

Salient Beliefs Review



Administrator's Guide

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Purpose and Description of the *Salient Beliefs Review*

The *Salient Beliefs Review: Connecting Spirit and Work*, or the SBR, is a tool to help individuals understand which connections are important to them and where they might want to enhance their satisfaction through changes related to the connections. It's designed to open dialogue around issues of meaning and significance.



This booklet (ISBN 1-56370-848-5) is designed to accompany packages of the *Salient Beliefs Review* (ISBN 1-56370-847-7).

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The SBR was previously published by Deborah P. Bloch as the *Salient Beliefs Review: Individual Well-Being and Organizational Performance Indicators*.

Purpose

Career counselors and coaches and job search trainers all have the same goal: To help their clients or course participants find satisfaction in their work. Individuals find satisfaction in work from a sense that they and the work are connected in ways that are important to them.

A young man, a talented programmer, was applying for a job in a company that would eagerly hire him. In his interview, he said he was looking for three things—and none of them was money. He wanted a sense that he was part of a team, he wanted to be in a work situation where he could continue his preparation for change in the workplace, and he wanted to know that what he was doing would make a difference. These three beliefs are outstanding for this young man. They are connectors between the external world and that which he finds most important. It is obvious that a job that allows him to meet these needs for connection will be more satisfying to him and that he, in turn, will be more productive in such a work setting.

The *SBR* centers on seven dimensions that have been identified (Bloch & Richmond, 1998) as the most critical in forging the sense of connection. While all of them are important to most people, each person varies as to which are most important in motivating his or her current work and life decisions and influencing his or her work satisfaction at a given point in life. Those that are outstanding are *salient*. The beliefs in the importance of teamwork, preparation for change, and making a difference are salient for the young programmer described earlier. They stand out in the map of his decision making, just as the Grand Canyon is a marker in the landscape of the United States.

The seven dimensions of the *SBR* are as follows:

- ***Change***. Accepting both internal and external change as part of the normal expectations of the process of life.
- ***Balance***. Understanding the multiple roles in life, such as worker, family member, friend, parent, and more, as well as the need to find time and energy for the activities associated with these roles.
- ***Energy***. Recognizing the need to renew personal energy and knowing, and having, the resources to do so.
- ***Community***. Finding satisfaction in working with others, whether in formal or informal groups, and having the interest and ability to work collaboratively.
- ***Calling***. Being aware of the relationship of talents, interests, and values to particular occupations. Also, being aware of the satisfaction that comes from acting on that recognition.
- ***Harmony***. Realizing the harmony that comes from working in an organization that recognizes and honors the importance of calling.
- ***Unity***. Sensing the oneness of the universe and its relationship to work, so that work has a purpose in addition to earning money and, in some way, serves others.

The essential sense of connection, however, does not come simply from identifying beliefs. It comes from identifying and enhancing the relationships between one's beliefs and one's behaviors, as well as from the relationships among those beliefs and the policies and practices of the organizations in which one works. To these ends, the *SBR* was developed to assess the degree of congruence (or, on the other hand, disconnect) among individuals' beliefs, their own behaviors, their perceptions of the policies in the organization in which they work, and their perceptions of that organization's practices. It asks individuals to examine how important the seven dimensions are in their own beliefs and how they are represented in their own behavior, as well as in organizational policies and practices. Career satisfaction, even happiness, can arise from the sense of individual well being that comes about through congruence among individual beliefs, individual behaviors, organizational policies, and organizational practices.

Who Should Use the SBR?

The *SBR* is suitable for use with adults of all ages. The use of the *SBR* with people in varied employment situations—such as those who have never been employed, those who have worked in very large or very small organizations, and those who have been self-employed—is discussed in the “Frequently Asked Questions” section.

While the *SBR* is designed to be self-administered and self-scored, it is helpful to have the services of a career counselor, job coach, or trained career group facilitator in interpreting the results. The interpretation, which should be done jointly by career professional and client, leads to further career exploration and action. Some suggestions for beginning the interpretive dialogue with individuals and groups are given in the sections titled “Getting Started” and “Following Up.”

