

2003

Adult career development and counselling intervention guide

Edelstein, Patricia

Lethbridge, Alta. : University of Lethbridge, Faculty of Education, 2003

<http://hdl.handle.net/10133/1073>

Downloaded from University of Lethbridge Research Repository, OPUS

ADULT CAREER DEVELOPMENT AND COUNSELLING
INTERVENTION GUIDE

PATRICIA EDELSTEIN

B.Ed., University of Calgary, 1992

A Project
Submitted to the Faculty of Education
of the University of Lethbridge
in Partial Fulfillment of the
Requirements for the Degree

MASTER OF EDUCATION

Specialization in Counselling Psychology

LETHBRIDGE, ALBERTA

March, 2003

To my family, for their love, support, patience and understanding.

ABSTRACT

The field of career counselling has undergone substantial change since its inception. It has evolved from a developmental, trait-and-factor focus to encompass a holistic, career/life path approach. A literature review examines adult developmental theory and career development and counselling theory that support a life-space, life-span career counselling approach based on an Adlerian perspective. Magnusson's (1992) Five Critical Career Counselling Processes model is used as a framework for the interventions presented in each phase of the career counselling process. A variety of non-traditional interventions are presented, while references are provided for a sampling of standardized tools and assessment instruments. Finally a list of relevant resources provides information to facilitate access to useful career counselling handbooks, articles, research, interventions, and websites.

TABLE OF CONTENTS

ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF FIGURES	ix
CHAPTER 1: INTRODUCTION	1
Purpose.....	1
Career Development and Counselling Framework.....	4
The Five Critical Career Counselling Processes.....	4
CHAPTER 2: LITERATURE REVIEW	5
Adult Development Theory	5
Jung.....	6
Adler	6
Developmental Theories	8
Trait-and-Factor Theory.....	10
Contextual and Life-Span Theories	11
Summary	13
Adult Career Development and Counselling Theory.....	14
History of Career Development.....	15
Jung.....	16
Adler	16
Holland.....	17
Developmental/Life-Span Approaches.....	19
Adler	19
Super	21
Krumboltz	26
Summary.....	29
Gender and Culture Perspectives and Approaches	29
Summary.....	32
CHAPTER 3: INTERVENTIONS	33
Overview of the Five Critical Career Counselling Processes Model	34
Interventions to Facilitate the Initiation Process.....	35
Family Constellation Exploration.....	37
Early Memories Exploration.....	43
Dream Exercise.....	47
Hermeneutical Analysis – Pride Story.....	52

Interventions to Facilitate the Exploration Process	58
Guided Imagery	60
Progressive Relaxation.....	69
Life-Career Rainbow	81
Projective Techniques.....	86
Beck Anxiety Inventory (BAI)	86
Beck Depression Inventory II (BDI-II).....	86
Interest Inventories.....	86
Strong Interest Inventory (SII).....	86
Self-Directed Search (SDS)	87
Jackson Vocational Interest Survey (JVIS)	87
Career Maturity Measures.....	87
Career Development Inventory (CDI)	87
Work Values Measures	88
Values Scale (VS).....	88
Salience Inventory (SI)	88
Career Beliefs Inventory (CBI).....	88
Personality Inventories.....	88
California Psychological Inventory (CPI)	88
Decision-Making System.....	89
Harrington-O’Shea Career Decision-Making System Revised (CDM-R), Canadian Edition.....	89
Computerized Programs.....	89
Career Cruising	89
CHOICES	89
Occupational Profiles.....	89
Other Information Sources.....	89
Occupational Profiles.....	89
National Occupational Classification (NOC)	90
Provincial and Federal Publications.....	90
Resources	90
Interventions to Facilitate the Decision-Making Process	93
Decision-Making Exercise.....	96
Interventions to Facilitate the Preparation Process	101
Specification of Long-Term Goals, Short-Term Goals, Steps, and Sub-Steps.....	103
Hole in the Road	112
Cognitive Restructuring.....	117
Interventions to Facilitate the Implementation Process.....	126
The Social Support Network.....	129

CHAPTER 4: RESOURCES	134
General Resources	134
Job Search Skills	136
Job Maintenance Skills	136
Financial Planning	137
Social Interaction, Personal and Social Adjustment Skills	137
Websites	138
Career Websites	138
 REFERENCES	 140
 APPENDICES:	
Appendix A: Magnusson’s Hierarchy of Self-Directed Adaptation	156
Appendix B: Career Counselling Intake Interview Form	157
Appendix C: Case Notes Form – Session I.....	159
Appendix D: Case Notes Form – Subsequent Sessions	160
Appendix E: Suicide Questions	161
Appendix F: Beck Depression Inventory (BDI).....	162
Appendix G: Progressive Relaxation Exercise	166
Appendix H: Subjective Units of Disturbance Scale (SUDS) Example	174
Appendix I: Career Genogram	175
Appendix J: BTF/BDA Matrix	176
Appendix K: Automatic Thoughts Homework Log Sheet.....	177
Appendix L: Daily Record of Automatic Thoughts	178
Appendix M: Daily Log of Inaccurate Thoughts and Beliefs	179
Appendix N: The Major Irrational Ideas.....	180
Appendix O: Eight Interpretable Factors of the Dysfunctional Attitudes Scale (DAS).....	181
Appendix P: Types of Cognitive Errors	182
Appendix Q: Adler’s Basic Mistakes.....	183
Appendix R: Memory Grid.....	184
Appendix S: Guided Imagery Exercise	185
Appendix T: Hermeneutical Analysis – Pride Story Form.....	188
Appendix U: Significant Events Timeline	189
Appendix V: Life-Career Rainbow	190
Appendix W: Segmental Model of Career Determinants (Archway of Determinants)	191
Appendix X: Examples of Self and Environmental Factors Influencing Career Choices	192

Appendix Y: ALC Chart (Assets, Liabilities, Considerations).....	193
Appendix Z: Option Comparison Chart	194
Appendix AA: Consequence Matrix	195
Appendix BB: Short-Term Goals and Sub-Steps Chart	196
Appendix CC: Opportunity Web	197
Appendix DD: Action Plan Monitoring Chart.....	198
Appendix FF: Reward and Celebration Chart	199
Appendix FF: My Personal Action Log	200
Appendix GG: Social Support/Barrier Network List.....	201

LIST OF FIGURES

Figure 1: The Life-Career Rainbow: Nine Life Roles in Schematic Life Space.....	22
Figure 2: A Segmental Model of Career Development.....	22
Figure 3: The Five Critical Career Counselling Processes Model.....	35
Figure 4: Hermeneutical Analysis – Pride Story Example.....	56
Figure 5: ALC Chart (Assets, Liabilities, Considerations) Example.....	99
Figure 6: Personal and Occupational Factors Comparison Chart Example.....	105
Figure 7: Short-Term Goals and Sub-Steps Chart Example.....	106
Figure 8: Automatic Thoughts – Homework Log Sheet Example.....	122
Figure 9: Action Plan Monitoring Chart.....	127
Figure 10: Reward and Celebration Chart.....	128

CHAPTER 1: INTRODUCTION

The counselling process is a dynamic, evolving experience for both client and counsellor. The uniqueness of each client and counsellor, mixed with varying theoretical perspectives, provides the opportunity for flexibility and variety in the career counselling process.

The purpose of this project is to develop a career counselling interventions guide that would be salient for counsellors working with adults. The focus is career development and counselling, keeping in mind that the current view of career counselling encompasses a holistic approach to career/life path planning that includes many aspects of personal counselling (Super, Savickas, & Super, 1996). It is the intent of this guide to provide a smorgasbord of activities and interventions compatible with an Adlerian perspective from which the counsellor may choose. The guide is by no means meant to be comprehensive, but rather will offer a starting point for students in counselling programs and newly practising counsellors. In addition it will provide an “at your fingertips” resource of interventions and references for established counsellors.

Purpose

In conducting the following literature review, information on a variety of adult development theories, career counselling theories, and recommended interventions was examined. Several questions guided the evaluation of interventions and theoretical appropriateness of adult development and career development and counselling theories. The questions included: *Are the career counselling and development perspectives compatible with an Adlerian perspective and a life-span, life-space theoretical view? Are the career counselling models compatible with an Adlerian perspective and a life-span,*

life-space theoretical view? Do the chosen interventions fit within an Adlerian philosophical view? Is it possible to adapt interventions to fit this view? Is it possible to provide salient and effective career counselling to individuals, using the chosen activities and interventions? Do the activities and interventions demonstrate validity and reliability? Does research support the use of the chosen interventions for the purposes proposed? Is there currently an intervention guide for adult career counselling available that meets the criteria for this guide?

In addition to reviewing the adult development and adult career development and counselling theories and models, specific interventions and assessment tools were reviewed, for example, Holland's Self-Directed Search (SDS), the California Psychological Inventory (CPI), and the Career Belief Inventory (CBI) (Herr & Cramer, 1996; Holland, 1970; Holland, Powell, & Fritzsche, 1994; Krumboltz, 1991a, 1991b, 1994a, 1994b; Sharf, 2002; Spokane, 1996). Relevant activities, interventions, and strategies such as journal writing, the use of Hermeneutical Analysis, and the Career Rainbow were also examined (Cormier & Cormier, 1998; Herr & Cramer, 1992; Magnusson, 1992; Super et al., 1996; Zunker, 1998).

Several workbooks for independent, individual use in career exploration were reviewed, for example, *Skills Plus Handbook* (Alberta Human Resources & Employment, 2000a), *Changing Course Midstream* (Alberta Advanced Education & Career Development, 1998a), *The Career Planner* (Alberta Human Resources & Employment, 2002), *Job Seeker's Handbook: An Introductory Guide to Finding Work* (Alberta Advanced Education & Career Development, 1998b), *Radical Change in the World of Work* (Alberta Human Resources & Employment, 2000b) and *What Works: Career*

Building Strategies for Special-Needs Groups (Alberta Human Resources & Employment, 1999).

Workbooks such as those listed can be used independently by an individual or may act as a tool during the counsellor's career counselling process. However, none of the workbooks reviewed is complete in itself. The reviewed materials do not provide adequate support for a holistic and thorough career counselling process to occur.

The literature review failed to produce an adult career counselling intervention and reference guide for counsellors that included the desired mix of interventions and references, a deficit the current guide endeavours to correct. The guide will present a salient sampling of interventions and references consistent with the unique needs of the client in a holistic, life-span, life-space career counselling perspective.

Major career theorists, including Betz (1994), Farmer (1997a, 1997b), Fouad and Bingham (1995), Gottfredson (1996), Holland (1970, 1992, 1994), Krumboltz (1993, 1994c), Miller-Tiedeman (1990), Sue, Ivey, and Pedersen (1996), Super (1990, 1992), Super et al. (1988), and Zunker (1998) have developed theoretical models for career development and counselling. It is not within the scope of the guide to explore the individual models in depth, rather, references are provided to facilitate further exploration.

The goal of career planning is to work in collaboration with a client to develop and implement a career plan relating to the career/life path journey of the individual. This journey includes identifying the client's physical, emotional, spiritual, and intellectual passions and to identify the salience of each in the client's life. With this foundation in place, the counsellor and client are able to develop a relevant and motivating plan to achieve the desired balance in outcomes to provide an enriched and satisfying lifestyle.

Career Development and Counselling Framework

The Five Critical Career Counselling Processes

Magnusson (1992) has developed a functional, flexible, career counselling framework, *The Five Critical Career Counselling Processes*, that will provide the framework for the counselling process in the guide. The processes will be described in greater detail in the Interventions section of the guide (Chapter 3). The following review of the literature outlines adult and career development theories, perspectives, and models relevant to the chosen interventions presented. Adult development theory is included as it provides a foundation for career development and planning theory.

CHAPTER 2: LITERATURE REVIEW

Adult Development Theory

Contemporary adult development theory is psychologically rooted in the intellectual traditions of Freud, Jung, and Erikson (Levinson, 1978; Mosak, 1995). Adult development theory initially evolved from a Freudian, psychoanalytic theoretical perspective that proposes that the development of personality in early childhood deeply affects life in adulthood. The ongoing evolution of adult development theory includes a range of theories whose foundations are rooted in contextual, developmental, transitional, and life-span perspectives (Gysberg, Heppner, & Johnston, 1998; Schlossberg, Waters, & Goodman, 1995).

In considering the wide diversity of theoretical views, Alfred Adler's socially oriented approach to adult development provides a philosophical view that is flexible and compatible with the life-span, life-space, career/life path approach chosen as a guiding focus in the interventions guide (Mosak, 1995; Watkins, 1984). The synergistic influence of culture and social institutions, as well as the uniqueness of each individual's perceptions, is an additional aspect to be considered in adult career development (Levinson, 1978). In its evolutionary process, adult development theory has come to recognize that personality development is an expanding, cyclical, dynamic process across the life-span that impacts lifestyle, rather than a static, inflexible, time- or stage-constrained event. An overview of relevant major theories and adult development perspectives follows, reflecting the theoretical and/or philosophical compatibility with an Adlerian view and a career/life path approach to career development.

Jung

The humanistic, social psychology of Carl Jung was a turning point in psychoanalytic thought (Belsky, 1990; Cavanaugh, 1997; Levinson, 1978; Okun, 1984). Jung viewed Freud as too focused on childhood development and its influences on adult problems and creativities. Jung developed a life cycle view and focused on the concept of personality development and life transition in adulthood. He identifies midlife as an important turning point and viewed adult development as an interaction of both “internal psychological processes and exterior cultural processes” (Levinson, 1978, p. 4).

Jung emphasizes the qualities of masculinity/femininity, and introversion/extraversion as dimensions of personality that become more integrated with age. In Jung’s view, introversion and extraversion are seen as being present in balance in healthy individuals. Jung describes young adults as being more extroverted and as holding either a masculine or feminine self-image. He proposes that as adults age, they increasingly explore personal feelings related to age and mortality, and develop a broader concept of self, including the recognition of both masculine and feminine characteristics within themselves. According to Jung, a transformation occurs later in life, perhaps in preparation for death, as an individual comes to see him/herself as a spiritual being or integrated spiritual person (Belsky, 1990). Both Jung and Adler reflected a sense of spirituality in their views, although Adler’s perspective is more a philosophy than a structured theoretical construct.

Adler

Alfred Adler’s Individual Psychology presents a useful framework for viewing adult development. Adlerian constructs include basic life tasks, social interest, family constellation, and lifestyle. Adler holds a holistic view of the individual’s life path. He

describes the individual as striving to decrease feelings of inferiority through an increase in a sense of significance, uniqueness, and belonging within a social context (Adler, 1927; Watkins, 1984). In Adler's view, the greatest value for an individual to develop is that of social interest. The intertwined Adlerian constructs have significant implications in both individual and career counselling (Mosak, 1995; Sharf, 1992, 1997, 2002).

Adlerian theory does not directly address career development; however, Watkins (1984) cites research and vocational investigations to support the effective application of Adler's constructs in the field of career assessment and career development in career counselling and psychotherapy. Watkins' proposed Adlerian vocational theory for use in the career counselling setting is described in the section on Career Development and Counselling Theory. Adler describes the basic life tasks of sex or love, social relations, and work as inter-linked tasks that rely on one another for satisfaction and success in egalitarian relationships between men and women (Mosak, 1995). He views the construct of love as relating to respectful interpersonal relations between men and women rather than romantic relationships. As applied to career counselling, the construct of love refers to personal and work relationships between members of the opposite sex. Adler views work as a social activity in which the constructs of love and social relations are interdependent, supporting the concept that individuals are dependent on the work of others for survival. Adlerian concepts allow for flexibility in adaptation to a variety of gender, sociocultural, ethnic, and minority contexts.

Adler described social interest as feeling a part of humankind (Watkins, 1984). This aspect of self-identity encompasses an outgoing caring and concern for others and a desire to make contributions to benefit society. Displaying social interest in work is seen

as providing a sense of “belongingness” and contributes to the increased productivity of others (Mosak, 1995; Sharf, 1992, 1997).

Adler’s interest in the construct of family constellation relates to how a child perceives his or her role or position in the family and how family members perceive the child (Mosak, 1995). He proposes that the child’s subjective perception of familial relationships influences personality development, which in turn influences feelings of belonging, affecting the development of feelings of encouragement or discouragement. A discouraged child is likely to develop feelings of inferiority, which as an adult may transfer into feelings of a lack of confidence and competence in the workplace (e.g., avoidance of challenging tasks, and decreased motivation for further professional development). Family position and relationships are seen to influence personality development, value formation, and an individual’s expectations for him/herself as a worker, work as an activity, and the work environment (Sharf, 2002; Watkins, 1984; Watkins & Savickas, 1990). Adler proposes that early interactions within a child’s family impact an individual’s success in the life tasks of love, social relations, and work.

Developmental Theories

The early developmental life-span theorists emphasize sequential stages of personality development based on age, resolution of specific critical issues, and domain specificity (Cavanaugh, 1997; Erikson, 1968; Levinson, 1986; Okun, 1984; Rybash, Roodin, & Hoyer, 1995). Relevant theorists in the field of developmental theory include Buhler (McCrae & Costa, 1990; Okun, 1984), Erikson (Cavanaugh, 1997; Erikson, 1982; Kotre, 1984; Levinson, 1978; Rybash et al., 1995), Maslow (Maslow, 1968, 1987; Okun, 1984, Rybash et al., 1995; Schlossberg et al., 1995; Sharf, 2002; van Geert, 1987), Levinson (Levinson, 1978, 1986; Rybash et al., 1995; Schlossberg et al., 1995; van Geert,

1987), Sheehy (1976, 1981, 1995), Gould (1978), Gilligan (1982, 1988), Schlossberg et al. (1995), Loevinger (Cavanaugh, 1997; King, Kitchener, Wood, & Davison, 1989; Labouvie-Vief, Hakim-Larson, & Hobart, 1987; Loevinger, 1976), Vaillant (Cavanaugh, 1997; McCrae & Costa, 1990; Schlossberg et al., 1995; Vaillant, 1977; Vaillant & Vaillant, 1990) and Schaie (1977).

A general assumption of the developmental/stage theories is that everyone passes through a series of stages in which age-related crises need to be resolved (Cavanaugh, 1997; Schlossberg et al., 1995). Some theories support transition periods, while others assert that periods of change are followed by a time of relative calm and stability, yet other theories support progressive change. In reviewing the validity of transition theories it is important to consider several factors including sample size, location, socioeconomic background, gender, cultural and ethnic origins, empirical soundness, and historical factors. Other considerations relate to individual variations within stage and age ranges, expectations, socialization, and environmental influences.

The developmental/stage theories and theorists have contributed to the understanding of adult development by describing development as a progression from simple to complex, transition from external to internal orientation, movement from absolutism to increasing tolerance for ambiguity and uncertainty, progressive change from stereotypical perceptions to increased empathy and awareness of individual differences, and growth from group conformity to a more mature, independent focus and understanding of interdependence with others (Cavanaugh, 1997; Schlossberg et al., 1995).

Trait-and-Factor Theory

Trait theorists support the view that an individual's behaviours may be understood through characteristics that reflect underlying traits or relatively stable aspects of one's personality (Cavanaugh, 1997). McCrae and Costa (1984) list three assumptions regarding traits. First, quantitative measurement of individual traits by comparing an individual to others is difficult. Second, it is vital that behaviours and qualities be unique enough to prevent confusion between traits. Third, an individual's traits are assumed to be stable attributes across adulthood. McCrae and Costa (1990) developed a five-factor model that addresses the stability of traits in adults of different ages. Five aspects of personality are included: neuroticism, extraversion, openness to experience, agreeableness-antagonism, and conscientiousness-undirectedness.

The debate continues over the opposing concepts of the stability of traits in adulthood versus change in traits in adulthood (Neugarten; cited in Cavanaugh, 1997). Neugarten proposes that some traits do change, supporting the concept of personality development in adulthood. Cavanaugh (1997) questions the results of longitudinal research projects conducted by McCrae and Costa (1990). However, Cavanaugh (1997) does assert that research appears to provide support for the concept of stable personality traits when data is averaged over a variety of people, while the concepts of change and stability are supported when particular aspects of personality of a specific group are examined.

Trait theory provides a narrow focus in the Adlerian view of adult development. The Adlerian perspective supports the concept of ongoing personality development in adulthood while recognizing that individuals have underlying personality traits and characteristics that will endure across the life-span. Once again a holistic approach is

emphasized, one part of which is to consider an individual's personality characteristics and how they relate to the basic life tasks in both personal and occupational contexts across the life-span and life-space.

