can be a powerful way to strengthen the relationship and to help the client achieve their goals. Of course sometimes a client is too closed off to express what is going on. In these cases, the Futures Coach may be forced to offer to focus on another sub-domain given their inability to support the client in this one.

# # # # #