Content, Structure, and Scoring

In a 28-item Likert-scale questionnaire format, the *SBR* in Step 1 asks individuals to examine the importance of the seven dimensions in their own beliefs and how they are represented in their own behavior, as well as in organizational policies and practices. The instrument thus has four sections representing the four levels of assessment: Personal Beliefs, Personal Behaviors, Organizational Policies, and Organizational Practices. Each section includes seven Likert-type response items corresponding to the seven dimensions.

The first section, Personal Beliefs, asks individuals: “How important is each of the following beliefs to you personally?” Each item represents one of the seven dimensions identified previously and each dimension is written as a phrase, instead of a single word. For example, the instrument does not use the word *change* as its first item, but the phrase “Being open to change in yourself and in the world around you.” Response choices range from 5=Of Great Importance to 1=Not at All Important.

The second section, Personal Behaviors, asks: “How well do you do each of the following as compared to other working adults?” As in the previous section, a sentence is used to represent each dimension. The first sentence, for example, is “Responding to the need for change.” Response choices range from 5=Very Well to 1=Not at All Well.

The third and fourth sections mirror the first two. The third, Organizational Policies, asks the respondents: “How much importance does your organization place on each of the following statements of formal policy?” And the fourth, Organizational Practices, asks: “Based on your experience, how well does your current or previous organization carry out the following practices?” The same Likert-type scales are used as in the first two sections, and again, phrases are given for each dimension.

After marking their responses directly on the questionnaire, individuals plot them on two charts in Step 2 to get an immediate visual view of the level of congruence between their beliefs and behaviors and between their organization’s policies and practices. Individuals see the spaces or gaps between what they believe is important and how well they rate themselves or related behaviors. They also see the gaps between an organization’s policies and its practices. These gaps are the “zones of opportunity.”

The “*zones of opportunity*,” covered in Step 3, are the areas for potential enhancement of client or participant satisfaction. Material on how to use the “zones of opportunity” is contained in this guide in the “Interpreting the *SBR*” section.

Administering the SBR

The *SBR* is easily administered to an individual or group. Since all scoring is done directly on the *SBR*, the only materials needed are the instrument and a pen or pencil. The final charting will be more vivid for the client if you provide an additional pencil in another color or two differently colored markers. Administration takes less than fifteen minutes. All scoring is done directly on the *SBR*. The administration process is described in the next section with sample scripts. Frequently asked questions about administration of the *SBR* conclude this section.

Sample Scripts for Explaining the SBR

1. Explain the purpose of the *SBR*. You might say something like the following:

The purpose of the *SBR* is to help us identify the beliefs that are most important to you and to see the relationships between those beliefs, your own behavior, and your perceptions of the policies and practices in the organization in which you work (or have worked). Having awareness of the fit between you and things around you helps as you make choices. We will use the results as part of our work to help you achieve satisfaction in your work. There are no right or wrong answers because this is about your beliefs and how you see things.

2. Distribute the *SBR* and explain how to respond to the four sections. You might say something like the following:

There are four sections in Step 1. At the top of each section is a statement and instructions about the meaning of the numbers in that section. As you begin each section, be sure to read the statement and meaning of the numbers. Then, for each item, circle the one best number. (With individuals or groups in which reading, or reading English, may be a problem, each section and each item may be read aloud. This will increase the time needed for administration.)