Contextual and Life-Span Theories

Contextual and life-span theories and research propose that the complexities of adult development attempt to address the interactions of a vast array of factors including socioeconomic, environmental, geographic, demographic, historical, cognitive, gender, sexual orientation, ethnic, cultural, spiritual, and individual variations and influences.

Contextual theorists view adulthood mainly within the context in which it occurs (Schlossberg et al., 1995). Social and environmental factors are acknowledged as having an impact on challenges during times of transition (Hagestad & Neugarten, 1985). Neugarten and Neugarten (1987) further emphasize the importance of historical context in understanding an individual's life history. Understanding of cultural norms and constraints as well as individual, family, and historical times provides insight into an individual's choices and life path (Kanter, 1977; Pearlin, 1982). Further, Pearlin and Lieberman (1979) found gender, ethnicity, age, socioeconomic status, and health to be other issues impacting stress, strain and coping in the developmental process.

An Adlerian perspective recognizes and considers the utility of certain aspects of trait, developmental, and contextual theoretical perspectives but is cognizant of the limitations these views impose. To provide the holistic foundation for a balanced view and understanding of adult development, important additional facets need to be considered. Life-span and transitional theories provide key missing elements to a comprehensive, inclusive view of adult development.

From a life-span theoretical perspective, adult development focuses on individuality and the issues of continuity and change that occur in the broader context of other life experiences (Cavanaugh, 1997; Schlossberg et al., 1995; Simons & Thomas, 1995). The early phase of human development occurs during childhood and adolescence, a time of rapid increases in growth and development of abilities. During the phase of adulthood, spanning young, middle and old age, physical growth slows, while unique abilities continue to develop, as individuals continuously adapt to the surrounding environmental context. The complexity of adult development demands a multi-disciplinary, holistic integration of perspectives, including sociocultural, environmental, and historical change, to adequately understand the ongoing process of aging and human development (Belsky, 1990). The theoretical views of Neugarten (1964, 1969, 1977, 1982), Neugarten and Datan (1973), Neugarten and Neugarten (1987), Neugarten, Havighurst, and Tobin (1994), McAdams (1994), Whitbourne (1985, 1986, 1999), and Kegan (1982, 1994) illustrate the life-span view.

Neugarten and Datan (1973) describe three concepts of time, lifetime, sociocultural time and historical time, and their relationship to sociocultural, environmental and historical change. In contrast to trait and developmental views, Neugarten uses the term 'age irrelevance' to describe the lack of influence age has as a predictor of social functioning (Neugarten, 1982). Another aspect of life-span adult development relates to an expanded understanding of personality, identity, and sense of self through increased integration, unity, coherence, and an understanding of a person's purpose in life. Neugarten (1982) addresses the complex interaction of sociocultural, historic, and environmental influences on adult development.

The life narrative provides a life-span insight into a person's sense of self-identity, and a view of how individuals see themselves and how they fit in the adult world (McAdams, 1994; Whitbourne, 1986). McAdams (1994) describes how individuals create and modify internalized narratives, life stories, and influences by personal and environmental factors. The life story reflects aspects including emotions, achievement, intimacy, sense of belonging, beliefs, values, turning points in life, and life roles. Whitbourne (1985, 1986) expresses the belief that individuals determine the direction of their lives through life-span constructs built upon an integrated sense of the past, present, and future.

Kegan (1982) describes developmental stages as times of seeking balances between two needs: to be independent and separate, and to be integrated and interactive with others (Harris, 2000). The focus of Kegan's model is the ongoing process of striking a balance, in finding an individual, independent identity while at the same time meeting the need to develop meaningful relationships with others.

Summary

Adult development has been examined from a broad array of theoretical perspectives. Research and theory have progressed from a restricted view on factors such as traits alone, to an expansive, holistic conception that envelops a multi-factored life-span view. Life-span theory recognizes the expansive variety of factors that uniquely influence the development of each individual. It provides the foundation for an eclectic counselling approach not only in adult development, but also in the application of career counselling and development. The career/life path approach to career counselling and development addresses development from birth to death, viewing all aspects and roles of an individual's career path in lifestyle formation. With this perspective in mind, several career development theories will be reviewed.

Adult Career Development and Counselling Theory

Adult career development and counselling theory has historical foundations based on adult development theories. A similar breadth of theoretical views underlie the career development and counselling field and assist in answering a number of questions including: *What is the relationship between personal and career counselling? Are career and personal counselling discrete, inextricably intertwined, or are they on a continuum of counselling? How do factors such as personal identity, family concerns, and affective issues impact a cognitive, rational process? Is a "holistic" approach necessary for effective career counselling? How are various life roles interrelated? How do gender, ethnicity, culture, history, socioeconomic status and other factors impact career and life-span choices?*

The current perspective on career counselling recognizes the relationship between personal and career counselling, and the impact of such factors as personal identity, family concerns, and affective issues on a cognitive, rational process (Herr, 1996). Krumboltz (1993) states, "career and personal counselling are inextricably intertwined. Career problems have strong emotional components . . . when we discover the complex circumstances that are interwoven into our clients' problems, it becomes almost impossible to categorize any given problem as either 'career' or 'personal'" (p. 143). Further, Betz and Corning (1993) assert that personal and career counselling should not be perceived as distinct types of counselling.

Super (1993), however, purports that there are "different kinds of counselling, situational and personal, and that these are not dichotomous but rather on a continuum" (p. 132). He expands on this point, indicating that situational counselling has "subspecialties that focus on differing types of situations (career, family, etc.), and

personal counselling focuses on individuals whose problems are based primarily in their own approach to and coping with situations, not on factors in the situations they encounter” (p. 135). He indicates that flexibility is required by the counsellor in assisting individuals to deal with developmental and adjustment problems they present. As in adult development theory, an Adlerian perspective provides a foundational perspective for the career development and counselling approach.

History of Career Development

Historically in North America, vocational guidance services were developed to find job placements for European immigrants during the American Industrial Revolution in the late 1800s (Jackson, 1995; Osipow & Fitzgerald, 1996; Zunker, 1998). Three patterns in vocational guidance emerged from 1900 to 1930: the focus shifted to occupations rather than the individual; vocational guidance focused on linking individuals across an expanding occupational framework; and the majority of vocational educators acted as guidance practitioners (Herr, 1996; Parsons, 1909; Zunker, 1998). During the Depression of the 1930s, instruments were further refined for the unemployed with a focus on retraining and re-education program development. The 1930s and 1940s saw a further expansion of applied psychology programs with a focus on testing related to occupational choices.

World War II accelerated the development of occupational assessment/assignment research by individuals, such as Super, Thorndike, and Hagen, providing valuable foundational career data (Osipow & Fitzgerald, 1996). By the end of the war, a scientific approach to career assessment was in place to re-deploy and direct returning military personnel for retraining and reintegration to civilian occupations.

The 1950s and 1960s saw an increased interest in the development and research of theoretical career concepts and models including those of Jung, Holland, Ginzberg, Ginsburg, Axelrad, and Herma, Super, Savickas, Tiedeman, Miller-Tiedeman, Gottfredson, Krumboltz, and Schlossberg (Brown, 1996; Herr, 1996; Osipow & Fitzgerald, 1996; Sharf, 2002). A summary of relevant and compatible theories follows.

Jung. Jung, a contemporary of Freud and Adler, developed analytic psychology. He combined “causality” (how an individual is conditioned and the individual’s background racial history) with teleology, an individual’s dreams and goals (Herr, 1996; Sharf, 2002). He viewed both the past and the future as having a potential impact on the present. In Jung’s view, there is an ongoing and often creative quest for fulfillment and completion, a type of rebirth. According to Jung, personality is the result of an intricate interaction of systems including the ego, the personal unconscious, the collective unconscious, the anima and animus, the shadow and the persona. The Myers-Briggs Type Indicator (MBTI) is an application of his theory to the world of career assessment and counselling. In conjunction with extraversion and introversion, the four basic psychological functions of thinking, feeling, sensing, and intuiting form the foundation for the MBTI assessment of types. The 16 combinations of types form four basic preferences that indicate how an individual is likely to interact in the contexts of work, social relationships, environment, and education (Herr, 1996).

Adler. The Adlerian perspective readily adapts to adult career development and counselling (Mosak, 1995; Sharf, 1997). Although Adler does not directly address career counselling, his perspective provides a guiding overview for an effective and salient career counselling process. Watkins (1984) provides a detailed analysis of Adler’s theory and how it applies to career development and counselling as well as proposing areas for

application. Watkins describes how an Adlerian perspective is applicable to lifestyles, life tasks, family relationships and attitudes, and early recollections. An individual's career choice is seen to reflect lifestyle choice and depicts attitudes as to how an individual views her/himself as a worker, in relationships with co-workers and individual world attitudes; that is, the importance of work to the individual. The basic tasks of love/sex, social relations, and work are seen as being intertwined and reflect a general approach to work, consequently shaping the work environment, interpersonal relationships, and productivity in the workplace. The family constellation and family history is viewed as having an impact on areas such as values, attitudes, work choices, self-concept, and expectations. Finally, Watkins describes the importance of early recollections in influencing occupational understandings and how the world of work is perceived.

Adler provides a philosophical foundation rather than a structured framework for career counselling. Super's life-span, life-space theory provides a flexible and adaptable foundation for effective career counselling. A further benefit is the ability to adapt and apply Adler's views with ethnic and cultural minorities, women, and other individuals with unique needs. Savickas' (1989) model of career counselling is an example of a compatible framework to support a holistic career counselling approach.

Holland. Holland's career typology theory of vocational behaviour style and personality type moves beyond basic state-trait theory; however, Holland concedes that the typology reflects rather than determines societal and cultural expectations. As a result, it is important to review the results of Holland's assessments with the client, analyzing and interpreting the information gained with this in mind. According to Holland, career choice and adjustment demonstrate an extension of an individual's personality (Herr & Cramer, 1996; Osipow & Fitzgerald, 1996; Sharf, 1997, 2002). Further, Holland asserts

that individuals with particular personality qualities and background variables are drawn to corresponding career titles, occupations that will provide satisfaction and meet their personal needs (Herr & Cramer, 1992; Osipow & Fitzgerald, 1996; Sharf, 2002; Zunker, 1998).

The main emphasis of Holland's theory is the linking of personality characteristics to an individual's adjustment to the six occupational types (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) to describe the matching occupational environments and personal orientations. Holland (1994) acknowledges the strength of the typologies as their ability to provide information, while the weakness is the inability of the typologies to address the processes necessary in change and development. In addition, Holland's theory implies remedial interventions to support more adaptive occupational related behaviour (Holland, 1985a, 1992). Holland and his associates have developed several instruments that have proven to be useful career guidance tools, including the Self-Directed-Search (SDS) and the use of Holland themes in the Strong-Campbell Interest Inventory (SCII) (Herr & Cramer, 1996; Holland, 1985b; Osipow & Fitzgerald, 1996). A major contribution of Holland's work has been to further the understanding of individual human behaviour, environmental assessment, and individual-contextual interactions, valuable contributions in the holistic delivery of career counselling services.

Developmental/Life-Span Approaches

The developmental approach views career choice as a dynamic developmental process, with ongoing decision-making that occurs over time. The focus is on the salience of self-concept, as opposed to a matching trait-and-factor approach, although the trait-and-factor theories are acknowledged to be complementary to the career counselling

process (Austin, 1998; Gelatt, 1962, 1989, 1998; Herr & Cramer, 1996; Osipow & Fitzgerald, 1996; Patton & McMahon, 1999).

Adler. Sharf (1997) describes the Adlerian lifestyle as a blueprint for living, a way of approaching important goals. The Adlerian view posits that an individual's lifestyle develops as a result of early family interactions and place in the family constellation (Mosak, 1995; Watkins, 1984). In addition, it is here that a foundation for social interest is formed. Assessing early memories provides insight into an individual's lifestyle, including attitudes toward self and others, and life goals. In the world of work, a person will endeavour to implement his or her lifestyle with congruent occupational choices (Sharf, 1997; Watkins, 1984). Viewing adult life-span and career development through an Adlerian lens provides a means of selecting relevant developmental theories and perspectives to support the selection of appropriate interventions for career development and planning.

A shift in career development focus was initiated in the early 1950s as Super redefined vocational guidance, emphasizing career rather than occupational models (Brown, 1990, 1996; Osipow & Fitzgerald, 1996; Zunker, 1998). The term 'career' began to represent a broader area of the life-span, impacted by the flow of career development, educational opportunities, and occupational choices over time and the sequences of occupational positions held. Career models came to include long-range goals in relation to current choices, taking into consideration personal values, self-concept, planning and exploration, and relevant behaviours, skills, knowledge, and attitudes to support successful career exploration. Self-understanding came to share equal importance with occupational understanding and skill mastery, providing the foundation for individuals to make informed and appropriate choices focusing on career and life goals rather than the career market.

Many of the concepts developed during the 1950s and 1960s have facilitated the transition from vocational guidance and counselling to career guidance and counselling through the more recent, broader views of career development (Gelatt, 1989, 1998; Herr & Cramer, 1996; Peronne, 2000; Savickas, 1989b, 1996a, 1996b; Sharf, 2002; Super et al., 1996). By the late 1960s and early 1970s the concept of lifestyle counselling began to emerge. Lifestyle counselling encompasses both occupational and leisure counselling, and includes the topics of sex role differentiation and issues of sex role bias. The emerging goals of career counselling included a focus on life patterns; developing awareness of personal career socialization, including gender stereotypical occupational choices; integration of occupational choices within a holistic lifestyle framework; and adaptable integration of roles in a continuously changing society.

With the evolution of the career counselling process, the need to emphasize several foundational concepts became apparent. By the 1980s the inclusion of these concepts or themes in career counselling had become a standard practice (Herr & Cramer, 1996; Sharf, 2002). The themes include: the development of decision-making and research skills to identify, facilitate, and utilize relevant career information; supporting self-understanding and insight into self-concept in relation to occupational awareness and satisfaction; addressing lifestyle holistically; and considering values, educational, social, historical, environmental, economic, and personal impacts, both current and future; maintaining personal integrity and personal choice through the provision of a range of meaningful, satisfying occupational choices and related outcomes; acknowledging and valuing the uniqueness of individual talents and developing them in a personally chosen manner; and finally assisting in the development of flexibility and adaptability as a means of coping with rapid changes in society. The developmental, life-span approaches and

theories of Ginsberg (1972, 1984), Super (Austin, 1998; Herr & Cramer, 1996; Herr, 1997; Patton & McMahon, 1999; Savickas, 1997; Sharf, 1997, 2002; Super, 1980, 1985a, 1985b; Super et al., 1996; Super & Georgia, 1992; Zunker, 1998), Tiedeman and O'Hara (1963), Miller-Tiedeman (Miller-Tiedeman, 1990; Osipow & Fitzgerald, 1996; Patton & McMahon, 1999; Sharf, 2002), Gottfredson (Gottfredson, 1981, 1996; Patton & McMahon, 1999; Savickas & Walsh, 1996; Zunker, 1998), and Krumboltz (Fuqua & Newman, 1994; Herr & Cramer, 1996; Krumboltz, 1994a, 1994b, 1994c; Krumboltz, Mitchell, & Gelatt, 1975; Mitchell & Krumboltz, 1990, 1996; Zunker, 1998) reflect the ongoing growth in research, knowledge, understanding, and implementation of these concepts.

Donald Super's Life-Span, Life-Space Theory will be explored in some depth as it has had a powerful impact on the field of career development and acts as a foundation for many of the interventions in this guide.

Super. Super's life-span, life-space theory of career development moves beyond developmental theory. Super's theory unites life-stage psychology and social role theory to represent a comprehensive view of multiple role careers, linking them with determining factors and interactions (Austin, 1998; Herr, 1997; Herr & Cramer, 1996; Patton & McMahon, 1999; Savickas, 1997; Sharf, 1997, 2002; Super, 1980, 1985a, 1985b; Super et al., 1996; Super & Georgia, 1992; Zunker, 1998). Super developed the Life-Career Rainbow (Fig. 1) and later a Segmental Model of Career Development (Fig. 2), emphasizing the synergistic interaction of the individual and society in the life-span, life-space in career development (Savickas, 1997; Super, 1985a, 1990; Super et al., 1996). Together, they may act to identify an individual's current position and facilitate the projection of the individual's career direction.

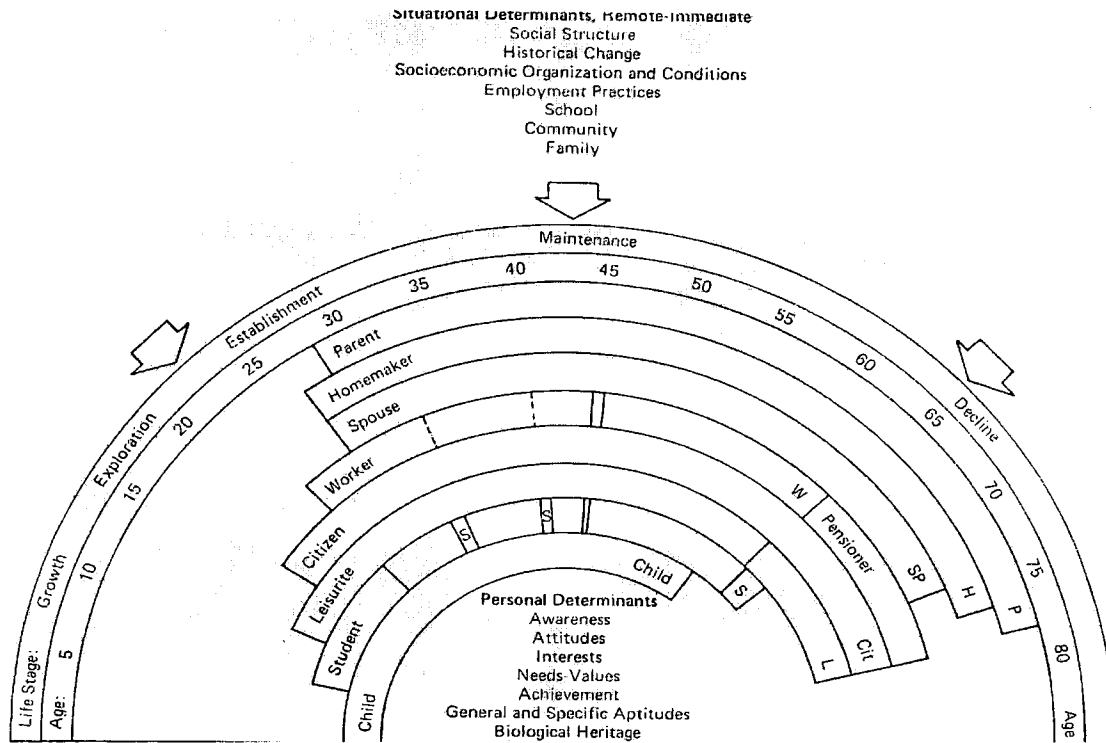


Figure 1: The Life-Career Rainbow: Nine Life Roles in Schematic Life-Space (Super, 1990)

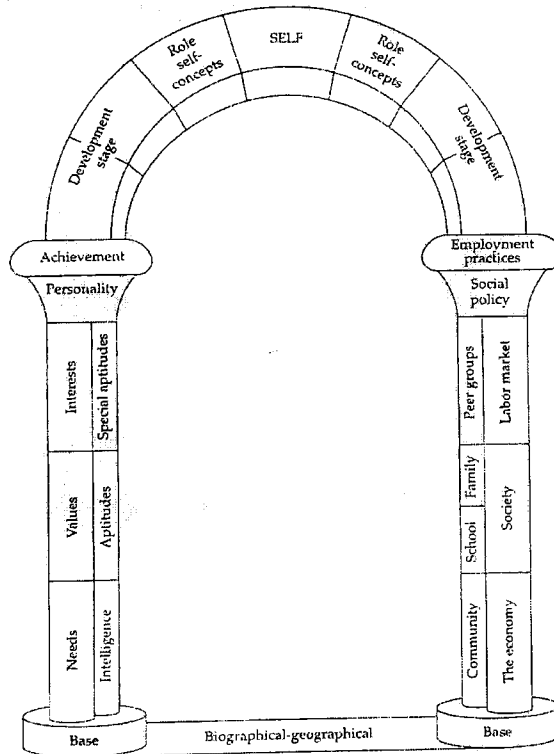


Figure 2: A Segmental Model of Career Development (Brown, 1990)

The “self” is the third aspect of the life-span, life-space theory. Self-concept accounts for subjective perceptions of the individual’s career, acting as a complementary information source to objective perceptions regarding salient values, interests, and talents.