3. If needed, explain how to transfer the results to the charts on Step 2 of the *SBR*. (At this point, distribute colored markers if desired.) You might say something like:

Now I am going to ask you to create a figure or chart that will help you visualize the fit or relationships in your work life. In Chart 1, under Step 2, you will create a picture of the relationships between your Personal Beliefs and your Personal Behaviors. Look at the number you circled as the answer to statement number 1. Put an X on top of that number in Chart 1 in the space next to *Change*. For example, if you answered "4" for the first statement, the one about *change*, put an X on the 4 next to *Change*. Now go on to transfer your responses to the remaining six statements, putting an X for each in its appropriate spot. When you have finished, draw a solid line connecting the Xs (using the first colored marker). On the same chart, you are now going to plot or transfer the answers you gave to statements 8 to 14. This time, put an O on the number you chose next to *Change*. For example, if your answer to statement 8 was 3, put an O on the 3 next to *Change*. Don't worry if the X and the O are on the same number. Now chart Os for the remaining statements up to statement 14. Connect the Os with a dotted line (or with another color pencil or marker).

In Chart 2, under Step 2, you will create a picture of the relationships between your perceptions of the Organizational Policies and Organizational Practices of the organization in which you work (or have worked). The process is the same as in creating the first chart, but now you will look at statements 15 through 28. Use an X to represent your answers from statements 15 through 21 on this chart and connect those Xs with a solid line (or one color marker). Then use an O to represent your answers from statements 22 through 28 and connect the final set of Os with a dotted line (or second color marker).

Frequently Asked Questions

1. What should I do if I believe my client will be uncomfortable with the idea of discussing spirituality in relationship to work?

Notice that the *SBR* itself does not refer to spirituality. This is done deliberately so that the counselor or trainer may bring in the notions of spirituality when and if they seem relevant to the client's or student's progress. However, I also note that it is sometimes the career professional who is reluctant to bring the discussion to this level of intimacy. Self-examination is always appropriate.

2. What should I do about the sections related to Organizational Policies and Organizational Practices if my client has never worked?

Concentrate on the Personal Beliefs and Personal Behaviors sections to begin with, and then move to the Organizational Policies and Organizational Practices sections to discuss what your client would like to find in a work setting.

3. How can I help clients complete the Organizational Policies and Organizational Practices sections if they have worked in a very small organization?

While size of an organization may affect the nature of relationships, it does not affect the measurement of the nature of the relationship. Explain this point and ask the client to complete the sections.

4. How can I help clients complete the Organizational Policies and Organizational Practices sections if they have worked in a very large organization?

Sometimes clients are unsure about what to respond to these sections if they work in large, multi-layered organizations. In general, suggest that the client concentrate on the policies of the organization as a whole and on the practices of the unit (of any size they deem appropriate) in which they work or have worked. Sometimes clients will point out that practices may differ in different units with which they are familiar. This is an opportunity to help them explore moving within an organization rather than out of it. You may even want to have them complete two Organizational Practices sections and create charts comparing them.

5. How can I help clients complete the Organizational Policies and Organizational Practices sections if they have been self-employed?

Point out that they may or may not be treating themselves the way they want to be treated. Encourage them to complete the sections candidly. (A light touch and a bit of kind humor often work well in these situations.)

6. What should I advise clients who want to circle more than one number for one or more statements?

Remember, the goal is to identify the “zones of opportunity.” The *SBR* is not sensitive enough to deal in fractions. Suggest that when they are unable to choose between two numbers, they consistently choose the higher one. With some clients, you may want to suggest always choosing the lower one. What matters is the consistency of choice.

7. What should I do if a client circles all seven beliefs as equally important?

Again, you are looking for the gaps, the “zones of opportunity.” As long as there are varying responses to the remaining items, the information is useful.

8. How can I reassure clients within a small organization where they may fear information revealed will “get out” to others?

Give all the assurances of confidentiality associated with any other instrument or with any discussion or exercise. If you are in a position of reporting to others within the organization and any material revealed by a client or employee will not be confidential, the employee must know that from the start of the relationship.

Interpreting the *SBR*

The *SBR* is designed to help individuals identify their salient beliefs and then examine their own behaviors and their work situation in relation to those beliefs. The most important information to be derived from the *SBR* is in the interrelationships among the levels on each dimension. For example, it is more important to know how well clients think they are doing in their behaviors on change in relation to how important change is to them than simply to know that Change was scored a 4. It is in the examination of the gaps, the “zones of opportunity,” that meaningful development can take place. There are three parts to this section on interpretation: “Getting Started,” “Plotting Additional Charts,” and “Following Up.”