Life-space represents the roles played and social positions held by the client. Super et al. (1996) see the roles interacting, shaping other roles. It is significant to note that the role of work is only one of six roles that an individual may occupy at one time on the Life-Career Rainbow. The interaction and salience among roles influences decisions related to the work role. According to Super, shifts or changes in the pattern of roles, or changing elements of the life structure may facilitate transitions through personal/career counselling, with an emphasis in focus that career counselling is part of the individual’s holistic life plan.

The ‘suggestion’ in the Life-Career Rainbow that personal and situational determinants impact career development came to be seen as a deficit of the rainbow. As a result, Super (1990) developed a “segmental model of career development” (p. 200) described as the “archway model” (p. 201) or “the Arch of Career Determinants” (Super, 1992, p. 39) and the “determinant/choice model (the Arch)” (p. 41).

Super (1990) stresses the interaction between all segments in the Archway Model. The array of factors that may have an impact on career decision making are divided into two categories: personal determinants and situational determinants. The personal determinants on the left column include factors including needs, values, interests, intelligence, aptitudes, and special aptitudes. The situational determinants on the right column describe the economy, society, labour market, community, school, family, and peer group. The base of the archway represents the biographical-geographical contexts.

The connecting stones between the personal determinant column and the arch include personality and achievement while those on the situational column represent employment practices and social policy. The developmental stage and role self-concepts occupy the other segments of the arch on either side of the “self.” The “self” occupies the keystone of the arch, coordinating and interlinking all other determinants.

The focus of the life-span is on the process of role choice and adjustment in the life-space, particularly the work role. It represents a developmental path depicting a series of stages and sub-stages in life (Super et al., 1996). The developmental stages represent birth (up to age 4), growth (ages 4-13), exploration (ages 14-24), establishment (ages 25-44), maintenance (ages 45-65), and decline or as recently termed, disengagement (ages 60+), and correspond with the life stages of childhood, adolescence, adulthood, middle adulthood, and old age. During the growth stage interests, capacities and self-concept develop. In the exploration stage, individuals encounter the tasks of crystallization, the informed development of vocational goal; specification, the selection of a specific career; and implementation, the training for the chosen career and initial employment. The stage of establishment is characterized by finding employment, stabilization and consolidation in the position, and possible seeking advancement or positions of increased responsibility. The maintenance stage is a time to either continue in an occupation through ongoing adaptation and/or innovation, or to consider a change. If a change is pursued, a recycling through the stages of exploration and establishment recurs. The final stage, disengagement, is associated with retirement planning, a possible decrease in workload, and finally retirement. Super et al. (1996) emphasize that the transitions and ages related to each stage are very flexible and assert that it is possible and probable that an individual will recycle through the stages several times. In addition, the

processes of exploration and establishment are mini-cycles that recur during each transition.

Super (1990) describes his work as an “assemblage of theories” (p. 199) that he has attempted to bring together and synthesize. In the Segmental Model of Career Development he suggests that the model does not adequately describe the impact of interactions between influential factors over time and suggests that lines on his model could represent interactions.

Super et al. (1996) describe a cyclical use of directive and non-directive approaches. A directive approach may be effective by initiating confrontations with reality, while a non-directive approach may facilitate client insight relating to confrontations and determining choices for change. Other more general examples of the use of a non-directive approach include exploration of self-concept, reflection/clarification of feelings of uniqueness and sense of belonging, and choices in the decision-making process. The directive approach may facilitate choosing topics for exploration as well reality testing related to assessment results and ability levels. Cyclical counselling supports a balanced means to address objective and subjective aspects of career and self.

According to Super (1992), individuals pass through predictable stages, making choices and changes over a lifetime to fulfill their self-concept through their career choices. Super views career development as a lifelong process occurring through specific developmental periods, periods in which an individual’s self-concept continues to be shaped and influenced. He describes career counselling as part of a holistic approach to life planning, with career development representing adaptation to work and working conditions (Brown, 1996; Herr, 1997; Patton & McMahon, 1999; Sharf, 2002; Super,

1992; Super et al., 1996). Super et al. (1996) have developed several instruments to assist in the career counselling process including the Career Development, Assessment, and Counselling Model (C-DAC), Career Development Inventory (CDI), The Values Scale (VS), The Salience Inventory (SI), and Adult Career Concerns Inventory (ACCI). The C-DAC uses the Strong Interest Inventory with norms for both men and women.

However, further development of assessment instruments is necessary to formulate valid and reliable norms.

Super's commitment to incorporating insights of sociologists, political scientists, and economists complements the psychologist's view in comprehending the intricacies and variations across gender, ethnicity and socioeconomic situations in career development. Consequently, his approach supports efficacious and salient outcomes when considering gender and culture in the counselling process (Super, 1990; Super et al., 1996).

Several models have been developed to support the implementation of Super's theory. Savickas' (1989a) model of career-style counselling is one of several that successfully facilitate an Adlerian approach. It utilizes the concepts of lifestyle, career style, and encouragement as well as addressing the private logic, stemming from early experiences.

Social learning theory is another theory that has impacted the field of career decision making. A description of Krumboltz's work that has been instrumental in the field of career decision making is outlined below.

Krumboltz. Krumboltz, Mitchell, and Gelatt (1975) were the first to propose a social learning theory approach to career decision making, followed by further work by Mitchell and Krumboltz (1990; 1994c). Mitchell and Krumboltz (1996) extended the

earlier theory to include Krumboltz's learning theory of career counselling (LTCC). The foundation of the theory is related to Bandura's social learning behaviour theory, based on reinforcement theory and classical behaviourism (Herr & Cramer, 1996, Zunker, 1998). Social learning theory views economic and sociological conditions as reinforcers, while taking into consideration the psychology of the individual in analyzing learning experiences that result in the acquisition of cognitive and behavioural skills and preferences (Mitchell & Krumboltz, 1990). Mitchell and Krumboltz (1990) propose that "social learning theory recognizes that humans are intelligent, problem-solving individuals who strive at all times to understand the reinforcement contingencies that surround them and who in turn control their environments to suit their own purposes and needs" (p. 149). The LTCC endeavours to simplify the career selection process and is mainly based on life events that impact career selection (Herr & Cramer, 1996; Mitchell & Krumboltz, 1990; Zunker, 1998).

Mitchell and Krumboltz (1990) emphasize that an individual's unique life-span learning experiences result in the formation of self-observation generalizations and world-view generalizations to represent his or her reality. In the assessment phase of the career counselling process the counsellor works with the individual to probe assumptions and generalizations of beliefs and to identify relevant, problematic beliefs as well as self-observation and world-view generalizations. Krumboltz presents the following guidelines to explore alternative beliefs and choices, assisting the client to develop insight into the validity of relevant problematic beliefs: examine the assumptions and presuppositions of the expressed belief; look for inconsistencies between words and actions; test simplistic answers for inadequacies; confront attempts to build an illogical consistency; identify barriers to the goal; and challenge the validity of key beliefs.

In the assessment process, Krumboltz directs the counsellor to be cognizant of problems that may occur. An individual may: fail to recognize that a remedial problem exists; fail to put forth the required effort in decision making or problem solving; eliminate a potentially salient choice for inappropriate reasons; choose poor options for inappropriate reasons; or suffer anxiety due to the perception that they lack the ability to achieve goals.

Mitchell and Krumboltz (1996) describe four fundamental trends that influence career choices in modern society: people need to expand their capabilities and interests, not base decisions on existing characteristics only; people need to prepare for changing work tasks, not assume that occupations will remain stable; people need to be empowered to take action, not merely given a diagnosis; career counsellors need to play a major role in dealing with all career problems, not just with occupational selection.

The social learning theory of career decision making describes the four outcomes of learning experiences that impact the decision-making behaviours as self-observation generalizations, world-view generalizations, task approach skills, and actions. According to Krumboltz, an individual's beliefs and stresses may be identified using a variety of cognitive and behavioural interventions including: assessing the content and development of self-observations and world view generalizations; cognitive restructuring; structured interviews; thought listing; "in vivo" self-monitoring; thinking aloud; use of imagery; career decision-making role play; reconstruction of past events; psychometric instruments; positive reinforcement; pertinent role models; taped interviews; use of video to model problem-solving behaviours; use of computer related programs; teaching self-monitoring and belief-testing processes; analyzing task-approach skills and teaching needed skills; and the use of the Career Beliefs Inventory (Fuqua & Newman, 1994; Krumboltz, 1994a, 1994b).

Summary. The emphases, content, and delivery of career guidance and counselling services have changed dramatically. The process has become holistic and flexible, allowing for individualization within a comprehensive framework. More recent considerations in research and practice include situational, sociological, economic, contextual, gender, ethnic, cultural, and other minority contexts, such as Gelatt's (1998) Self-System-Synergy, a career-life development framework.

Counsellors working from an Adlerian perspective place an emphasis on the uniqueness of the individual in the career counselling process (Sharf, 1997). They often prefer to develop their own assessments and interventions (e.g., use of the structured interview to explore lifestyle, early recollections, and family constellations). However, formal assessments may be used for specific purposes; for example, Savickas demonstrates how trait and factor theory links to an Adlerian approach through integrating Holland's typology in the career counselling process (McCrae & Costa, 1990).

Gender and Culture Perspectives and Approaches

In recent years, a shift has occurred in the occupational arena in North America (Gysbers et al., 1998). Changes have occurred in economic conditions impacting the workplace, with changes such as managerial styles, elimination of middle management positions, cutbacks, and layoffs. In addition, gender and cultural perspectives have shifted, and concerns and issues have taken on a new importance. The number of women in the workforce has increased dramatically and there has been a vast change in the diversity of the ethnic and cultural makeup of our society. To be effective in meeting the gender and cultural needs of clients, career counsellors need to ensure they are sensitive and knowledgeable in the choice and application of theoretical career counselling perspectives and interventions to satisfy individual client needs. As an integral part in the

provision of meaningful and effective counselling services, counsellors need to develop self-awareness and face personal issues and concerns in related counselling areas.

While some issues are common to all individuals, there are some that are specific to certain groups. Examples of cultural issues in career counselling include discrimination, access to education, lack of opportunities, language barriers, and financial and social support systems (Leong & Brown, 1995; Sue & Sue, 1999). Some issues that women face are gender socialization, societal influences and contexts, dual roles, and sexual harassment and discrimination (Betz & Fitzgerald, 1987; Gysbers et al., 1998; Sharf, 1997, 2002). Men confront issues similar to women's issues, but from a male perspective. In addition, men face issues of self-esteem related to level of performance and mastery, restricted emotionality, identity, changing male roles in dual career homes, and the search for salience in lifestyle (Skovholt, 1993; Skovholt & Morgan, 1981; Zunker, 1998). Gays' and lesbians' concerns include internalized homophobia, identity, coming out, negative stereotypes, and employment discrimination (Hetherington, Hildebrand, & Etringer, 1989; Morgan & Brown, 1991; Sue & Sue, 1999).

The gender, cultural, and ethnic career development needs of North American society are varied and multi-faceted (Gysbers et al., 1998; Lee & Armstrong, 1995; Paniagua, 1998; Pedersen, 1995; Pedersen & Ivey, 1994; Sue et al., 1998; Sue & Sue, 1999). There are many gender and cultural issues that may need to be addressed in the process of career development counselling. References to assist in providing historical background, information, and insight into working with multicultural clients, women, men, and the gay and lesbian population are listed under specific group headings in the Resources section.

The career counselling theoretical perspectives of the career development theory reflected in the referenced materials demonstrate flexibility in adapting interventions to gender and cultural counselling contexts. The concepts of equality, positive relationships between the sexes, and equal employment opportunities have an important position in Adlerian theory. Due to the emphasis psychodynamic theory places on the individual, Adlerian theory at first glance may not appear to address cultural and group issues. However, Adlerian concepts can be modified to address the diverse needs of individuals and groups. Integration of salient interventions (e.g., use of cognitive interventions with Asians; use of the medicine wheel to represent the four areas of the spiritual, emotional, physical, and mental aspects of career development; use of standardized instruments such as Holland's Self-Directed Search [SDS] and the Strong Interest Inventory [SII]) complement the holistic life-span, life-space approach to career counselling.

An important concept in Adlerian theory has been the recognition of equality in relationships between men and women, a concept that may also be extended to other groups (Sharf, 1997). As a result, a foundational assumption from an Adlerian counselling perspective is the idea of access to equal opportunities for not only women and men but, for example, individuals from different ethnic backgrounds in furthering their chosen lifestyles. Savickas' (1989a) career-style model provides a foundation to empower the individual client through sensitivity to gender, ethnic, and cultural variations. The Adlerian concepts of lifestyle, career style, and career path demonstrate a compatibility with the career development theories of individuals such as Super and Krumboltz.

Summary

A wide array of literature is available relating to the theories, perspectives, models, and interventions discussed in the literature review; however, detailed descriptions describing the practicality, use, and implementation of the majority of the interventions are limited. Information is not available from one specific guide or other source and the research time involved in locating appropriate interventions can be onerous and frustrating. This intervention guide for adult career development and counselling provides a starting point for a collection of resources and interventions to facilitate the career counselling process from a career/life path approach.

CHAPTER 3: INTERVENTIONS

In the process of career development and counselling, the counsellor draws from a variety of strategies and interventions. Some interventions are commonly used within the counselling process while others may be original creations or may be unique to the specific needs of the client and expertise of the counsellor. The interventions and references included in the guide provide examples that may be useful for each phase of the counselling process. It should be noted that some interventions may be appropriate for more than one phase or may bridge across one or more of the processes. The interventions may include formal/standardized assessments; informal assessments and data gathering activities; computerized career programs; other media sources of occupational information; decision making models; planning models; and job search strategies (Herr & Cramer, 1996; Magnusson, 1992; Sharf, 2002).

In the career counselling process the counsellor and client work together to establish and implement a plan to enable the achievement of goals set. The counsellor comes to the relationship with skills and knowledge that will facilitate this process. The client comes to the relationship with varying levels of motivation, skills, knowledge, understanding of the process, and abilities to collaboratively achieve satisfaction with the counselling process. Super et al. (1996) describe a cyclical and flexible use of directive and non-directive approaches described in more detail in the section in Super's life-span, life-space theory. Magnusson (1992) presents a good visual model and description of the Hierarchy of Self-Directed Adaptation in which seven levels of intervention processes are identified (Appendix A). The model effectively represents a continuum of directive to self-directedness for the client. It addresses client attributes, supporting processes in

relation to adaptability skills, specific transition skills, and prerequisite skills, and ties in the appropriate levels of intervention to meet the needs of the client.

Overview of Five Critical Career Counselling Processes Model

Magnusson's (1992) Five Critical Career Counselling Processes model provides a framework that supports a wide variety of theoretical foundations including the career/life path perspective chosen for the intervention guide. As such, the counselling process accommodates an Adlerian perspective and permits the integration of a person-centred, cognitive-behavioural, systems theory, and trait and factor approach. It is important to keep in mind that movement through the steps may be cyclical in nature.

(Fig. 3 illustrates the Five Critical Career Counselling Processes model.)

The five processes are comprehensive yet simple:

1. Initiation Phase
2. Exploration Phase
3. Decision-Making Phase
4. Preparation Phase
5. Implementation Phase

The process of career counselling requires a guiding direction and purpose to support the client's success in developing a career/life path master plan. Magnusson (1992) describes six "sub-outcomes" in the career counselling process that assist in achieving proposed goals. First, a dream or vision (hope) frees the client to be creative in developing a vision and to generate the energy and motivation to pursue their goals. A specified goal (target) brings a level of reality to the vision and funnels the dream and energy in a rewarding direction. The next step is to generate a list of alternatives and options for reaching the goal(s), taking into consideration possible barriers or unexpected

situations that may arise. After the alternatives have been chosen, a specific plan for goal attainment (means) is developed to plan the “how” of reaching the goals set. The next step is to identify a career fit that is acceptable to the client in the present time and circumstance (satisfaction and resolution). Finally, the development of self-sufficiency in the career process empowers the client to move toward independent management of future transitions in his or her career/life path (adaptability and independence).

Representative interventions have been chosen for the different phases of adult career development and counselling and are presented under the headings of Magnusson’s (1992) processes. The exercises are examples, and are not presented in any particular order. It is important to keep in mind that interventions may be appropriate at more than one level of intervention for different purposes. The majority of interventions presented in the manual are concentrated within the Initiation and Exploration Processes, as these phases are the heart of a good counselling process.

Interventions to Facilitate the Initiation Process

The initiation process, along with the exploration process, forms a critical core foundation for the success of the career counselling process. With this in mind, there will be a greater focus on the interventions presented in the initiation and exploration processes. In the initiation phase of the career counselling process the counsellor has specific tasks that need to be addressed. During the intake interview, information is collected to provide a surface view of the presenting problem. An in-depth exploration of the problem follows, exploring the client’s thoughts, feelings and behaviour, in addition to the parameters for change (i.e., motivation, skill level, and anxiety), assessing the information gathered to assist in making decisions regarding subsequent directions in the counselling process (Magnusson, 1992; Super, 1985b). During the initiation phase the

counsellor also works to build relevance for the career planning process and an effective working relationship with the client, a critical component to the success of the counselling process. As previously noted, the client's current contextual salience and perceptions are carefully examined, taking note of personal and world views. Once satisfactory/unsatisfactory aspects as well as reasons and motivations for change are also explored, preferred alternatives may be identified to respond to the underlying issues. The next step is to generate a broad goal statement to indicate the general direction and purpose of the counselling process (e.g., to find a different work environment but remain in the same occupation, to find an occupation that is meaningful, or to improve relationships with co-workers.) For convenience, a Career Counselling Intake Interview Form (Appendix B), and Case Notes Forms for Session 1 (Appendix C) and subsequent sessions (Appendix D) have been included in the appendices and may be easily adapted for individual use.

During the exploration of the current situation, concerns may arise regarding issues such as severe anxiety, depression, or suicide. Career/life path counselling represents a holistic approach and the issue of concern may need to be addressed before the "career"-focused process continues, or may be addressed concurrently. Included in the appendices are the following supporting materials or interventions that may be helpful: Suicide Questions (Appendix E); Beck Depression Inventory (Appendix F); and a Relaxation Exercise Script (Appendix G).

Adler describes individuals as striving to decrease feelings of inferiority through an increase in a sense of significance achieved by a sense of belonging, uniqueness, and meaning (Mosak, 1995; Watkins, 1984). During the exploration of surface and depth views the counsellor is able to make observations of views that support feelings of

significance and encouragement or perpetuate feelings of inferiority and discouragement. The following interventions are effective in acquiring insight and information to provide a foundation for further exploration or intervention during the career counselling process: Family Constellation Exploration, Early Memories Exploration, Dream Exercise, and Hermeneutical Analysis – Pride Story. The Family Constellation and Early Memories exercises act as effective information-gathering tools for formulation to assist developing the broad goal statement. The Dream Exercise and Hermeneutical Analysis – Pride Story provide additional information and insight for both the counsellor and client and a preliminary understanding and direction for further career development and counselling. As previously mentioned, the counselling process is a cyclical process and the interventions in the initiation and exploration processes demonstrate considerable overlap.

Family Constellation Exploration

Career Counselling Stage/Process: Mainly Initiation; Exploration

Sources: Mosak (1995); Watkins (1984)

Activity/Intervention: Family Constellation Exploration

General Purpose:

The family constellation exploration exercise provides insight into the accuracy/inaccuracy of the client's present personal occupational perceptions, personal and world views and level of motivation for change.

Relevant Population: Generic

It is important to consider cultural and ethnic influences when assessing and discussing the information gathered.

Goals:

- To gather information and insight regarding the client's early familial relationships and place within the family
- To relate the information gathered to current occupational attitudes and behaviours in the current work environment

Objectives:

- To assist both the counsellor and client to gain insight into the client's present feelings of significance, uniqueness, belonging, and level of social interest within the client's social/occupational context
- To further explore how the client's perceptions impact the basic life tasks of sex/love, social relations and work in an occupational environment

Materials/Resources Required: Paper, pen

Optional: Subjective Units of Disturbance Scale (SUDS) (Appendix H), Career Genogram (Appendix I), BTF/BDA Matrix (Appendix J), Automatic Thoughts Homework Log Sheet (Appendix K), Daily Record of Automatic Thoughts (Appendix L), Daily Log of Inaccurate Thoughts and Beliefs (Appendix M)

Time Required: 40-60 minutes

Process and Procedures:

- Introduction/Discussion

Exploration of the family constellation provides a glimpse into the client's position and place, as a child, within the family, in school, and among peers. For example, a middle child may develop feelings of inferiority or reduced sense of significance when a new sibling is born. The child's perception may be that he/she is

loved less due to the decreased amount of time her mother spends with her, when, in fact, it is because a baby requires a great deal of time and energy.

- During the information-gathering process explore the client's relationships with and position within the family constellation exploring the client's thoughts, feelings, and behaviours.
- After the exploration, discuss with the client how the family constellation relates to a child's perception of his/her role or position in the family and conversely the impact on family members' perception of the client.
- After the exploration discuss the impact of the client's role or position within the family constellation on personality development, value formation, and expectations for the client as a worker, works as an activity, and the work environment.
- Client Responsibilities
 - Collaboratively explore his/her role within the family constellation.
 - Explore the impact on personality development, value formation, and personal expectations as a worker, work as an activity, and the work environment.
- Counsellor Responsibilities
 - Collaboratively explore the client's role within the family constellation.
 - Facilitate the exploration to assist the client in developing insight into the impact of the family constellation on personality development, value formation, and personal expectations as a worker, work as an activity, and the work environment.
 - Identify the client's inaccurate thoughts and beliefs, deficit skills, and feelings of significance.
 - Begin to formulate tentative hypotheses.

- Setting of Goals and Objectives
 - Discuss with and obtain agreement from the client to gather and explore information regarding early familial relationships and position within the family.
 - Relate the information gathered to current occupational attitudes and behaviours in the current work environment.

Implementation (Main Body):

Ask the client for information about the family constellation as a whole and each member of the family, such as, age, sex, occupation, where they live, and relationships with the client and other members of the family. Explore the current context and then the family context from childhood, covering the three domains of counselling: thoughts, feeling, and behaviours. A personal or career genogram may help to organize information. A sample of a career genogram is included in Appendix I (Gysbers et al., 1998). During the process facilitate the development of insight into similarities in ways of thinking, feeling, and acting then and now, both in the client's personal and work context.

Observe the client's reactions and responses as they go through the process and record relevant information for further exploration (e.g., levels of motivation, feelings of significance, inability to express feelings to parents, fear, anxiety, self-worth).

After the client's perceptions, world views, and motivation level have been sufficiently explored, further discussion provides the opportunity for greater client and counsellor insight and understanding. For example, continue to explore the client's self-observations and perceptions of how they fit in the family and their relationships with other members of the family. Assist the client in elaborating and gaining insight into how strengths have supported success, or how areas of deficit have hindered the client in current personal and occupational contexts. The counsellor may also offer observations,

beginning with non-threatening phrasing such as, *“Do you mind if I make an observation?”*, *“Correct me if I’m wrong...”*, and then presenting the observation or idea, *“It seems to me that when your boss doesn’t listen to your ideas, you get frustrated and angry, kind of like when you were a kid and your sister would never take you seriously or listen to you”*, or *“I wonder how you could use the motivational and organizational abilities you developed as the captain of the hockey team at work.”*

Generate a list of strengths during the exploration and have the client add to it. Explore how they have supported successes in the client’s personal and work context in the past. Discuss and prioritize inaccurate perceptions, beliefs, and feelings that may impede the client from desired goals. With the client identify some areas that are impeding success to address in future sessions. Examples of areas to be addressed may include: anxiety, feelings of helplessness, low self-worth, a lack of a sense of belonging, anger management, level of education, and social skills.

Evaluation of the Efficacy of the Intervention Process:

- Collaborative Reflection, Review, Discussion

Review, summarize and seek confirmation and/or clarification of the information and insights obtained during the session relating to the goals and objectives set out.
- Summative Evaluation

Could the intervention have been more relevant and meaningful? If so, how could it be improved? What did the client find worked in meeting the goals (or hindered progress)?
- What Next?
 - Evaluate the information gathered for inaccurate thoughts and beliefs, areas of need relating to the stated objectives, and how they connect to present feelings of

significance, uniqueness, belonging, and level of social interest within the client's social/occupational context. Further, these findings will be examined in relation to how the client's perceptions currently impact the basic life tasks of sex/love, social relations and work in an occupational environment. See The Major Irrational Ideas (Ellis & Harper, 1961) (Appendix N), Eight Interpretable Factors of the Dysfunctional Attitude Scale (DAS) (Weissman, 1979) (Appendix O), and Types of Cognitive Errors (DeRubeis & Beck, 1987) (Appendix P), and Adler's Basic Mistakes (Appendix Q) for examples of inaccurate perceptions and beliefs.

- From the priorities established, select strategies/interventions for the next session, for example, repeated administration of the Beck Depression Inventory (Beck, 1978) and initiate one activity such as going for a 15-minute walk each day; exploring and confronting inaccurate beliefs/perceptions; relaxation exercises.

- Homework

Homework selected will vary with the individual client. Some examples follow.

- In a journal, the client may reflect on insights gained during the session and after. The reflections will be discussed during the next session.
- To address depression, the client might take a daily walk.
- A BTF/BDA Matrix might be helpful for anger management or anxiety concerns (Appendix J).
- Complete a daily record of automatic thoughts to monitor inaccurate beliefs on the Automatic Thoughts Homework Log Sheet (Cormier & Cormier, 1998) (Appendix K), the Daily Record of Automatic Thoughts (adapted from Cormier & Cormier, 1988) (Appendix L), or keep a Daily Log of Inaccurate Thoughts and Beliefs (Appendix M).

Resources

Mosak, H. (1995). Adlerian psychotherapy. In R. Corsini, & D. Wedding (Eds.), *Current psychotherapies* (5th ed.) (pp. 51-94). Itasca, IL: Peacock.

Cormier, S., & Cormier, B. (1998). *Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions*. Pacific Grove, CA: Brooks/Cole.

Early Memories Exploration

Career Counselling Stage/Process: Mainly Initiation; Exploration

Sources: Mosak (1995); Watkins (1984)

Activity/Intervention: Early Memories

General Purpose:

To gain information on the accuracy/inaccuracy of the client's present personal occupational perceptions, personal and world views, and level of motivation for change

Relevant Population: Generic

It is important to consider cultural and ethnic influences when assessing and discussing the information gathered.

Goals:

- To facilitate the client's insight and understanding of present perceptions and views and the impact of these views on the client's present situation
- To develop a surface view of the presenting problem and identify underlying issues
- To identify the client's current parameters for change (i.e., motivation, skill level, and anxiety)
- To build feelings of significance, uniqueness and belonging
- To strengthen the counsellor/client relationship

Objectives:

- To gain insight into present feelings of significance, uniqueness, belonging, and level of social interest within the client's personal/social/occupational context
- To further explore how the client's perceptions impact the basic life tasks of sex/love, social relations and work in an occupational environment

Materials/Resources Required:

Pen, paper, journal, Memory Grid (Appendix R) Progressive Relaxation Exercise (Appendix G) (optional)

Time Required: 40-60 minutes

Process and Procedures:

- Introduction
 - Discuss the presenting problem, and set goals, and objectives for the intervention with the client.
 - Discuss the value of early memories in helping to understand the current personal and world views and feelings of significance.
 - Obtain agreement from the client.
- Client Responsibilities
 - To recall and explore three to four early memories, with a focus on thoughts, feelings, and behaviours related to each memory.
 - To endeavour to link early and current thoughts, feelings and behaviours; personal and world views; and levels of motivation and commitment to feelings of significance and the basic life tasks of love, relationships and work.
- Counsellor Responsibilities
 - To guide the client through the exploration of three to four early memories.

- To explore and observe the domains of counselling (thoughts, feelings, and behaviours) and parameters for change.
- To facilitate the linking of early and current thoughts, feelings and behaviours; personal and world views; and levels of motivation and commitment to feelings of significance and the basic life tasks of love, relationships and work.
- To continue to formulate hypotheses.
- **Setting of Goals and Objectives**
 - The goals and objectives of this intervention are somewhat predetermined and specific, and as such are somewhat counsellor-directed; however, success requires client input, commitment, and cooperation. The number of early memories explored will vary. The purpose is to gather enough information to provide a foundation for further exploration of relevant information and perceptions that may be impacting the client's life-span journey.

Implementation (Main Body):

The client chooses an early memory to explore. It would be helpful to provide some brief criteria for what constitutes an "early recollection," for example, a specific memory of an event, such as *"I remember one day....,"* not a generalized memory, like *"We used to go to the park every Sunday."* The counsellor encourages the client to expand upon thoughts, feelings, and behaviours connected to the memory. Sensory cues (i.e., sight, sound, taste, touch, and smell) may help the client to expand and elaborate (e.g., *What do you smell? What is in front, behind, above ... you? Where are you? Who is there? What are you thinking/feeling.... as you walk toward the living room? What are you doing? Describe how your mom reacted when... How did that make you feel?*)

Filling out a Memory Grid (Appendix R) may assist the client in recalling early memories

for this exercise and significant events for further exploration later on. If the client is feeling anxious, a relaxation exercise may be appropriate before beginning. If the client is already familiar with and experienced with the relaxation process, it may be possible to complete a shortened relaxation exercise (Appendix G; Cormier & Cormier, 1998).

As the client describes the memory, the counsellor may jot notes on pertinent accurate/inaccurate perceptions, thoughts, feelings, and beliefs. Upon completion, the counsellor and client explore similarities and differences in the client's perceptions then and now. New insights and understanding may then be linked to current feelings of significance, uniqueness, and belonging, as well as positive and negative influences in the areas of sex, social relations, and work in the client's occupational environment.

Evaluation of the Efficacy of the Intervention Process:

- Collaborative Reflection, Review, Discussion
 - Formative evaluation of the process takes place during the intervention. Some clients may have difficulty elaborating or remembering events from early childhood. It may take several attempts over time for the client to develop the ability to take part in this intervention. Journaling is another format for exploring early memories for discussion during the next session.
- Summative Evaluation
 - Did the intervention accomplish the goals and objectives? If not, why? What could be changed or adapted to facilitate success? Is there another intervention that might better meet the needs of the client and still respond to the presenting problem? Some clients may have difficulty closing their eyes to explore early memories, perhaps a focal point such as a picture, or spot on the wall might work for initial attempts. Writing early memories is another powerful strategy.

- What Next?
 - To explore contextual salience through the Dream Exercise, Hermeneutical Analysis – Pride Story, and the Life Role Analysis (Magnusson, 1992).
 - To review the insights the client has gained, and further explore and interconnect any additional information gained from the journal homework exercise.
- Homework
 - Journal
 - Continued exploration of early memories
 - Reflection on insights from the early memories intervention and how early experiences have impacted personal and world views; perceptions of inaccurate beliefs and thoughts that may have developed; and how these views have affected the client’s current lifestyle (e.g., personal and work contexts, feelings of significance, and relationships)

Dream Exercise

Career Counselling Stage/Process: Initiation, Exploration, Decision Making, Preparation

Activity/Intervention: Dream Exercise

Sources: Alberta Advanced Education and Career Development (1995); Alberta Human Resources and Employment (2000a, 2000b); Magnusson (1992)

General Purpose:

- To determine dreams – too big, too small

Relevant Population: Generic

Goals:

- To free the client's creative imagination, unrestricted by barriers to dreaming, and to create a vision
- To increase motivation
- To increase feelings of encouragement and inspiration

Objectives:

- To expand the client's world of possibilities
- To discover and generate alternatives
- To identify the client's characteristics, values, interests and skills

Materials/Resources Required:

Journal

Time Required: 1 hour

Process and Procedures:

- Introduction and Discussion

The dream exercise supports clients in the pursuit to unleash their potential and is a key factor in career management. Everyone comes up against barriers in life; some are obvious, while others may be less apparent (e.g., tuition fees, depression, location, language, level of education, or interpersonal skills). To dream is to remove barriers, unrestricted by self or externally imposed restriction or "reality." It may be necessary to initially address some barriers before the client is able to fully embrace the dream process. Begin by discussing how our dreams, desires, and choices in life become restricted by perceived stressors and restrictions imposed by "life."

- Client Responsibilities
 - To commit to the dream- and vision-making process.

- To discover alternatives and expand the world of possibilities.
- **Counsellor Responsibilities**
 - To assist the client in a process that increases feelings of encouragement and motivation.
 - To guide the client in the discovery of alternatives.
 - To foster the discovery and identification of strengths through the dream and vision building process.
- **Setting of Goals and Objectives**
 - Discuss how this exercise fits into the career counselling process, ensuring client commitment.
 - Keep the goals broad and open.

Implementation (Main Body):

The dream exercise has no restrictions or boundaries (Magnusson, 1992). At a later time in the exploration, decision-making, or preparation process the dream or vision might be used in a more focused manner, for instance, “*What would a perfect work environment look like?*” (not a specific job or occupation).

Some people have difficulty with the dream exercise, as most people grow up in a “realistic”-focused environment. It may take several sessions and attempts before the client releases inhibitions and feels safe enough to describe or realize deeply held dreams. This is not the place for “Yeah, but . . .,” but a brainstorming session of “Anything is possible.” The dream is a launching point for the future of the career/life path plan and provides important information on structural salience.

It may be helpful to pair the dream exercise with a Relaxation Exercise (Appendix G) or Guided Imagery Exercise (Appendix S).

Begin by encouraging the client to relax and share a dream or vision for the future. Ask the client to remove any barriers and take a few minutes to visualize where he or she would be and what he or she would be doing, describing the dream as it develops. Remind the client that the focus is on activities not occupation and explore what makes the activities so enjoyable, and what certain aspects represent, for example, trekking through Tibet and meeting with the Dalai Lama. It may be helpful or necessary to guide the imagery, facilitating more detailed description through links to the five senses, or using “who,” “what,” “when,” “where,” and possibly at some point “why” questions. The counsellor observes and makes note of possible alternatives during the process.

After the dream exercise is finished, the counsellor and client explore any themes that may have come forward, such as, creativity, independence, security, and being alone or with others.

Evaluation of the Efficacy of the Intervention Process:

- Collaborative Reflection, Review, Discussion
 - As previously mentioned, this exercise may be initially difficult for some clients. Discuss what worked and what didn't. What might make it more effective (e.g., music, muted lighting, eyes open but on a focal point, relaxation, or guided imagery exercises)?
- Summative Evaluation
 - Is the client's creative imagination stimulated?
 - Is the client feeling more motivated and inspired?
 - Is the pool of alternatives expanding?
 - Is the client gaining insight into personal characteristics, interests, values, and skills?

- What Next?
 - Review dreams recorded in the client's homework journal.
 - Continue to work on the dream process, developing the client's ability to create a vision for the future. This could be a 10-15 minute exercise during another session.
 - Preliminary identification of tentative barriers.
 - Next session – Hermeneutical Analysis – Pride Story. Identify characteristics, values, interests and skills of the client.
- Homework
 - Journaling – Take 15-20 minutes 2-3 times during the week to dream. Record the dreams in a journal, reflecting on feelings, motivation, inspirations, and barriers that may be blocking the dream. Make note of any themes or recurring themes.

Resources

Alberta Advanced Education and Career Development (1995). *Radical change in the world of work: A counsellor's guide*. Edmonton, AB: Author.

Alberta Human Resources and Employment (2000a). *Skills plus handbook: Discovering your personal career assets*. Edmonton, AB: Author.

Alberta Human Resources and Employment (2000b). *Radical change in the world of work: The workbook*. Edmonton, AB: Author.

Magnusson, K. (1992). *Career counselling techniques*. Edmonton, AB: Life-Role Development Group.

Hermeneutical Analysis – Pride Story

Career Counselling Stage/Process: Initiation and Exploration

Activity/Intervention: Hermeneutical Analysis – Pride Story

Sources: Alberta Advanced Education and Career Development (1995); Alberta Human Resources and Employment (2000b); Magnusson (1992, 2000a)

Problem to be Solved:

- What is meaningful or salient to the client?

Target Population:

- Generic; however, sensitivity to gender and culture issues is critical
- Ideally in small groups, but works well with individuals

Goals:

- To determine what is meaningful or salient to the client
- To identify themes of personal meaning for the client
- To increase motivation
- To increase feelings of encouragement and inspiration

Objectives:

- To work with the client to identify salient characteristics, values, interests, and skills
- To enhance relevance of the career planning process
- To prioritize the top 10 salient qualities and ensure that the top 5 are a high priority for inclusion in the client's career/life path choices
- To identify circumstances when the client's salient features have previously supported success in the client's life
- To gather information to support the career counselling process

Materials/Resources Required:

Memory Grid (Appendix R) Significant Events Timeline (Appendix U)
Pride Story Form (Appendix T) Optional: Journal, diaries, tape recordings

Time Required: 1 hour

Process and Procedures:

- Introduction/Discussion
 - Discuss the importance of living a meaningful life and how it supports a sense of significance, uniqueness, and belonging.
 - Discuss and explore the impact that living a meaningful life has on the basic tasks of love, relationships, and work.
- Client Responsibilities
 - To select and present a significant experience for elaboration in written or oral form.
 - To collaboratively identify characteristics, values, interests, or skills and relate them to past successes.
 - To prioritize and identify qualities and skills that are meaningful and need to be included in the client's career/life path to experience an acceptable level of life satisfaction.
- Counsellor Responsibilities
 - To work collaboratively to identify what is meaningful to the client.
 - To collaboratively identify characteristics, values, interests, or skills and relate them to past successes.

- Setting of Goals and Objectives
 - To engage the client's commitment to pursue the goals set. The goals and objectives for the exercise are quite specific and as such predetermined.

Implementation (Main Body):

Ask the client to make a list of significant life experiences. The Memory Grid (Appendix R) or the Significant Events Timeline (Appendix U) may prove useful. From the list of significant life experiences, ask the client to choose a personally significant event that reflects a sense of pride or achievement, preferably in the areas of work, education, or leisure.

The client chooses a title for the pride story and may present orally or complete the exercise in written form. Written form tends to provide time for reflection and expansion of detail; however, oral expression can also be powerful. An oral presentation gives the counsellor the opportunity to prompt further elaboration and description. If the exercise is done in a small group setting the other members of the group may encourage further elaboration or clarification. As the client presents orally, the counsellor or group members use the Hermeneutical Analysis – Pride Story Form to write down characteristics, values, interests, and skills they perceive to apply to the client. The accuracy assigned to listing attributes in the appropriate columns is less important than just getting the ideas down.

After the client has completed the story, the counsellor or the group members in turn respond to the client, reflecting on the attributes listed. Each individual also chooses one attribute that stood out for them in relation to the client and the story. The Pride Story forms are collected at the end and given to the client. The client has the opportunity at this time or during the feedback portion of the session to add to the list or question

assigned attributes to clarify how they fit into the client's self-perceptions. In a large group, smaller groups may be formed, allowing each person a chance to present a pride story. When the counsellor is working individually with a client, the counsellor may add other qualities to the list and later relate to the client how these qualities have revealed themselves at other points in the counselling process.

The next step is for the client to prioritize the top 10 attributes and star the top 5. These are attributes that are important for consideration in subsequent career counselling sessions. The top 5 should be inviolable and critical to include in career/life path planning and a part of the occupational direction. The rest of the top 10 are also important attributes and important to include in other life roles and/or occupational pursuits. A further discussion may take place as to how the results of the pride story have impacted the client's view of career/life path alternatives.

The identified attributes have likely led to past satisfaction in the client's life. Explore and discuss situations to illustrate past successes. The counsellor can relate that they will likely lead to satisfaction in the future as well. A transition statement to support continued motivation and satisfaction may be *"If you were able to find an environment where you could use some or all of these qualities, would that appeal to you?"*

Later on in the exploration and decision making process the results of the Hermeneutical Analysis can be compared with results of formal and informal personality, interest, value, and skill assessments. It can act as a powerful reinforcement and validation in career decision making. Figure 4 provides a Hermeneutical Analysis example.