Getting Started

The most important thing to do after completing the instrument is to open the dialogue about the experience the client or clients had. How you get started in the dialogue or discussion depends upon the stage in the relationship that you have administered the *SBR*. If you have already identified some issues with the client, you may want to move directly into the relationship between the *SBR* results and those issues or concerns.

If you are at the beginning of the relationship, here are some suggestions from counselors who have had experience with the *SBR*:

- Let's start at the beginning. (Look at the Personal Beliefs section responses.)
- What did the differences between the Xs and Os mean to you?
- How did you feel about this exercise?
- Tell me about your charts.
- Which item really made you think?
- What surprises did you find in completing this exercise?
- When we look at your charts, these spaces (pointing to the chart) are your "zones of opportunity." What opportunity do you see them opening up for you?

If you are working in a group situation, you may want to have clients or trainees work in pairs or small groups. Careful preparation is always needed for any group work, so the directions to the pairs must be planned before the session. Here are some useful strategies for pairs or small groups:

- Ask each person to explain his or her single most important belief to the others. Examine the extent to which each belief is important to the members of the group.
- Ask each person to explain how one salient belief was met in a particular work situation. Use this to build confidence in the idea that beliefs and practices need not be at odds.
- Ask each person to explain the first chart to a partner. Then reverse roles. Finally, ask the two to identify how their charts are different from and/or similar to each other's.
- Ask each person to talk to a partner about one "zone of opportunity" and how he or she may make a change in behavior to narrow the gap.

Plotting Additional Charts

You may also want to use the additional charts in Step 3 to help clients and workshop participants explore the remaining relationships yielded in response to the *SBR*. Charts 3 through 6 provide space for further comparisons. Chart 3 is for plotting the relationships between Personal Beliefs and Organizational Policies. It is useful in helping individuals see where their philosophies—their beliefs—vary from the philosophies—the policies—of the organizations in which they have worked. Chart 4 is for plotting the relationships between Personal Beliefs and Organizational Practices. It retains the philosophical level for the client while moving the examination down to the day-to-day experience of workplace practices. Chart 5 compares Personal Behaviors and Organizational Policies. This chart is useful for examining any areas of conflict that clients may experience between expectations of the organization and their day-to-day on-the-job behavior. Chart 6 is for examining Personal Behaviors and Organizational Practices. This chart is the most complex one to interpret. It can, however, yield information about the extent to which individuals see their own behaviors reflected in the behaviors, or practices, of the organization.

You can also create additional comparisons. For example, if an individual has recently worked for more than one organization or more than one division within an organization, it might be fruitful to compare practices across organizations to identify "zones of opportunity" in terms of what was desirable in day-to-day working situations and what is to be avoided.

Each of these charts is useful in several ways. They enable you to use the *SBR* to help individual clients examine sources of unhappiness in their current work situations. In addition, they can be used to examine what is desirable in a particular work situation and what is undesirable. This yields valuable information in planning for change.

Following Up: Using the “Zones of Opportunity Worksheet”

Interpretation provides the meaning revealed by completing the *SBR*. The “Zones of Opportunity Worksheet” puts the focus on interpretation. The worksheet can be used to help clients express, in their own words, their understanding of the congruence and gaps they have recorded numerically and graphically. The worksheets can also be useful as guides to planning for changes in personal behavior and for desired changes in work settings.

It is useful to use the “Zones of Opportunity Worksheet” in conjunction with specific activities related to each of the seven dimensions. Sample activities, and a discussion of the career issues related to each of the seven dimensions, may be found in *SoulWork: Finding the Work You Love, Loving the Work You Have* (Bloch & Richmond, 1998). You can find other techniques for connecting spirit and work in *Connections Between Spirit and Work in Career Development*, a book of commissioned readings by Savickas, Stoltz-Loike, Tiedeman, and others (Bloch & Richmond, 1997).

Using the *SBR* in Organizational Settings

The *SBR* can help you retain valued employees and create a greater sense of alignment between individual and corporate missions and goals.

The *SBR* fosters organizational performance through attention to individual well-being. It asks individuals to examine how important seven significant beliefs are to them and how they are represented in their own behavior, as well as in organizational policies and practices. Examination of individual output of the *SBR* indicates areas where individuals may want to make changes to bring about greater congruence between the importance of beliefs and their behaviors. Examination of grouped data shows a company or division of a company the degree of congruence or incongruence (sometimes called *disconnect*) between the relative importance employees give to their beliefs and the employees' views of company policy and practice. These are the “zones of opportunity” for a corporation or other organization.

Additional demographic questions may be added by organizations using the *SBR* so that results can be desegregated either vertically—for example, for all members of particular departments regardless of job title, or horizontally—for example, for all persons in particular job titles across departments.

Scoring of the instrument includes computing descriptive statistics for each of the 28 items and then comparing each dimension on the four levels of assessment. For example, the means of the responses to the statement on the Change dimension are examined for differences among Personal Beliefs, Personal Behaviors, Organizational Policies, and Organizational Practices. This results in a report of the areas of congruence (or disconnect). These organizational “zones of opportunity” identify the areas where appropriate goals and strategies may be designed for increased organizational alignment. Results can be reported numerically, graphically, and verbally.

For information about using the *SBR* in an organization, please contact Dr. Deborah P. Bloch directly by e-mail at beliefs@sbcglobal.net, by telephone or fax at (415) 566-5395, or by mail at 1032 Irving Street (#980), San Francisco, CA 94122.

Background and Theoretical Underpinnings

Both the professional field of career development and the world of business are more aware than ever of the integral nature of life and work. Articles in the popular press show that many business organizations are concerned with efforts to increase worker happiness or at least decrease burnout (Kaufman, 1999). A number of these efforts center on the spiritual nature of work. While these efforts were, in many cases, directly related to employer fears in a tight labor market, questions about the inter-relationships of individual happiness, the job, and the work environment are not new.

In *Modern Man in Search of a Soul*, Jung (1933) described “the general neurosis of our time” as a feeling of “senselessness and emptiness” encapsulated in the expression “I am stuck” (p. 61). It is exactly this client’s

sense of being “stuck” that is at the heart of the work of career counselors and job search trainers. We help clients and workshop participants get unstuck, and the *SBR* is a tool to facilitate this transition.

How does one get unstuck? Csikszentmihalyi (1990) emphasized the notion of “flow”—the sense of harmony between oneself and one’s work. Happiness comes from “flow,” from what Pirsig (1984) described as the sense of being “with it.” But it is also derived from a more general sense of harmony—internal harmony, harmony in relationship to others, and harmony in relationship to the things with which one works. The ability to get to the depth of meaning in work, to experience happiness, to hear the harmonies, carries with it a sense of the connectedness of everything. In his introduction to a series of lectures to the scientific community, Bronowski (1978) said, “I believe that the world is totally connected: that is to say that there are no events anywhere in the universe which are not tied to every other event in the universe” (p. 58).

The *SBR* helps clients see the connections and forge additional ones as needed and appropriate in each case.

Advances in the physical sciences of large systems—chaos theory—and of the smallest systems—quantum mechanics—support the concept of connectedness (Ferris, 1996; Prigogine & Stengers, 1984). This sense of connectedness is the essence of spirituality. The seven dimensions—Change, Balance, Energy, Community, Calling, Harmony, and Unity—identified by Bloch and Richmond (1998) in *SoulWork: Finding the Work You Love, Loving the Work You Have* are the means through which people reach their sense of connection. In this way, the *SBR* is an instrument that can be seen as a way of reaching this essential aspect of people’s work lives.