Figure 4	
Hermeneutical Analysis - Pride Story Example	
Title: How I Successfully Completed my Undergrad Degree Without Going Crazy	
Skills and Interests	Characteristics and Values
Writing skills Coping skills Organization Interpersonal skills	Brave Resilience Perseverance Knowledgeable Strength of character Persistent Tenacity Grief – caring – three deaths Courageous Introspective Seeking help Resourceful Ability to cope with pressure Spiritual Intelligent
	<ul style="list-style-type: none"> * 1. Spiritual * 2. Resilience * 3. Introspective * 4. Courageous * 5. Interpersonal skills 6. Perseverance 7. Tenacity 8. Seeking help 9. Intelligent 10. Ability to cope under pressure

Evaluation of the Efficacy of the Intervention Process:

- Collaborative Reflection, Review, Discussion
 - Group or individual discussion and feedback on the salience of attributes identified by the client and/or the counsellor and group members on feelings of encouragement and motivation, and career/life path choices.
 - Assess links to successes using strengths.
- Summative Evaluation
 - Did the story chosen provide an opportunity for the client to reveal sufficient information on qualities and themes that are relevant and meaningful? It may be necessary to complete more than one pride story.
 - How did the pride story affect the client's level of motivation, and feelings of inspiration and encouragement?
 - Did the hermeneutical analysis increase the relevance of the career planning process?
- What Next?
 - Review the homework and integrate the results with those of the previous story.
 - In the exploration phase the client can use the results of the hermeneutical analysis to find individuals who have similar characteristics, values, interests, and skills and link with some occupational areas where these attributes are valued.
 - Life Role Analysis (Magnusson, 1992). The LRA provides a blueprint for exploration and career development.
 - Life-Career Rainbow (Super, 1980). The Life-Career Rainbow (Appendix V) illustrates Super's life-span, life-space theory and can be used to provide a current and desired view of life roles in life-space.

- Homework
 - Complete 1-2 pride stories for further review to identify salient themes. The client may use a journal or record the stories; however journal writing generally provides more description and detail.

Resources:

Alberta Advanced Education and Career Development (1995). *Radical change in the world of work: A counsellor's guide*. Edmonton, AB: Author.

Alberta Human Resources and Employment (2000a). *Skills plus handbook: Discovering your personal career assets*. Edmonton, AB: Author.

Alberta Human Resources and Employment (2000b). *Radical change in the world of work: The workbook*. Edmonton, AB: Author.

Alberta Human Resources and Employment (2002). *The career planner: Choosing an occupation*. Edmonton, AB: Author.

Magnusson, K. (1992). *Career counselling techniques*. Edmonton, AB: Life-Role Development Group.

Magnusson, K. (2000b). *Hermeneutical analysis*. Lethbridge, AB: Faculty of Education, University of Lethbridge (ED5706 Counselling Psychology: Interventions – class notes and lecture).

Interventions to Facilitate the Exploration Process

The next phase of the counselling process is the exploration process. In the initiation process a preview or surface view exposed the presenting problem. It provided an opportunity for the collection of relevant data, the preliminary evaluation of the presenting problem, and identification of underlying issues (Super, 1985a, 1990). The

information gathered establishes the foundation for further formal assessment to develop an in-depth view. In the intake interview, the process proceeds to an informal but more in-depth view of the client's characteristics, values, interests, and skills. The information garnered provides valuable insights into the client's work salience and level of career maturity (i.e., planfulness, attitudes toward exploration, decision making skills, information, and realism). The underlying barriers to the career development and planning process begin to surface and are addressed. The counsellor has had the opportunity to formulate hypotheses on the client's central life goal, the main concern, and the client's motivation, personal, and world views and how they apply to overcoming barriers. The client's lifestyle and career goals begin to unfold. At this point, the counsellor obtains the client's commitment to move forward with the career planning process, and begin the transition to the exploration phase. The initiation and exploration processes form the heart of the career counselling process. As with the initiation phase, a greater focus will be placed on non-traditional interventions in the exploration process. References to other well-documented activities and interventions are provided to support a well-rounded practice.

The exploration process provides a transition phase with cyclical interactions recurring between the initiation, exploration, and decision-making processes; for example, while the focus of the hermeneutical analysis was to increase motivation for the career planning process, the focus in the exploration process is to link the results to outcomes of other assessments (Magnusson, 1992). Magnusson (1992) describes three issues that make up the core of the exploration process: the identification of attributes, assets and liabilities; the identification of opportunities for need resolution; and determining the degree of fit among the client's choices.

The informal and formal assessment procedures in the exploration process support the identification of viable alternatives for the client. Characteristics, values, interests, and skills are linked to occupational exploration, and strategies and interventions are introduced to support salient and effective choices in the decision making process. For example, a client who is depressed needs to take steps to deal with the depression before he or she is able to effectively generate alternatives and make salient and satisfactory career choices. Informal interventions presented include: Guided Imagery (Cormier & Cormier, 1998), Progressive Relaxation (Hiebert, n.d.), and Life-Career Rainbow (Super, 1980). Several formal assessments are briefly described, including projective techniques, interest inventories, career maturity measures, work values measures, personality inventories, a decision-making system, computerized programs, and other helpful resources.

Guided Imagery

Career Counselling Stage/Process: Exploration and Initiation

Intervention: Guided Imagery

Source: Cormier and Cormier (1998); Magnusson (2000a)

General Purpose:

- To facilitate empowerment through increased confidence and sense of significance

Target Population: Generic

It is important to consider a client's the client's perception of both self and culture when using guided imagery. The imagery must be culturally relevant; for example, the use of healing symbols, myths, folk tales, and legends should be culture-specific or universally recognized. The counsellor should also be aware of whether the client's cultural context stems from an individualistic or group model.

Introduction/Description of Intervention

In the guided imagery exercise, the client focuses on positive thoughts, feelings, or behaviours while visualizing a stressful or anxiety-arousing situation, developing the ability to block the effects of the negative trigger. The vividness of the imagery is enhanced through the exploration of the senses; for example, *“What feelings did you experience as you walked from the garden into the house?” “Describe the colours, sounds, smells, temperature, and movements you experienced as you moved through the scene.”*

Guided imagery may be used for a broad array of issues and is often paired with relaxation training. Research supports the use of guided imagery for issues such as the cognitive restructuring of early memories, grief, learned helplessness, panic attacks, problem solving, brief psychodynamic therapy, stress reduction, and anxiety (Cormier & Cormier, 1998). The example of guided imagery that follows is one variation that may be applied in the counselling process. Before beginning the counsellor describes the purpose of guided imagery and prepares the client for the process.

Goals:

- To increase the client’s level of confidence
- To increase the client’s feelings of encouragement and hope
- To empower the client in the career counselling and exploration process

Objectives:

- To guide the client to a relaxed state in a safe environment through a guided imagery scenario
- To increase levels of confidence, encouragement, and hope, and as a result, sense of significance by contacting the client’s source of wisdom

Materials/Resources Required:

Guided imagery script (Appendix S)

Tape/CD of relaxing music (see Resources)

Optional: Assessment such as the Beck Depression Inventory (BDI) (Appendix F) or a SUDS scale (Appendix H – sample)

Time Required: 45 minutes

Process and Procedures:

- Introduction
 - Discuss the purpose and goal of the process of guided imagery in assisting the client to contact his or her source of wisdom and confidence. Explain that you will guide the client through an imaginary scenario where the client attends to his or her emotions and sensation. Explain that the scenario takes the client to a place of security and complete safety, and at the end the client will feel relaxed and more confident.
 - Administer an assessment such as the BDI or SUDS scale to compare with results after the intervention if appropriate.
 - Ask the client to think of his or her greatest fear or source of self-doubt. Next ask the client to imagine a person/being who represents the greatest source of wisdom.
- Client Responsibilities
 - To commit to the process.
 - To attend to feelings and sensations and to be immersed in the scenario as much as is possible.
 - To monitor feeling of safety and communicate unsafe feelings if they arise.

- **Counsellor Responsibilities**
 - To explain the guided imagery process and intent of the intervention.
 - To be sensitive to the client's level of comfort and safety, and to adjust the process if necessary.
 - To discuss and explore the client's experience and promote insight into increased feelings of confidence and sense of significance.
 - To link the impact of increased confidence and sense of significance to the client's level of social interest and to the basic roles of sex, social relations, and work in the client's lifestyle.
- **Setting of Goals and Objectives**
 - Discuss the purpose and benefits of the guided imagery exercise with the client and collaboratively outline the goals and objectives.

Implementation (Main Body):

Begin by guiding the client into a relaxed state, with closed eyes and breathing deeply as described below.

Guided Imagery: The Right to be here as a Counsellor (Magnusson, 2000a) (fill in whatever is appropriate, for example Teacher, Friend, Mentor)

The goal of this session is to get you to make contact with your source of wisdom, and thereby to your source of confidence. I will describe a scenario, and I just want you to imagine yourself in that scene. We will be attending to your emotions and sensations in this scenario. I will be leading you to a place of security, of total safety, and when we are finished, you will feel more relaxed, and more confident.

Before we begin, there are two things I want you to think of. First, I would like you to think of your greatest fear, or source of self-doubt, as a compassionate person, or

role as a compassionate person. Take a moment, and let me know when you have that thought in your mind.

Second, I would like you to imagine a person that for you represents the greatest source of wisdom and compassion. This may be a real person – someone for whom you have the greatest level of respect – or it could be an imaginary person. The key is that you have the utmost respect for this person as a compassionate person (mentor, friend, teacher, etc.). Let me know when you have that being in mind. We will refer to this person as “The Compassionate One.”

Good – I see that you are ready. I would like you to begin by relaxing. Close your eyes and take a deep, cleansing breath, and as you exhale, breathe out any thoughts or worries that you might have come in with. Take another deep breath, and as you exhale, feel how your body is releasing tension. As you continue to take slow, deep breaths, practice your 10-second relaxation drill (Appendix G).

Now that you are relaxed, we will start the imagery.

	Imagine yourself on a tropical beach. The sun and the sand are warm. You face the ocean, and see the waves rolling onto the shore. Listen for a moment to the sound of the waves.
:30	Feel the sensation of the warm sunshine all over your body. You are thinking that this is a beautiful place.
1:15	As you stand there, the sun seems to get hotter. You look behind you, and notice a path through the bushes where the beach ends. The path is wide, and inviting; curious, you decide to see where it leads.
2:30	As soon as you enter the forest canopy, you are aware of the difference in the light. The shade from the trees provides a welcome relief from the heat of the sun. You walk along the path, aware of the songs of the birds, and the pleasant feel to the air.
3:30	The path takes you to a gate. When you open it, you find yourself in a beautiful, shaded garden.
3:45	There is a small stream gently bubbling beside you. The garden is filled with the most beautiful flowers of every size and description.

4:00	You are in awe of the beauty of the garden, and you are suddenly aware of the sweet smell of the flowers. You pause and soak up all of the sensations.
4:30	At the other end of the garden, you notice a building with a large, heavy, wooden door. You walk towards the door, and somewhat tentatively, you turn the handle.
5:00	The knob turns, and the door slowly swings open. You step inside, and the door swings gently shut. It is very dark in this room, and it takes your eyes a moment to adjust. While you are getting your bearings, you feel the cool comfort of this place. It is a welcome feeling after the heat of the outdoors.
5:30	Slowly, your eyes adjust to the darkness, and you see a table at the other end of the room. There is a person sitting at the table, facing away from you so that you cannot see who it is.
5:45	Slowly, the person turns to face you. With a surprise of recognition, you see that it is The Compassionate One.
6:15	You feel humbled to be in the presence of the One for whom you have such respect, and even a little awkward at having come here. Maybe, you are interrupting.
6:30	You feel like leaving.... But just as you start to turn, The Compassionate One stands, and invites you over.
Thunder; song change	
:30	You sit together awhile, and The Compassionate One looks deeply into your eyes. You have never felt such total acceptance, and such total understanding. It is as if The Compassionate One can see into your very soul. You embrace, and at this moment, you feel a perfect peace.
1:15	The Compassionate One stands back, and holds you at arm's length, and once again smiles.
1:30	Then, looking into your eyes, and right through you into the deepest part of your soul, The Compassionate One whispers something to you. It is something you have wanted – have needed to hear.
2:15	The Compassionate One returns to the table. You are still thinking about what The Compassionate One told you. With renewed confidence, you turn, and move towards the door.
2:30	You pause for a moment, and once again you are aware of the cool comfort of this place.
3:00	Without looking back, you open the door and step back into the garden. Somehow, the flowers seem even brighter and smell even lovelier than before. You move towards the gate, and listen to the sounds of the little brook.

3:30	You pass through the gate, and back into the deep forest. It is shaded here, but much warmer than in the garden. You walk back along the wide path, and the songs of the birds encourage you.
Chimes; start of song 3	
	You reach the beach, and once again step into the heat of the sun. You walk to the water's edge, and feeling the warmth of the sun on your back and face you pause to listen to the sound of the waves.
0:45	You take a deep breath, and drink deeply of all of the sensations around you.
1:00	You take another deep breath, and as you do, you start to return to this place. You take one more deep breath, and you are aware of being back in this room. You sense, but do not see, your classmates around you.
1:15	When I count to 3, you will open your eyes, feeling refreshed, and confident. One...Two...Three.

After the guided imagery exercise is over, discuss the emotions, thoughts, and feelings experienced by the client. The client may choose not to share what The Compassionate One whispered. However, further discussion may centre on how feelings of confidence, hope, and encouragement were affected. This exercise is often very powerful and may have a profound impact on the client.

If assessments such as the Beck Depression Inventory (Appendix F) or a SUDS scale (e.g. anxiety, level of confidence) were administered at the beginning of the session, re-administer the assessment.

Evaluation of the Efficacy of the Intervention Process:

- Collaborative Reflection, Review, Discussion
 - Ongoing observation and sensitivity to the client's reactions and responses is very important to ensure that the client maintains a sense of safety and security during the intervention. It may take several attempts before the client is able to complete

the journey and may uncover underlying issues to explore, such as physical, emotional or sexual abuse, grief over a loss, or control issues.

- Summative Evaluation
 - The counsellor reviews the results of the intervention, refining, expanding, or developing new hypotheses to support the career counselling process.
 - If the client experienced difficulty with the process, perhaps other interventions may be in order before attempting it again; for example, progressive relaxation training, 10-second relaxation practice, or confrontation regarding avoidance of the affective domain.
- What Next?
 - Repeat the guided imagery exercise if warranted.
 - Discuss homework reflections.
 - Continue the career exploration process, supported by increased levels of client confidence, encouragement, hope, and motivation.
 - Discuss barriers or issues that may have arisen and collaboratively select issues that may require intervention to ensure success of the career counselling process; for example, relaxation training, past abuse issues, repeat the hermeneutical analysis intervention to reinforce and expand strengths, explore additional early memories to evaluate for a shift in personal and world views and sense of significance.
 - Life-Career Rainbow – explore life-span, life-space roles, current and preferred
- Homework

Select homework that is consistent with the client's experience during the session.

Assignment may include:

- In a journal, reflect on insights gained or blocks that occurred during the guided imagery exercise.
- Reflect on new or past issues that arose during the exercise.
- Think about and record current life roles in preparation for the Life-Career Rainbow exercise.
- Practise the relaxation exercise/10-second relaxation.

Resources:

Cormier, S., & Cormier, B. (1998). *Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions*. Pacific Grove, CA: Brooks/Cole.

Overholser, J. C. (1991). The use of guided imagery in psychotherapy: Modules for use with passive relaxation training. *Journal of Contemporary Psychotherapy*, 21, 159-172.

Other Resources (CDs and tapes)

Back, K., & Beier, T. (n.d.). *Walk through the forest: Nature's relaxation suites: Mood music for the senses*. St-Laurent, QC: Madacy Music Group Inc.

The sea: The timeless sea (1992). St-Laurent, QC: Madacy Music Group Inc.

The thunderstorm/country stream: The ultimate in relaxation (n.d.). St-Laurent, QC: Madacy Music Group Inc.

Voyaging with the whales: An audio expedition to Alaska (1990). Friday Harbor, San Juan Island, WA: Nature Recordings/World Disc Productions, Inc.

Progressive Relaxation

Career Counselling Stage/Process: Exploration, Initiation, Decision Making, Preparation, Implementation

Intervention: Progressive Relaxation

Source: Hiebert (n.d.)

Problem to be Solved:

- To teach the client to relax at will

Target Population: Generic

Relaxation exercises are an effective intervention for issues including anger management, anxiety, panic disorder, and depression. It is important to be aware of cultural contexts that may impact the client's ability or willingness to engage in the relaxation process.

Goals:

- To teach deep muscle relaxation
- To teach the client to self-induce a state of deep relaxation quickly
- To increase independent awareness of, and control over, physiological, emotional, and mental processes

Objectives:

- To assess and recognize stressors and triggers in the client's personal, social, and work environment
- To initiate the relaxation process in stressful contexts
- To guide the client through a deep muscle relaxation exercise
- To teach the client to complete the exercise independently

- To achieve a sense of deep relaxation and decreased tension through the full-length and 10-second exercises
- To monitor levels of stress, anxiety, anger, depression (whatever is relevant) before and after the exercise

Materials/Resources Required:

- Progressive Relaxation script (Hiebert, n.d.) or other form of relaxation script (Appendix G)
- Comfortable chair or pillow if lying on the floor
- Relaxing music (optional)
- A quiet space
- Comfortable clothing (glasses may be more comfortable than contact lenses)
- CD/taped version of the relaxation exercise
- Relevant assessment instruments such as the Beck Depression Inventory (BDI) (Appendix F) or a Subjective Units of Disturbance (SUDS) scale (Hiebert & Fox, 1981; Wolpe, 1969) (Appendix H)
- BTF/BDA Matrix (Appendix J)

Time Required: 30-45 minutes

Process and Procedures:

- Introduction
 - Discuss the purpose, effectiveness, and benefits of muscle relaxation in relation to the client's situation (e.g. anxiety, depression) (Cormier & Cormier, 1998). For example, muscle relaxation gives the client control in relieving the tension that is interfering with daily activities. Assess current levels of stress (e.g., Beck Depression Inventory [BDI], SUDS scale) for anxiety.

- Provide an overview of how muscle relaxation works by tensing and relaxing muscle groups in the body. The exercise will help bring awareness of feelings of tension and relaxation and how to dispel the tension.
- Describe muscle relaxation as a skill which requires repetition and training.
- Instruct the client to feel free to move around if uncomfortable during the exercise.
- Inform the client that it is not unusual to feel “heady” sensations.
- Respond to any questions and begin when the client is ready to proceed.
- Client Responsibilities
 - To commit to the muscle relaxation exercise.
 - To practice the exercise and become independent in its use.
- Counsellor Responsibilities
 - To introduce and teach the relaxation process to the client.
 - To coach the client to become independent in the use of progressive relaxation.
 - To link the process to use with identified stressors.
 - To link the process with external stressors and contexts, and facilitate transition from training to independent use within those contexts.
 - To guide the client to develop and motivation to learn and implement the relaxation process.
- Setting of Goals and Objectives
 - Discuss what the client would like to achieve through the relaxation process. Identify stressors and contexts where the client anticipates the relaxation process would be beneficial; for example, assisting to change reactions to inaccurate

automatic thoughts, reduce interview anxiety, increasing ease when interacting with a committee of co-workers.

Implementation (Main Body):

Before beginning the exercise, demonstrate and provide instructions on how to tighten and relax some muscle groups and then practice with the client.

Begin the muscle relaxation exercise speaking in a relaxed conversational tone. Relaxing music may enhance the client's ability to relax. The script below provides an example of a relaxation exercise that guides the client through the progressive relaxation of the body's muscle groups. Pause between instructions to provide ample time for the tensing and relaxation of the muscles.

Monitor the client's responses throughout the exercise, observing for level of comfort, resistance, signs of stress during the process and adjust the presentation if necessary. For instance, some clients may have difficulty with the deepening section.

Progressive Relaxation Exercise (Hiebert, n.d.)

The purpose of this exercise is to teach you deep muscle relaxation. If you practice, you can learn to relax at will; to put yourself into a very pleasant and comfortable state known as deep relaxation. I'd like you to start by loosening any tight clothing, finding a comfortable position, and then closing your eyes. This method works by teaching you to identify tension in various parts of your body and then to identify the opposite of that tension, which is deep relaxation.

I'd like you to clench your right hand into a fist ... clench your right hand into a fist and just think about the tension in your right hand. ... Feel the knuckles becoming white with tension ... and then let it relax. Notice the contrast between the tension and the relaxation. ... Once again, clench your right hand into a fist and study the tension in

your right hand ... and then let it relax. Notice the pleasant contrast between tension and relaxation....

Now clench your left hand into a fist and study the tension in your left hand. ... Then let it relax. Notice the contrast between tension and relaxation. ... Once again, clench your left hand into a fist and study the tension in your left hand ... and then let it relax ... just let it go loose ... and limp ... and relaxed....

Now bend your left hand at the wrist and point your fingers up to the ceiling ... and then let it relax. ... Just go loose and limp and very relaxed. ... Once again, bending your left hand at the wrist, pointing your fingers up to the ceiling, study the tension in your left wrist and forearm ... and then let it relax. Notice the contrast between tension and relaxation....

Now I'd like you to flex both of your biceps muscles by bringing your hands up to your shoulders. Bring your hands up to your shoulders, flex both of your biceps muscles ... study the tension in your biceps ... and then let them relax. ... It's not necessary to tense your muscles so much that you get a cramp, only just to tense them enough so that you can feel the tension. Once again ... flexing your biceps muscles ... bringing both hands up to the shoulders, and then let them relax ... just go loose and limp and relaxed....

Now shrug your shoulders up to your ears. Study the tension in your shoulders and the base of your neck ... and then let your shoulders relax. Notice the pleasant contrast between the tension and the relaxation. ... Once again, shrug your shoulders up to your ears ... study the tension in your shoulders and the base of your neck ... and then just let them relax. ... Just sag down ... loose ... and limp ... and very relaxed....

Now wrinkle up your forehead by raising your eyebrows up to the top of your head. ... Study the tension in your forehead ... and then let it relax. ... Once again, raising your eyebrows up to the top of your head ... study the tension in your forehead ... and then let them relax ... let your forehead become more and more smooth and more and more relaxed....

Now close your eyes very tightly. ... Study the tension around your eyes, the bridge of your nose. ... Squint your eyes tightly, study the tension, and then let them relax. ... Once again, squinting your eyes very tightly... study the tension around your eyes and the bridge of your nose ... and then let them relax. ... Let them relax and just slightly close....

Now make a big smile, as if to touch both ears. Study the tension in your cheeks and in your mouth ... and then let it relax, feeling the contrast between tension and relaxation. ... Once again, making a big smile as if to touch your ears ... study the tension in your mouth, in your cheeks ... and then let it relax ... noticing the pleasant contrast between tension and relaxation....

Now I'd like you to press your tongue up against the roof of your mouth ... and study the tension inside your mouth ... and then let it relax. ... Once again, pressing your tongue up against the roof of your mouth ... study the tension inside your mouth, and then let it relax....

Bury your chin in your chest ... Study the tension in the front of your neck, and your chin ... and then let it relax. ... Notice the contrast between the tension and the relaxation. ... Once again, bury your chin in your chest ... and study the tension in your chin and the front of your neck ... and then let it relax ... feeling the pleasant contrast between tension and relaxation....

Now, I'd like you to press your head back against the back of your chair. Study the tension in the back of your neck and then let it relax. ... Once again, pressing your head back ... study the tension in the back of your neck ... then let it relax ... let those muscles go loose and limp ... and relaxed....

Feel that relaxed feeling now ... in your forehead ... your forehead is becoming more and more smooth, more and more relaxed. ... That relaxed feeling is spreading down through your face ... your eyes relaxed ... your cheeks relaxed ... your mouth relaxed ... your jaw and your chin relaxed ... that relaxation flowing down into your neck ... down into your shoulders ... down into your biceps relaxed ... your forearm relaxed ... that relaxed feeling spreading down through your wrists ... and into your hands ... and all the way down to the tips of your fingers ... very warm and very relaxed....

Now take a deep breath and hold it. ... Take a deep breath and study the tension in your chest ... and then let it relax. ... Once again, taking a deep breath ... and holding it ... and study the tension in your chest ... and then let it relax. ... Let your breathing become more and more regular ... more and more relaxed ... more relaxed with every breath....

Now tighten up your tummy muscles. ... Study the tension in your abdomen ... then let those muscles relax. ... Once again, tensing the stomach muscles, study the tension in your stomach ... and then let them relax. ... Feel that pleasant contrast between tension and relaxation....

Now tighten up your buttocks muscles. ... Study the tension in your buttocks ... and then let them relax. ... Once again, tighten up your buttocks muscles ... study the

tensions ... and let them relax. Let that feeling of deep relaxation ... spread down into your buttocks muscles....

Now tighten up your thighs. ... Study the tension in your thighs ... and then let them relax. ... Once again, tighten up your thighs. ... Study the tension in your thighs ... and then let them relax ... go loose ... and limp ... and relaxed....

Now point your toes towards your face. ... Study the tension in your lower legs and your ankles ... then let them relax. ... Once again, pointing your toes away from your face ... study the tension in your ankles and lower leg ... and then let them relax. ... Feel that pleasant contrast between tension and relaxation....

Now curl up your toes ... curl them up inside your shoes, if you're wearing shoes. ... Study the tension in your feet and your toes ... and then let them relax.... Once again, curl up your toes and study the tension in your feet and your toes ... and then let them relax. ... Let that feeling of relaxation ... flow down into your feet ... and down into your toes....

Now to help you relax even further ... I am going to review the different muscle groups that we've relaxed, and as I mention each one, they will become even more relaxed than they are now. ... As I mention each muscle group ... it will relax even further than it already is. ... Your fingers relaxed ... your hands and your wrists relaxed ... your forearms relaxed ... your biceps relaxed ... and that relaxed feeling flowing up into your shoulders ... along the back of your neck ... your forehead becoming more and more smooth ... and more and more relaxed. ... The relaxation ... spreading down through your face ... as your eyes relax ... and your cheeks and your mouth relax ... and your jaw and your chin relax ... the front of your neck relaxed ... and that relaxed feeling spreading down into your chest ... your breathing ... more and more regular... more and

more relaxed.... The relaxation spreading down through your stomach ... around the sides and up and down your spine ... down into your hips ... and buttocks ... flowing down into your thighs ... your calves relaxed ... and your shins and ankles relaxed. ... Deep relaxation flowing down into your feet ... all the way down into the tips of your toes. ... Relaxation coursing through your veins ... bathing your whole body ... a peaceful, tranquil feeling of relaxation.

Deepening Exercise

Even when we are as relaxed as we think we can be ... there is still an extra measure of relaxation. To help your body to become even more relaxed than it is ... I'm going to ask you to imagine yourself standing beside a long, black wall on which the numbers from 1 to 10 are painted in great big, white numbers. I'm going to ask you to imagine yourself ... standing there beside the number one ... and starting to stroll along beside the wall ... and as you pass by each number, your body will become more relaxed ... more and more relaxed as you pass by each number. ... Even more relaxed than it is now....

Imagine yourself standing beside the long black wall ... and starting to stroll along beside the wall now. ... You pass by the number "1" and you become more relaxed. ... And you pass by "2" ... and more relaxed. ... And more relaxed as you pass by "3" ... and "4" ... and more relaxed ... "5" ... and more relaxed. ... And more relaxed as you pass by "6" ... and "7" ... And even though you didn't think it possible ... as you pass by "8" you become even more relaxed. ... And more relaxed as you pass by "9" and "10" ... Deep, deeply relaxed....

Covert Reinforcer

Stop imagining that now ... and imagine your special relaxation place. It's your own private place ... where you can go to relax. ... Perhaps it's a place where you went as a child where you felt very secure ... and very warm ... and relaxed. ... Imagine yourself in your relaxation place ... while you continue to soak up those feelings of deep relaxation....

You've been doing a good job of relaxing. ... Your whole body ... is warm and comfortable ... very, very relaxed. ... You're feeling really good because you've relaxed so deeply ... feeling more confident about your ability to handle the demands that are placed upon you ... feeling really, really good to be so relaxed....

Cue

You can become just as relaxed as you are now whenever you want to. ... Simply by taking a four-count breath in ... and a four-count breath out ... and a four-count breath in ... and on the last four-count breath out ... letting your jaw sag ... letting that relaxed feeling spread down through your chin ... and up through your face ... and down through your neck ... and shoulders ... and arms ... chest and stomach ... down through your forearms and wrists ... and hands and fingers ... letting that relaxed feeling spread down through your hips and buttocks ... and down through your legs ... your thighs, and your calves ... and shins ... and ankles ... and all the way down to the tips of your toes. ... This is called the 10-second relaxation exercise. ... You can become just as relaxed as you are now ... simply by counting to four as you breathe in ... and counting to four as you breathe out ... and a second four-count breath in ... and a four-count breath out ... and on that second four-count breath out ... letting your jaw sag ... and letting this

wonderful feeling of relaxation spread down through your jaw and chin ... and up through your face ... and down through your neck ... and all the way down through your body. ... I'd like you to practise that right now ... practice this 10-second exercise ... making yourself very relaxed. ... So-o-o relaxed ... You can become just as relaxed as you are now ... simply by doing this 10-second exercise ... placing your whole body in this stage of deep relaxation....

You've been doing a really good job of relaxing. ... Your whole body is warm and comfortable and very relaxed. ... And now to help your body to return to its ordinary state ... I'm going to count down backwards from five ... and as I count backwards from five ... you'll feel your body starting to wake up. ... When I get to one ... you'll feel wide-awake ... and very, very relaxed ... "five" ... "four" ... "three" You're beginning to wake up ... "two" ... and "one."

Allow time for the client to become reoriented then discuss the effectiveness and salience of the exercise. Discuss how the process would support the client in personal, social, and occupational contexts previously discussed as possible areas of implementation.

Practice the 10-second relaxation exercise before the end of the session and identify contexts where the exercise would be useful.

Evaluation of the Efficacy of the Intervention Process:

- Collaborative Reflection, Review, Discussion
 - Discuss what worked and ways the relaxation exercise might be adapted to be more effective. Some clients may have difficulty letting go and proceeding into a state of deep relaxation, particularly during the deepening section. The development of a sense of trust and safety may take time. Encourage the client to

practise and to continue to move deeper, perhaps in an environment where they feel more secure. Resistance may indicate other issues not yet presented or may be affected by cultural considerations.

- Summative Evaluation
 - The counsellor assesses the effectiveness of the process and the level of the client's participation. What information has been gained? Are there underlying issues that have surfaced or need to be explored? Is the client ready to implement the relaxation process into other contexts? If so, how? If not, what needs to occur next?
 - Reassess the client's level of stress, anxiety, depression etc., and chart it (e.g., BDI, SUDS scale).
- What Next?
 - Review the homework results and evaluate if further relaxation training and monitoring is required.
 - Ongoing assessment of levels of stress, anxiety, depression, etc.
 - Explore for underlying issues that may have been indicated during the session or previously identified for intervention; for example, social skills, anger management.
 - Continue the career counselling process; for instance, exploring life-roles through the Life-Career Rainbow (Super, 1980), or career assessment instruments.
- Homework
 - Provide a tape/CD of the relaxation exercise for the client to practise 3-4 times during the week.

- Use the 10-second relaxation exercise when feelings of tension, anxiety, anger, depression (whichever applies) rise above acceptable levels.
- In a journal, record the impact on thoughts, feelings, and behaviours, and feelings of well-being after practising the relaxation exercise.
- In a journal or BTF/BDA Matrix (Appendix J), record situations that induced stress and the impact of using the 10-second relaxation exercise.

Resources:

Cormier, S., & Cormier, B. (1998). *Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions*. Pacific Grove, CA: Brooks/Cole.

Hiebert, B. A. (n.d.). *Progressive relaxation* [exercise handout]. Calgary, AB: University of Calgary.

Hiebert, B. A., & Fox, E. E. (1981). Reactive effects of self-monitoring anxiety. *Journal of Counseling Psychology*, 28, 187-193.

Wolpe, J. (1969). *The practice of behavior therapy* (1st ed.). New York: Pergamon.

Other Resources

www.xsite.ltd.uk/wren/relax.html Wren Relaxation Exercises

Life-Career Rainbow

Career Counselling Stage/Process: Exploration and Initiation

Intervention: Life-Career Rainbow

Source: Herr and Cramer (1996); Super (1980, 1990); Super et al. (1996)

General Purpose:

To identify and achieve a satisfactory life-space, life-span balance

Target Population: Generic

The counsellor should be knowledgeable and sensitive to cultural and gender role expectations and pressures related to life roles.

Goals:

To assist the client in understanding current life-roles and facilitate insight into a preferred life-role balance.

Objectives:

- To complete a Life-Career Rainbow reflecting current life roles
- To create a Life-Career Rainbow reflecting a preferred and satisfying life role balance
- To develop client insight into strengths and liabilities that may support or deter the client from moving toward the preferred life role balance
- To identify and select strategies and interventions to reach a satisfactory life-role balance

Materials/Resources Required:

2 blank Life-Career Rainbow forms (Appendix V)

Pencil, pencil crayons, or felts

Time Required: 1 hour

Process and Procedures:

- Introduction/Discussion

Discuss Super's life-span, life-space theory of career development and how the nine life roles fit in the schematic life space and in the segmental model of career development (Super, 1985b, 1990, 1992; Super et al., 1996). Link the importance of life-roles to passion, a sense of significance, feelings of uniqueness, meaning and belonging, and the basic life tasks of love, social relations, and work. Explain how the duration and intensity of each role varies during different phases of the life-span.

- Client Responsibilities
 - To complete a Life-Career Rainbow reflecting the client's current life role balance.
 - To complete a Life-Career Rainbow reflecting the client's preferred life role balance for the future.
 - To collaboratively complete a preliminary exploration and identify some possible strategies to achieve the desired changes in the life role balance.
- Counsellor Responsibilities
 - To explain Super's Life-Career Rainbow (Appendix V) and Archway of Determinants (Appendix W) with the client.
 - To facilitate exploration of current life roles and completion of a Life-Career Rainbow reflecting the current balance.
 - To facilitate exploration of a satisfactory life role balance and complete a Life-Career Rainbow reflecting this balance.
 - To collaboratively explore and identify some possible strategies to achieve the desired changes in the life role balance.
- Setting of Goals and Objectives

The goals and objectives for the Life-Career Rainbow are specific. The Life-Career Rainbow may be completed in two ways. The first is to draw a line and fill in a space for each career role that reflects the increase or decrease of the level of commitment or intensity over the life-span for each role. The greater the level of commitment or intensity, the wider the band will be; conversely, a narrower segment of the band illustrates a decreased level of intensity or commitment. The second method is to fill in the full band for each role using a pencil crayon or pencil. The

level of intensity or commitment is reflected in lighter or darker shading. The darker the shading, the greater the level of intensity or commitment; conversely, the lighter the shading, the level of intensity or commitment is less.

Gain a commitment from the client to the goals and objectives and adapt them to make them individually relevant to the client.

Implementation (Main Body):

After discussing the intervention and gaining a commitment from the client, the client completes the Life-Career Rainbow representing current life roles. The counsellor and client discuss the client's life roles and the level of satisfaction within each role. Further discussion sheds light on how the client's passion, feelings of significance, uniqueness, and belonging are impacted by the present emphasis of life roles. The client then completes another Life-Career Rainbow depicting a context that would support a distribution of life-roles that would provide a more acceptable level of satisfaction and concur with the client's career goals. The counsellor and client briefly review the two rainbows and generate possible strategies and changes required to achieve the desired balance. The client and counsellor work together to select strategies to support the career development and counselling process. For example, if the client needs to pursue further education, the work and leisure roles may temporarily decrease. Strategies to support a return to school may include interventions to address issues such as financial concerns, finding an educational institution, and stress management.

Evaluation of the Efficacy of the Intervention Process:

- Collaborative Reflection, Review, Discussion
 - Relevant discussion and clarification occurs throughout the session.

- Summative Evaluation
 - Did the intervention meet the goals and objectives? How? If not, why not?
 - The counsellor evaluates the process and generates hypotheses and selects interventions to support the client's career counselling goals. Do the client's personal and world views and lifestyle support a transition in lifestyle to support preferred life roles? If not, what interventions would facilitate a change in personal and/or world views to support the transition? Does the client have the skills required? What other barriers need to be assessed and addressed?
- What next?
 - To identify barriers and strategies to overcome or minimize the impact of the barriers.
 - To choose interventions to address inaccurate views and beliefs, deficits, or other liabilities.
 - To maintain and increase levels of motivation and encouragement.
- Homework
 - Journal
 - Review the results of the Life-Career Rainbows and explore insights gained
 - Identify barriers that may interfere with attaining new life role goals
 - Prioritize barriers that need intervention to support career/life path success

The interventions presented in the Exploration Processes section to this point have been informal interventions. The information gathered provides a wealth of valuable information and insights for the client and the counsellor. However, formal assessments reflect another facet of the career counselling process, providing complementary

information and expanded understanding to support the career development and counselling process.

A multitude of formal assessments are available and documented in numerous resources. A sampling of formal assessments, complementary to career/life path career counselling perspective follows.

Projective Techniques

Beck Anxiety Inventory (BAI) (Beck, 1993). Items are descriptive of subjective, somatic, or panic-related symptoms of anxiety. The BAI can be verbally or self-administered in 5 to 10 minutes.

Beck Depression Inventory-II (BDI-II) (Beck, Steer, & Brown, 1996). The BDI-II is in line with the depression criteria of the Diagnostic and Statistical Manual of Mental Health Disorders – Fourth Edition (DSM-IV). It is used to assess the intensity of depression in clinical and normal patients and can be administered in 5 to 10 minutes.

Interest Inventories

Strong Interest Inventory (SII) (Strong, Hansen, & Campbell, 1994). The SII measures the client's interest in a broad range of occupations, work activities, leisure activities, and school subjects. The questionnaire compares how these interests are similar to the interests of people successfully employed in a wide range of occupations. It helps the client to understand work interests and to illustrate the kinds of work which may be salient.

The SII yields six general occupational theme scales (realistic, investigative, artistic, social, enterprising, and conventional) that relate to 23 basic interest scales. A computer version is available. The inventory takes approximately 30-45 minutes.

Self-Directed Search (SDS) (Holland, 1970, 1985b, 1994). The SDS is a self-administered, self-scored, and self-interpreted ability and interest inventory. It assists the development of the client's self-understanding and supports career exploration, and educational and career decision making. The SDS includes current norms, test items, technical manual, and new or revised components. The Occupational Finder (Holland, 1985b) is a list of occupations coded by letter to reflect personality types represented by Holland's realistic, investigative, artistic, social, enterprising, or conventional codes.

Jackson Vocational Interest Survey (JVIS) (Jackson, 1999). The JVIS is a Canadian-developed vocational interest measuring instrument that appraises the interests of males and females along a common set of dimensions. The JVIS is a set of scores representing interests and preferences relevant to work. The scores have been conceptualized as work roles and work styles.

Scales reflecting work roles in certain cases are closely associated with a particular occupation or class of occupation; for example, physical science, law, and elementary education. Some roles such as professional advising in human relations apply to a variety of occupations or professions.

Work style preferences identify a preference for working in a particular kind of environment, or working in a situation in which a certain mode of behaviour is the norm. Work styles involve preferences for modes of behaviour important in specific work contexts.

Career Maturity Measures

Career Development Inventory (CDI) (Super, Bohn, Forrest, Jordaan, Lindeman, & Thompson, 1971). The CDI has eight scales assessing knowledge and attitudes about career choice. Completion time is approximately 1 hour.

Work Values Measures

The Values Scale (VS) (Nevill & Super, 1986). The VS uses 21 scales to measure intrinsic and extrinsic life-career values. The scale may be hand-scored or computer-scored.

The Salience Inventory (Research Edition) (SI) (Super & Nevill, 1985). The SI measures the importance of five major life roles – student, worker, homemaker, leisurite, and citizen. Each role is assessed from three viewpoints: participation, commitment, and value expectations (Drummond, 2000). The SI evaluates orientation to life roles, readiness for career decisions, and exposure to work and occupations.

Career Beliefs Inventory (CBI) (Krumboltz, 1991a, 1991b, 1994a, 1994c). The CBI identifies beliefs that hinder the client from achieving career goals. The 25 scales fall under five headings: My Current Career Situation; What Seems Necessary for My Happiness; Factors that Influence My Decisions; Changes I am Willing to Make; and Efforts I am Willing to Initiate (Herr & Cramer, 1996).