Individuals generally work within organizations, although they may be very small and, in some cases, virtual rather than physical. The relationship between individual satisfaction, happiness, motivation, and organizational factors has been laid out clearly in the identification of work factors that “meet the needs of the individual for avoiding unpleasant situations” and other factors that “reward the needs of the individual to reach his aspirations” (Herzberg, Mausner, & Snyderman, 1959, p.114). These concepts of Herzberg’s two-factor theory of motivation form the basis for a further assertion: Individual well-being and organizational performance are inextricably linked. Further, the same seven dimensions that connect spirit and work for individuals may be supported (or not) to varying extents by the organizations in which people work. The *SBR* was developed to assess the degree of congruence (or disconnect) among individuals’ beliefs, their own behaviors, their perceptions of the organization’s policies, and their perceptions of the organization’s practices.

Research and Validation

The *SBR* helps individuals examine how important the seven dimensions are in their own beliefs and how they are represented in their own behavior, as well as in their perceptions of organizational policies and practices. From this, individuals identify congruence, and gaps in the congruence, called “zones of opportunity.” This section includes a report on three administrations of the *SBR* to sample groups, originally reported in the *Career Planning and Adult Development Journal* (Bloch, 2000), and a concluding discussion of the validation of the *SBR*.

Results of Three Administrations: Examination of the Data

The *SBR* was administered to three groups between August and November 1998. The groups were managers in one organization (N=21), participants in a workshop for career development professionals (N=31), and attendees at a discussion of spirituality and work in a parish church (N=27). There were 66 women and 13 men. As to age, no one was under 25, 14 respondents were between 25 and 34, 9 were between 35 and 44, 28 were between 45 and 54, 17 were between 55 and 64, and 2 were older than 65. No information was gathered on race or ethnicity.

Table 1 shows the descriptive statistics for the four levels of assessment on each of the seven dimensions. Examination of these statistics shows a general skewing to the right, the higher range, suggesting the overall importance of the seven dimensions to individuals and organizations. There is also generally a higher stan-

standard deviation for the seven dimensions on Organizational Policies and Organizational Practices than on Personal Beliefs and Personal Behaviors. This difference may indicate greater variability in how individuals view organizations as compared to how they view themselves.

The resulting data were analyzed to examine the robustness of the instrument using multiple analysis of variance (MANOVA) and repeated measures analysis of variance (ANOVA) with selected pairwise comparisons.

Since the *SBR* was designed to measure and compare perceptions that individuals have of themselves and the organization, it was important to ascertain whether there was a difference in the results by group (managers, career professionals, and attendees). A MANOVA was calculated comparing the responses of the three groups. A significant effect was found ($\lambda = .159$, $F(56,80) = 2.16$, $p = .001$). This indicated that the members of each of the groups did respond differently to the survey, thus supporting the hypothesis that there is a link between organizational affiliation and response to the instrument.

To examine other possible relationships between individual characteristics and responses to the instrument, MANOVAs were also calculated for the demographic characteristics of age, number of years in the organization, and number of years in the position. Using an alpha of $p < .05$, no significant effects were found. For these analyses, statistics were based on all cases with valid data for all variables, reducing the N of 79 to 70 (managers $N=21$; career professionals $N=25$; attendees $N=24$). This added further strength to the support for the above hypothesis that there was a link between organizational affiliation and response to the instrument, as opposed to links between the other examined variables and response to the instrument.

The repeated measures ANOVA was then calculated to see if there were differences among the items. A significant effect was found ($\lambda = .067$, $F(27,43) = 22.00$, $p < .001$). Post-hoc Bonferroni t-tests were then calculated to examine differences among the four levels of assessment for each of the seven dimensions. For example, the means for change on the Personal Beliefs, Personal Behaviors, Organizational Policies, and Organizational Practices levels were compared with each other. Then the means for balance were compared on all four levels, and so on through the seven dimensions. Of the 42 comparisons, 39 were significant at an alpha of $p < .01$ or better. The three exceptions were between Personal Behaviors and Organizational Policies on the dimension of Balance, between Personal Beliefs and Personal Behaviors on the dimension of Community, and between Organizational Policies and Organizational Practices on the dimension of Calling. These results suggest that the questionnaire did not pull a global response set from respondents, but instead facilitated consideration of each item.

Validation

The construct validity of the *SBR* is derived from its theoretical foundations as described in the “Background and Theoretical Underpinnings” section of this guide. The results of the pilot administrations confirmed the strength of the underlying constructs. Specific conclusions are as follows:

- There was a general skewing of the results to the higher range. This confirms the construct that the *SBR* deals with beliefs that are already known to be important to people.
- Differences were found among response groups based on work setting and not on apparently extraneous variables such as sex or age. Therefore, it may be concluded that the *SBR* does in fact produce results related to the inter-relationships of the individual beliefs and perceptions of organizational policies and practices.
- In addition, the *SBR* can be seen as a series of 28 single-item scales: each of the seven dimensions (Change, Balance, Energy, Community, Calling, Harmony, Unity) on each of the four levels (Personal Beliefs, Personal Behaviors, Organizational Policies, and Organizational Practices). The results show that respondents reacted differentially to each item, confirming this feature.
- The differential response creates the gaps, the “zones of opportunity,” to be used in interpretation.

Table 1**Descriptive Statistics: All Items, All Respondents**

<i>Dimensions</i>	<i>Beliefs</i>	<i>Behaviors</i>	<i>Policies</i>	<i>Practices</i>
<i>Change</i>				
Mean	4.71	4.09	3.59	3.25
N.	78	79	79	79
Std. Dev.	.49	.70	1.06	1.04
<i>Balance</i>				
Mean	4.78	3.27	3.22	2.71
N.	78	78	79	78
Std. Dev.	.45	.94	1.08	1.20
<i>Energy</i>				
Mean	4.46	3.87	3.06	2.68
N.	79	79	78	78
Std. Dev.	.78	.82	1.14	1.03
<i>Community</i>				
Mean	4.10	4.05	3.30	2.85
N.	79	78	77	79
Std. Dev.	.79	.77	1.09	1.00
<i>Calling</i>				
Mean	4.69	4.30	3.42	2.96
N.	77	79	79	79
Std. Dev.	.61	.80	1.22	1.07
<i>Harmony</i>				
Mean	4.72	4.16	3.29	3.10
N.	79	79	79	79
Std. Dev.	.50	.88	1.19	1.29
<i>Unity</i>				
Mean	4.89	4.53	3.65	3.13
N.	79	78	79	79
Std. Dev.	.32	.80	1.13	1.13

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About the Author

Deborah P. Bloch, Ph.D., has focused her work on the career development of individuals and the organizational structures that promote a healthy work environment. She is the co-author of *SoulWork: Finding the Work You Love, Loving the Work You Have* (Davies-Black, 1998) and the co-editor of *Connections Between Spirit and Work in Career Development: New Perspectives and Practical Approaches* (Davies-Black, 1997). Four of her books designed to help people find the jobs that are right for them have sold more than 150,000 copies. Published by NTC/Contemporary, they include *How to Write a Winning Resume* (4th Edition), *How to Have a Winning Job Interview* (3rd Edition), *How to Make the Right Career Moves*, and *How To Get a Good Job and Keep It* (2nd Edition).

Dr. Bloch is Professor of Organization and Leadership at the University of San Francisco. Previously, she taught at Baruch College of the City University of New York. In addition to her university work, Dr. Bloch has worked as a consultant in the United States and abroad. She has served as president of both the National Career Development Association and the Association of Computer-Based Systems for Career Information. She is a member of the editorial board of the *Career Planning and Adult Development Journal*. She writes columns on spirituality and work for two online newsletters: *Career Planning and Adult Development Network* and *Spirituality, Leadership and Management*. Dr. Bloch has received the Distinguished Service Award of the Association of Computer-Based Systems for Career Information, the Resource Award of the Career Planning and Adult Development Network, and the Merit Award of the National Career Development Association.

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