Personality Inventories

California Psychological Inventory (CPI) (Gough, 1987). The CPI assesses normal personality dimensions concerning the client's typical beliefs, feelings, behaviour, and attitudes related to social, ethical, and family matters. The inventory focuses on assessing and understanding the client's interpersonal behaviours with scales that measure poise, self-assurance, and interpersonal tendencies. Other scales include normative orientation and values, cognitive and intellectual functioning, and measure of role and personal style. The CPI is a highly rated personality inventory.

Decision-Making System

Harrington-O'Shea Career Decision-Making System Revised (CDM-R), Canadian Edition (2000). The CDM-R considers five areas that impact successful occupational choice: abilities, job values, future plans for education or training, school subject preferences, and interests. The six interest scales – Crafts, Scientific, The Arts, Social, Business, and Office Operations – facilitate the identification of salient career clusters for further exploration.

Computerized Programs

Career Cruising. Career Cruising is a career guidance system that offers career assessment tools, in-depth career profiles, multimedia career interviews, and a college and university database. It is available from Career/Lifestyle Resources at www.clsr.ca.

CHOICES (Computerized Heuristic Occupational Information and Exploration System). CHOICES is a Canadian program that offers both information and guidance functions. It provides skills, interests, values, educational, and occupational information.

Occupational profiles (Learning Resources Distributing Centre [LRDC], 2000). Information on responsibilities, working conditions, personal and educational qualifications, employment and advancement opportunities, and salary levels for 500 occupations. The information reflects National Occupational Classification (NOC) coding.

Other Information Sources

Occupational Profiles (LRDC, 2000). Information on responsibilities, working conditions, personal and educational qualifications, employment and advancement opportunities, and salary levels for 500 occupations. The sheets reflect National

Occupational Classification (NOC) coding. The information is available in paper format, on CD-ROM and disk, and on the Internet at www.alis.gov.ab.ca/occinfo.

National Occupations Classification (NOC) (Human Resources Development Canada). The NOC organizes occupational titles into major, minor, and unit groups, and clusters occupations of similar skill type and skill level.

Provincial and federal publications (Human Resources Development Canada). A wide variety of publications guide the client to explore and identify characteristics, interests, values, and skills. Others publications assist in other areas such as résumé and cover letter writing, networking tips, and interviewing skills. See the resource section for examples of publications available.

The exploration process covers a broad spectrum of interventions that guide the client to gain insight and understanding of what is meaningful in career/life path planning and development and prepares the client for the next step in career counselling – the decision making process.

Resources

Alberta Advanced Education and Career Development (1997). *Work and the new middle-ager: The new reality*. Edmonton, AB: Author.

Alberta Advanced Education and Career Development (1998a). *Changing course midstream*. Edmonton, AB: Author.

Alberta Advanced Education and Career Development (1998b). *Job seekers handbook: An introductory guide to finding work*. Edmonton, AB: Author.

Alberta Human Resources and Employment (2002). *The career planner: Choosing an occupation*. Edmonton, AB: Author.

- Alberta Human Resources and Employment (2000a). *Skills plus handbook: Discovering your personal career assets*. Edmonton, AB: Author.
- Alberta Human Resources and Employment (2000b). *Radical change in the world of work: The workbook*. Edmonton, AB: Author.
- Beck, A. T., Steer, R. A., & Brown, G. K. (1996). *The Beck Depression Inventory II*. San Antonio, TX: Psychological Corporation/Harcourt-Brace.
- Gough, H. G. (1987). *California Psychological Inventory*. Palo Alto, CA: Consulting Psychologists Press.
- Harrington, T. F., & O'Shea, A. J. (2000). *The Harrington-O'Shea career decision-making system, revised manual*. Circle Pines, MN: American Guidance Service.
- Holland, J. L. (1970). *Professional manual for the self-directed search*. Palo Alto, CA: Consulting Psychologists Press.
- Holland, J. L. (1985b). *Self-directed search*. Odessa, FL: Psychological Assessment Resources.
- Krumboltz, J. D. (1991a). *Career Beliefs Inventory*. Palo Alto, CA: Consulting Psychologists Press.
- Learning Resources Distributing Centre (2000). Learning resources distributing centre [On-line]. Available at <http://www.lrdc.edc.gov.ab.ca/wsnsa.dll/default.html>.
- Nevill, D. D., & Super, D. E. (1986). *The values scale: Theory, application, and research manual*. Palo Alto, CA: Consulting Psychologists Press.
- Strong, E. K., Hansen, J., & Campbell, D. (1994). *Strong Interest Inventory*. Stanford, CT: Stanford University Press/Consulting Psychologists Press.

Super, D. E., Bohn, M. J., Forrest, D. J., Jordaan, J. P., Lindeman, R. H., & Thompson, A. A. (1971). *Career development inventory*. New York: Teachers College Press/Columbia University.

Super, D. E., & Nevill, D. D. (1985). *Saliience Inventory*. Palo Alto, CA: Consulting Psychologists Press.

Websites

www.ccdffcac@istar.ca	Training and professional development courses
www.chinookcollege.com/career	Chinook College career exploration site
www.clsr.ca	Career/LifeSkills Resources Inc.
www.harcourtcanada.com/tpccanada	The Psychological Corporation: A Harcourt Canada assessment company
www.hbtpc.com/tyccanada	Harcourt educational measurement catalogue
www.hemweb.com	Harcourt educational measurement catalogue
www.psycan.com	Psycan: Assessments and related resources
www.psychcorp.com/sub0300/beck2.html	Description of Beck Instruments
www.psychometrics.com/tests/	Psychometrics Test site
http://webhome.idirect.com/~janet313/janetsjo/1997/10/31a.html	Beck Depression Inventory

Interventions to Facilitate the Decision-Making Process

During the initiation and exploration phase career/life path alternatives are generated. The next step is to evaluate the alternatives through the filter of the client's motivating passions and select the most salient and promising alternatives to support a satisfactory balance in lifestyle.

Decision making can be a very difficult process, as change is difficult, and the time has come for the client to make a commitment and move forward with the career counselling process. The client has had the opportunity to dream, unfettered by restrictions. During the decision-making and preparation processes, "reality" factors begin to emerge. Herr and Cramer (1996) present examples of self and environmental factors influencing career choices in the Personal and Occupational Factors Comparison Chart (Appendix X). The factors are classified under personal attribute factors, value structure factors, opportunity factors, and cultural forces factors.

Many of the early decision-making models are founded on a rational and logical approach to decision making (e.g., Miller-Tiedeman & Tiedeman, 1990; Tiedeman & O'Hara, 1963). However, Gelatt's (1989) adapted model of "positive uncertainty" presents a system designed to help clients cope with the rapid changes and unpredictability of society. The model guides individuals to "accept uncertainty and inconsistency, and utilize the nonrational and intuitive side of thinking and choosing" (p. 253). Positive uncertainty supports a decision-making strategy with an attitude of feeling uncertain about the future and feeling positive about the uncertainty. Complementary to the view of positive uncertainty is Gelatt's (1998) new framework of Self-System-Synergy. The framework describes how the interconnectedness of the self and the system creates a synergistic interaction that results in the integration of the

individual and organization, and increased mutual effectiveness. He describes Self-System-Synergy as “a mental framework for thinking about career-life development. The behavior of both is determined by their beliefs—the way they see things. The success of both is dependent on their relationships, on their ability to create synergy” (p. 22). The decision-making process is seen as an opportunity to choose alternatives that will maximize the synergy of the client’s career-life development. Super’s (1990) Archway of Determinants also reflects the intertwined factors that interact with the “self” and influence the decision-making process.

The attitudes of Gelatt’s positive uncertainty in decision making, Super’s holistic approach to career counselling, and Adler’s focus on seeking a sense of significance, meaning, uniqueness, and belonging provide a solid springboard to empower the client in making independent decisions (Gelatt, 1989; Super, 1980; Watkins, 1984).

During the decision-making process, the counsellor encourages the development of decision-making skills by facilitating the selection of the most salient and appropriate options from the list of alternatives generated in the initiation and exploration phases (Magnusson, 1992; Mosak, 1995; Super, 1980; Watkins, 1984). As with the other processes in career counselling, decision making fits into a cyclical pattern and permeates all phases of career counselling. However, the focus of the decision-making phase is for the client to choose specific alternatives based on a balance between logic and intuition. To achieve this balance, the information gathered is processed through a set of guidelines while nurturing the client’s intuition in determining the decisions.

The initiation and exploration processes support the client in identifying underlying issues, gathering information, and generating alternatives. During the decision-making process, alternatives are selected for the preparation and implementation

phases of the career counselling process (Cormier & Cormier, 1998; Herr & Cramer, 1996; Magnusson, 1992; Zunker, 1998). The decision-making process is adaptable to both personal and career counselling needs. During the career counselling process it is critical to address underlying personal and career issues before proceeding with specific career decision making and planning (e.g., effective communication skills, anger management, or control issues).

In the decision-making section of the guide, several forms will be presented as examples of formats that may be useful in processing and evaluating alternatives. Every client, counsellor, and situation differs, making the selection or creation of materials to be used unique to each context. With this in mind, the following decision-making exercise is just one example of how the decision-making process might proceed and is adapted from an exercise in the Alberta Advanced Education and Career Development (1997) handbook, *Finding out: How to get the information you need to make the choices you want*. Two models are presented, the Step-by-Step Decision Making Method, and the “Feels Right” Decision Making Model.

Steps 1 and 2 of the Step-by-Step model will largely be completed before the decision making process begins. The five steps follow:

1. Define or describe each option.
2. Research each option.
3. Evaluate each option, listing the positives and negatives of each.
4. Examine each option again. Determine what needs to be done to achieve each option.
5. Decide.

The “Feels Right” model makes room for an intuitive aspect in the process.

1. Define or describe each option.

2. Research each option.
3. Imagine what your life will be like for each option – a time for a little focused dreaming.
4. Try the step-by-step decision making method, and compare the results with those of your focused dream.
5. Delay your decision. Monitor how you feel about each possible decision for a few days.
6. Make a decision. Notice how you feel about it. Talk it over with people you trust.
7. If the decision doesn't feel right, go over your options again. It may be time to find out more and re-evaluate.

Decision-Making Exercise

Career Counselling Stage/Process: Mainly decision making, but may be applied to all five career counselling processes

Activity/Intervention: Decision making exercise

Source: Cormier and Cormier (1998); Magnusson (1992)

General Purpose:

To choose from generated alternatives for the preparation and implementation processes of career counselling

Relevant Population: Generic

Gender- and culture-appropriate decision-making interventions need to be selected with care. For example, a logical, step-by-step model may conflict with the intuitive/feeling approach of some women or Hispanic individuals. Some cultures are more community-/family-oriented rather than individualistically oriented in the decision-making process.

Goals:

- To examine alternatives, selecting options that will support a balanced, salient career/life path

Objectives:

- To select and utilize appropriate decision making frameworks to evaluate identified alternatives
- To evaluate the positive and negative aspects and other considerations of each option
- To make decisions based on a holistic approach, including logical, intuitive, and affective factors

Materials/Resources Required:

- Structured or informal frameworks to evaluate alternatives generated during the initiation and exploration processes, for example, ALC Chart (Assets, Liabilities, Considerations) (Appendix Y), Option Comparison Chart (Appendix Z), Consequence Matrix – Adapted from Magnusson (1992) (Appendix AA)
- Other resources, including family, respected individuals (optional)

Time Required:

- Approximately two to three 1-hour sessions, depending on the number of alternatives to evaluate and how much recycling occurs through initiation and exploration processes

Process and Procedures:

- Introduction/Discussion

The decision-making process brings the client one step closer to achieving his or her career/life path goals. The counsellor discusses the process with the client, providing examples of formats to facilitate the evaluation of options. Discuss the evolutionary process of decision making over the life-span, assuring the client that it is okay to

make changes and adaptations to decisions. Remind the client of the interaction between logical and intuitive influences on selection. Incorporate “selective dreaming” to assist the client in making choices. It may be necessary for the client to recycle to the initiation or exploration phases; for example, to conduct further information interviews, or research related options or occupational fields.

- **Client Responsibilities**
 - To evaluate alternatives holistically.
 - To explore new, salient alternatives that may be identified.
 - To select alternatives that are satisfactory and salient.
- **Counsellor Responsibilities**
 - To guide the client through the decision-making process.
 - To undertake further exploration of new or already generated alternatives or issues where appropriate.
 - To support the client in dealing with feelings of anxiety, fear, resistance.
- **Setting of Goals and Objectives**
 - Secure commitment from the client.
 - Review the holistic view of career decision making.
 - Empower the client; for example, through choice of framework to use, by developing skills to independently explore options.
 - Facilitate the selection of satisfactory and salient alternatives.

Implementation (Main Body):

The client prioritizes and selects alternatives to evaluate. For example, the client may have a choice between returning to school to obtain a 2-year diploma in computer programming diploma program, or receive on-the-job training, taking some classes at night school (see Fig. 5).

The counsellor facilitates the process, with the goal of the client becoming independent in the process. The client considers salient characteristics, qualities, values, and interests in completing the charts, reflecting on what is meaningful and satisfactory in the present context of career choice and development.

Evaluation of the Efficacy of the Intervention Process:

- Collaborative Reflection, Review, Discussion

Discussion and feedback between the client and counsellor throughout the process enable the adaptation of the exercise to meet the needs of the client. It is possible issues or barriers may become apparent during the process, necessitating implementation of other interventions before the decision-making process continues. For example, the client may require support in finding resources to research an alternative more thoroughly, or may require counselling for anorexia nervosa.

Figure 5
ALC Chart (Assets, Liabilities, Considerations)

OPTION 1: Pursue a full-time 2-year diploma in computer programming.

Assets	Liabilities	Considerations
1. Obtain a recognized diploma 2. Have uninterrupted time to study 3. Qualify for a higher paid position on completion 4. Opportunity for a more satisfying position 5. High demand for qualified programmers 6. Higher self-esteem 7. Follow dream 8. Improved financial and advancement prospects 9. Role model for the kids	1. Lose income while attending school 2. Tuition/living costs 3. Student loans 4. Financial and time stress on family 5. Lose salary increase at present job 6. No job guarantee on completion	1. Part-time employment 2. Scholarships/awards 3. Spouse working 4. Restricted time with children and spouse 5. Greater opportunities for family in the future 6. Short-term pain for long-term gain

OPTION 2: On-the-job training, night courses.

Assets	Liabilities	Considerations
1. Sustained income while training 2. On-the-job training 3. Job security – company will want to keep me if I am increasing qualifications 4. No, or low student loan	1. Humdrum position – boring 2. Frustration at not contributing at desired level 3. Long-term financial constraints – income, tuition, etc. until training is completed 4. Restricted access to scholarships and awards 5. Financial stress and long-term reduced family time 6. Access to funding for part-time studies	1. Work part-time 2. Explore possibility of company financing of courses 3. Impact on family 4. Economic situation – possibility of company downsizing – how secure is my position? 5. Will I be able to move to a position I will enjoy?

- Summative evaluation

The counsellor reflects on the effectiveness of the decision-making process chosen in supporting the client in the decision making process.

- What Next?

- The preparation process – setting long- and short-term goals with specific steps to reach the goals.

- Recycle through exploration and initiation interventions where appropriate.

- Homework

- Complete the decision-making process with other selected alternatives.

- Consult with important individuals in the client's network if appropriate.

- Journal

- Reflect on options selected during the session.

- Generate tentative long- and short-term goals for selected alternatives.

The decision-making process identifies alternatives for the preparation process in career/life path planning. Specific long- and short-term goals need to be generated to support successful implementation of the selected alternatives.

Resources:

Alberta Advanced Education and Career Development (1998a). *Changing courses midstream*. Edmonton, AB: Author.

Alberta Advanced Education and Career Development (1999a). *Finding out: How to get the information you need to make the choices you want*. Edmonton, AB: Author.

Interventions to Facilitate the Preparation Process

In contrast to early career counselling models, a holistic view in career/life path planning moves beyond the decision-making stage to include preparation and implementation processes to support the client in successfully planning and enacting action plans. The preparation process is a time for developing strategies to support the implementation of the alternatives chosen in the decision-making stage (Alberta Advanced Education & Career Development, 1995, 1998a, 1999b; Alberta Human Resources & Employment, 2000b; Cormier & Cormier, 1998; Gysbers et al., 1998; Magnusson, 1992). Three examples of non-traditional interventions are presented in the preparation process section. Resources for other well-documented activities such as occupational search skills, employment maintenance skills, and financial management skills are included to assist in furthering the preparation process.

Magnusson (1992) describes five major components to the preparation process: goal specification, identification of steps needed to reach goals, contingency planning, seeking commitment, and developing access skills. Goal specification includes the development of long-term and detailed short-term goals and sub-steps for each short-term

goal. The process may continue with the development of sub-steps to support the action plan at a level to ensure client success. The following intervention uses a chart and visual “step” diagram to illustrate the procedure (see Appendix BB). However, a timeline is another effective way to represent the process. Contingency planning takes the process one step further. In an ideal world, the client’s career/life path plan would proceed unimpeded; however, life is rarely so accommodating. Magnusson (1992) describes the initial use of a linear timeline to illustrate the progression of short-term goals and sub-steps. He goes on to describe the use of an “opportunity web,” an evolving and creative expanded timeline. As with the basic timeline, the opportunity web identifies decision points along the chosen goal pathway. Each decision point possesses the potential for more options and opportunities; the possibilities are endless. Flexibility is key in adapting to fluctuating and often unpredictable life situations; for example, a changing job market, illness, or financial barriers may interrupt the basic plan. A client with only one linear plan may become discouraged and lose hope and the motivation to follow her passion when a barrier arises. A contingency plan supports the concept of ongoing career planning and goal setting, with an expectation that backup plans need to be in place to deal with detours that may occur along the path. With alternative choices in place the client is able to maintain a sense of empowerment and control. The alternative plans are general rather than specific, and may illustrate ways to return to the original timeline. Magnusson’s (1992) sample opportunity web is illustrated in Appendix CC (Magnusson, 1992).

The “Hole in the Road” intervention may prove to be a useful tool when the client has a goal clearly defined, but some barrier keeps interfering, while the “Cognitive Restructuring” intervention is useful in identifying inaccurate thoughts and beliefs and replacing them with more accurate perspectives.

The last two components of the preparation process are seeking commitment and developing access skills. Most clients by this point experience increased self-confidence and increased confidence in their environment (Magnusson, 1992). They have made responsible, meaningful, and relevant choices and are willing to make a commitment. Formalizing the commitment through a written contract, or signing action plans, co-signed by the counsellor, is a concrete step to reinforce the client's involvement. The final component, developing access skills, provides the tools for successful implementation of the plan. Assessment of transition skills required to achieve client goals, and assessment of the client's current level of skill are necessary to develop a plan for skill acquisition. Often the information gathered during the initiation and exploration phases will supply sufficient information. Interventions are then selected for skill development and acquisition to meet the identified need.

Magnusson (1992) identifies several access skills typically addressed in skill development: job search skills, job maintenance skills, academic or study skills, financial planning skills, social interaction skills, personal skills, and social adjustment skills. The resources section at the end of the preparation process provides a sampling of resources available to assist in developing required access skills.

The exercise that follows provides examples of materials and activities to support the client in the preparation process.

Specification of Long-Term Goals, Short-Term Goals, Steps, and Sub-Steps

Career Counselling Stage/Process: The preparation process, as it directly relates to selected alternatives for the career/life path goals. However, the preparation process permeates the career counselling process as the client and counsellor set goals and objectives for each session and activities between sessions.

Activity/Intervention: Specification of long-term goals, short-term goals, and steps and sub-steps for short-term goals

Source: Alberta Advanced Education and Career Development (1995); Alberta Human Resources and Employment (2000b); Gysbers et al. (1998); Magnusson (1992)

General Purpose:

- To develop an action plan with concrete, long-term goals and short-term goals to support achievement of a meaningful and satisfactory career/life path balance

Target Population: Generic

Goals:

- To generate long-term goals related to the alternative chosen in the decision-making phase
- To generate short-term goals related to the long-term goal
- To facilitate goal setting skills and strategies and encourage independence in using the acquired skills
- To support the client's passion, and sense of uniqueness and belonging
- To provide support to the client to move beyond anxiety and fear to motivation and action

Objectives:

- To compare themes of the "top 10" personal characteristics, interests, values, and skills previously identified, for similarities or differences to those reflected in the selected alternative (see Fig. 6)
- To develop short- and long-term goals for alternatives with a salient and satisfactory match to the client's personal characteristics, interests, values, and skills

Figure 6
Personal and Occupational Factors Comparison Chart

Client Factors	Similarities	Differences	Social Studies Teacher Factors
1. Spiritual		X	
2. Caring	X		Caring
3. Flexible	X		Variety
4. Creative	X		Creative
5. Interpersonal skills	X		Interpersonal skills
6. Perseverance		X	
7. Counselling	X		Guiding/counselling
8. Helping others	X		Helping others
9. Knowledgeable	X		Teaching or training
10. Copes well under pressure	X		Leading others
			Leading discussions
			Helping society

- To recycle through the initiation and exploration processes or move on to another alternative if there is an unsatisfactory match to the client's personal characteristics, interests, values, and skills
- To develop a long-term goal related to the chosen career alternative
- To generate short-term goals related to the long-term goals with sub-steps to achieve each short-term goal (see Fig. 7)

Materials/Resources Required:

- Personal and Occupational Factors Comparison Chart (Appendix X)
- Short-Term Goals and Sub-Steps Chart (Appendix BB)

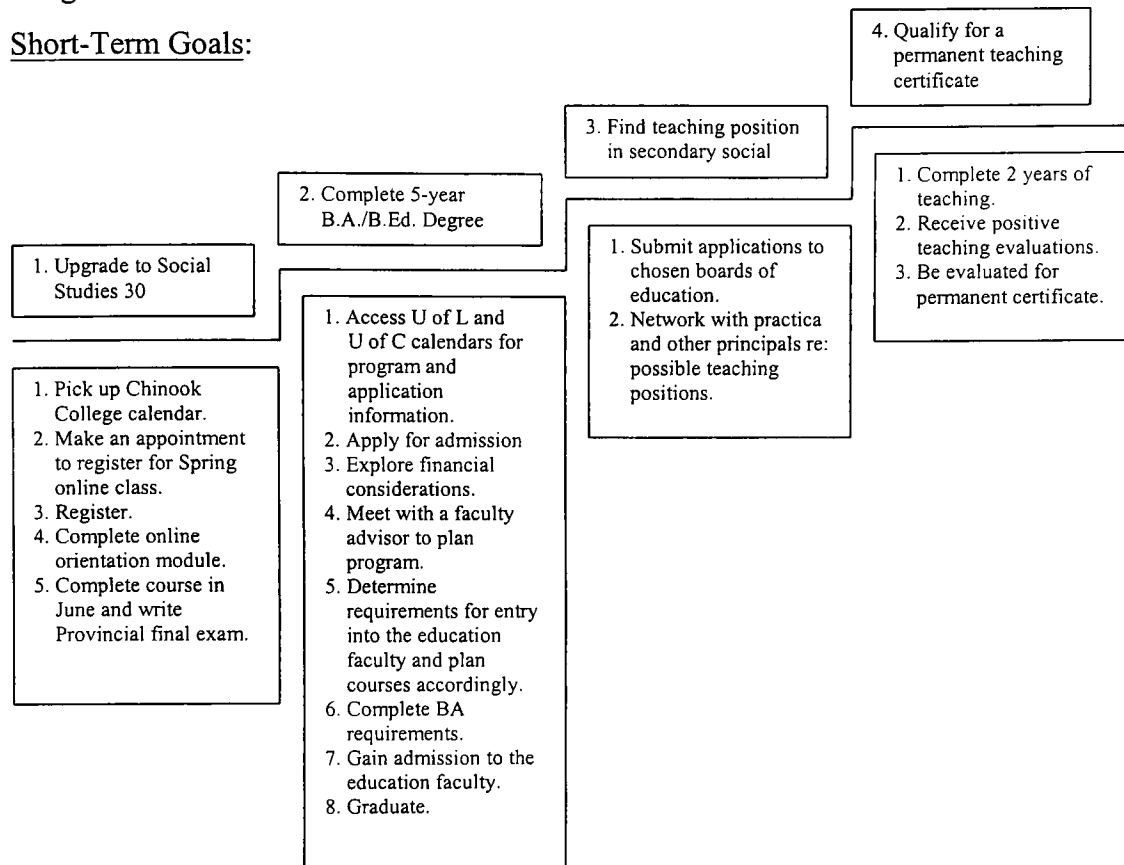
Time Required: One to two 1-hour sessions

The time required will depend on the number of alternatives selected for implementation; for example, occupational goal, social skills training, and anxiety issues.

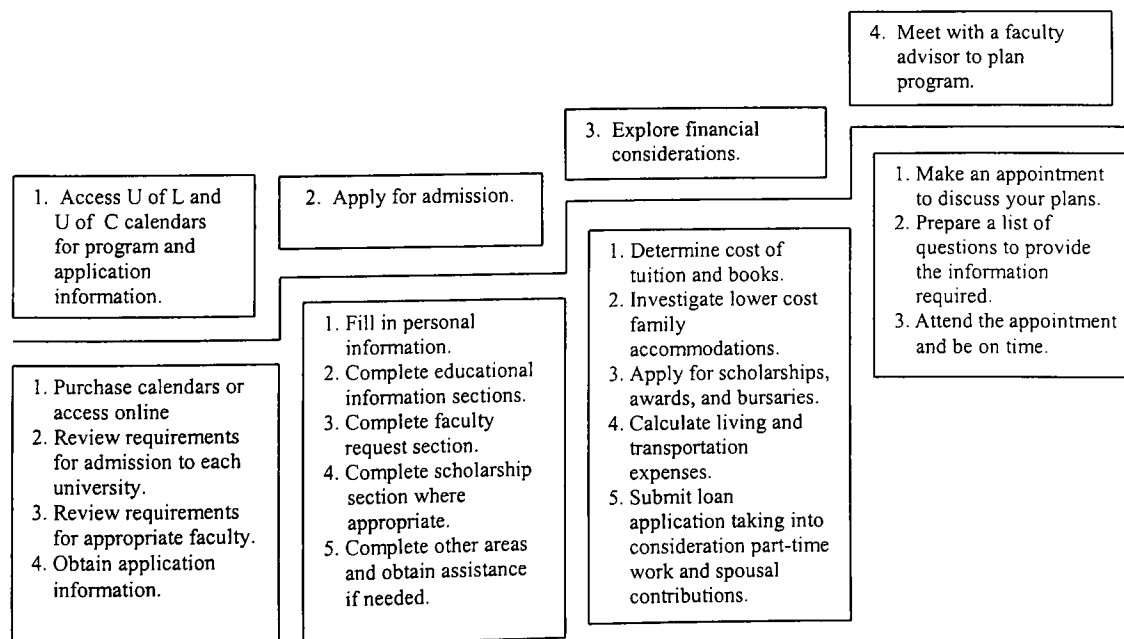
Figure 7
Short-Term Goals and Sub-Steps Chart Example

Long-Term Goal: To become a social studies teacher

Short-Term Goals:



Sub-Steps for Short-Term Goal #2: Complete 5 year B.A./B.Ed. degree (first 4 steps)



Process:

- Introduction

Discuss the five components of the preparation process, elaborating on goal specification and step/sub-step development. Concrete and specific long-term and short-term goals support success in achieving the desired outcomes of the career planning process. Review the objective criteria demonstrated in the generation of effective goals (Gysbers et al., 1998; Magnusson, 1992). Goals should be specific, observable, achievable, and may include a time element. Recording and verbalizing goals is recommended as they present planning as an ongoing process and provides feedback on client's perceptions. For example, a long-term goal may be, "To become employed as a high school teacher with a major in social studies within 5 years." Short-term goals might include accessing university calendars for program and application information, applying for admission, exploring financial considerations, and meeting with a faculty advisor to discuss the program and select courses. The next stage is to develop sub-steps to achieve each short-term goal.

- Client Responsibilities

- To compare personal and occupational factors related to the long-term goal.
- To generate long-term goals compatible with the chosen alternative and short-term goals to support success in achieving the long-term goal.
- To return to the initiation, exploration, and decision-making processes to examine new or previous alternatives for the preparation process where appropriate.
- To generate sub-steps for each short-term goal.
- To develop independence in the use of preparation and planning skills.

- Counsellor Responsibilities
 - To facilitate comparison of personal and occupational factors related to the long-term goal.
 - To facilitate generation of long-term goals compatible with the chosen alternative to support success in achieving the long-term goal.
 - To return to the initiation, exploration and decision making processes to examine new or previous alternatives for the preparation process where appropriate.
 - To facilitate generation of sub-steps to support each short-term goal.
 - To support the development of preparation and planning skills for independent use.
 - To encourage and support the client to process and move past feelings of fear, uncertainty, and anxiety.
- Setting of Goals and Objectives
 - The client and counsellor collaborate to select goals and objectives to move the client toward achievement of the selected alternative.

Implementation (Main Body):

The client and the counsellor review the client's characteristics, values, interests, and skills previously identified. The client lists the factors on the Personal and Occupational Factors Comparison Chart (Appendix X) and adds the salient factors of the occupational choice. For an example, please see Figure 6, listing the factors for a high school social studies teacher. Which factors match, which differ? Is it still a good match or is it time to return to the initiation and exploration processes? Has the client selected other alternatives to compare?

If the match is satisfactory, move on to generating short-term goals and sub-steps to support achievement of the long-term goal. The Short-Term Goals and Sub-Steps Chart (Appendix BB) provides one way to organize the information (Fig. 7). If the match is not meaningful, review other alternatives or return to a previous process for further exploration. It may be appropriate to revisit focused dreaming, conduct a hermeneutical analysis, review standardized assessments, or explore alternative occupational fields. If the client is blocked or resistant it may be necessary to explore underlying issues, such as substance abuse, depression, or information search skills, prior to continuing the decision making and preparation processes to ensure that positive, appropriate, and meaningful career planning occurs.

Reflections on Fit:

All but two of the factors in the top 10 match, indicating fairly strong similarities between personal and occupational factors. The client's number one priority, spirituality, may be satisfied outside of the occupational context, or perhaps may exhibit some connection to social consciousness. Explore the client's feelings on the salience of the match.

Evaluation of the Efficacy of the Intervention Process:

- Collaborative Reflection, Review, Discussion
 - Evaluation of the preparation process is ongoing. Appropriate adjustment or recycling may occur at any point in the process.
- Summative Evaluation
 - Discuss and review the efficacy of the exercise and selected goals. The counsellor and client both glean relevant information to support ongoing progress and success in the career planning process.

- What Next?
 - Contingency planning.
- Homework
 - Review of short-term goal steps and sub-steps generated making revisions where appropriate.
 - Generate short-term goals and sub-steps for other salient alternatives for review during the follow-up session.
 - Conduct further relevant research, information interviews etc. where appropriate.

Resources:

Job Search Skills

Alberta Advanced Education and Career Development (1997). *Work and the new middle-ager: The new reality*. Edmonton, AB: Author.

- Networking, cover letters, résumés, career information hotline information, entrepreneurial advice, employment services organizations, printed materials, and books

Alberta Advanced Education and Career Development (1998b). *Job seeker's handbook: An introductory guide to finding work*. Edmonton, AB: Author.

- Portfolios, application forms, résumés, cover letters, curriculum vitae, proposals, interviews, terms of employment

Alberta Advanced Education and Career Development (1999a). *Finding out: How to get the information you need to make the choices you want*. Edmonton, AB: Author.

- Material resources, networking, information gathering

Alberta Human Resources and Employment (2000a). *Skills plus handbook: Discovering your personal career assets*. Edmonton, AB: Author.

- Supports and networks, financial resources, repackaging your resources

Alberta Human Resources and Employment (2000b). *Radical change in the world of work: The workbook*. Edmonton, AB: Author.

- Personal action log, marketing tools, advisory board, proposal writing

Job Maintenance Skills

Cormier, S., & Cormier, B. (1998). *Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions*. Pacific Grove, CA: Brooks/Cole.

- Problem solving skills, cognitive modeling with cognitive self-instructional training, cognitive restructuring and reframing

Kanfer, F., & Goldstein, A. (1991). *Helping people change: A textbook of methods* (4th ed.). Toronto, ON: Allyn & Bacon.

- Coping skills training, distorted cognitions/irrational thinking, problem solving skills training, pro-social modeling, relationship enhancement methods, systematic problem solving, systematic rational restructuring

Financial Planning Skills

Alberta Human Resources and Employment (2000a). *Skills plus handbook: Discovering your personal career assets*. Edmonton, AB: Author.

- Supports and networks, financial resources, repackaging your resources

Social Interaction, Personal and Social Adjustment Skills

Cormier, S., & Cormier, B. (1998). *Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions*. Pacific Grove, CA: Brooks/Cole.

- Problem solving skills, cognitive modeling with cognitive self-instructional training, cognitive restructuring and reframing, substance abuse, imagery, cultural exploration, grief, learned helplessness, panic attacks, anxiety, stress management, anger management, self-efficacy, behaviour problems, marital problems, coping skills, bulimia/anorexia nervosa, cultural differences, relaxation, self-management and monitoring

Kanfer, F., & Goldstein, A. (1991). *Helping people change: A textbook of methods* (4th ed.). Toronto, ON: Allyn & Bacon.

- Substance abuse, anorexia nervosa, bulimia, depression, anxiety, panic disorder, problem solving, cognitive therapy, coping skills, fear, behaviour disorders, relaxation

Hole in the Road

Career Counselling Stage/Process: Preparation

Intervention: Hole in the Road

Source: Magnusson (2000c)

General Purpose:

A metaphor is used to identify perceived life-span and life-space barriers in the client's current lifestyle. The "Hole in the Road" exercise is effective in identifying strengths that have facilitated success in the past and areas of deficit that impede success in relation to recurring problems.

Target Population: Generic – Individual or group

It is important to consider cultural and ethnic influences when assessing and discussing the information gathered and formulating strategies to overcome barriers.

Goals:

To identify strengths to support ongoing success and barriers that deter success in achieving a balanced life-span, life-space lifestyle.

Objectives:

- To identify barriers hindering the client from achieving desired goals
- To identify strengths and strategies that have supported success in the past
- To explore how strengths can provide support in achieving goals for the future
- To identify and generate alternative strategies to eliminate or minimize barriers to success
- To inspire hope and motivation

Materials/Resources Required:

Pen, paper; “Hole in the Road” dilemma

Time Required: 30-45 minutes

Process:

- Introduction/Discussion

The “Hole in the Road” exercise may be presented in conjunction with other exploratory interventions or after the client has found a general career interest and direction. It is most useful when a specific, recurring barrier prevents the client from reaching desired goals. For example, a client may have an anger management problem, may experience episodic depression, or may lack a specific skill or credential. It is now time to further explore the client’s supporting strengths as well as beliefs, attitudes, and skill deficits that might impede progress in attaining general or specific goals. The scenario is introduced, encouraging the client to generate creative ways to deal with the barriers.

- Client Responsibilities
 - To generate strategies and solutions to deal with the barriers.
 - To discuss strategies and identify how similar strategies have supported success in the past.
 - To discuss strategies that were blocking success in solving the dilemma; for example, frustration, anxiety, lack of knowledge or skills, and discuss situations in the client's life where similar situation have occurred.
 - To discuss the impact of identified barriers on the client's goals.
 - To prioritize and select barriers to address in future sessions.
- Counsellor Responsibilities
 - To discuss successful strategies used in the past and how they have supported success in the past.
 - To discuss strategies that were blocking success in solving the dilemma; for example, frustration, anxiety, lack of knowledge or skills, and discuss situations in the client's life where similar situations have occurred.
 - To discuss the impact of identified barriers on the client's goals.
 - To prioritize and select areas to address in future sessions.
 - To guide the scenario, identifying strengths and liabilities currently impacting lifestyle choices.
 - To help the client gain insight into how present strategies impact the current context, and select areas for change to facilitate achievement of goals.
- Setting of Goals and Objectives
 - To secure client agreement and to identify strengths and liabilities. To develop strategies to support success in the future, for example, learning relaxation

techniques to relieve anxiety; using cognitive reframing to adjust inaccurate thoughts and beliefs.

Implementation (Main Body):

After the introduction the scenario is presented. The metaphor used can be adapted or changed to fit the context and unique needs of the counsellor and client. A scenario may be created from a metaphor presented by the client. The following scenario is one example.

It is spring and you are on your way to the airport to catch a flight to Dallas at 11 a.m. You are presenting a paper on the reproductive habits of the tsetse fly later in the afternoon, at an international conference on the Mating Habits of Miniscule Flying Insects. Your flight leaves in 2 hours and you must check in 1 hour before flight time. You are just 10 minutes from the airport, traveling north in the middle lane on Deerfoot Trail, approaching the north airport approach road. About 200 metres ahead of you, a multiple-car injury accident occurs. A huge frost heave has collapsed, creating a large sinkhole. As a result, all northbound lanes are blocked. You are on a divided highway and are unable to turn around. There are no other off-ramps available. What now?

As the client brainstorms solutions, add barriers to provide the opportunity for the client to generate alternative solutions; for example, there has been a gas spill, it's raining, and the shoulder of the road is soft. Observe thought and belief patterns, affective reactions, plans of action, jotting down information for further exploration and intervention. Which strategies were adaptive and successful? Which were not? What if it is impossible to make the flight? Are the selected strategies used individual or cooperative efforts? Does the client have any affective or cognitive reactions to the plight of injured commuters? How does the client handle the stress?

After the scenario is completed, debrief with the client and explore perceptions and insights into how he/she attempted to solve the problem. What were his/her strengths? What were the problems and struggles that acted as barriers? The counsellor offers observations as well. Questions may help additional discovery; for example, what were you thinking/feeling when happened?

At this point, it is critical to link the metaphor back to the original life barrier, and use the same solutions to the hole in the road to solve the current problem – e.g., what can your roadblock be? Who is your 911 call? etc. Discuss other times that the client's strengths supported success with a focus on career contexts. Next discuss thoughts, beliefs, feelings, and actions that presented a problem, also relating them to a work context. Link the strengths – characteristics, values, interests, and beliefs – with those identified in the Pride Story and reinforce these positive qualities.

Have the client select barriers that are hindering the achievement of identified career goals. With the client, select relevant interventions.

Evaluation of the Efficacy of the Intervention Process:

- Reflection, review, and discussion with the client after the scenario is completed
- Summative Evaluation
 - Was the intervention effective in meeting the goals and objectives set?
 - Feedback from the client, and counsellor observations.
- What Next?
 - Develop a plan to address the barriers chosen for intervention; for example, anxiety and anger under pressure – cognitive restructuring, automatic thoughts, self-concept.

- Homework
 - Complete an automatic thoughts chart relating to situations that cause anxiety/anger.

Cognitive Restructuring

Career Counselling Stage/Process: Preparation

Intervention: Cognitive Restructuring

Source: Beck (1995); Cormier and Cormier (1998); Ellis and Harper (1961)

General Purpose:

- To identify inaccurate or distorted thoughts or beliefs based on personal or world view rather than facts and restructuring the thoughts and beliefs to be more positive and realistic

Target Population: Generic

Cognitive restructuring is used effectively for many concerns, such as anger, anxiety, depression, lifestyle transitions, self-esteem, and stress. It is critical to adapt cognitive therapy to meet the needs of the client. Cognitive restructuring challenges beliefs and thoughts, a process that may not fit well with some cultures; for example, the Asian culture focuses on a harmonious atmosphere, and some Native Americans relate in a less direct manner. The concept of “rational thinking” may not support the mores of cultures that may be more intuitively and emotionally oriented. In addition, feminist therapy, multicultural therapy, and ecological therapy refute that presenting problems will automatically be solved by changing an individual’s pattern of thinking. Cormier and Cormier (1998) offer suggestions on ways to adapt the cognitive restructuring process in a variety of situations.

Introduction/Description of Intervention**Goals:**

- To develop an awareness and understanding of events that initiate and perpetuate inaccurate thoughts and beliefs
- To understand the connection between thoughts, feelings, and behaviours
- To learn to test inaccurate thoughts and beliefs against the evidence
- To restructure negative thinking with positive, more realistic thinking

Objectives:

- To identify inaccurate thoughts and beliefs (self-defeating automatic thoughts) negatively impacting the client's personal and world views as well as lifestyle
- To monitor emotional and activating events to identify inaccurate thoughts and beliefs (or irrational or maladaptive thinking and/or beliefs)
- To generate and practice positive or reinforcing self-statements
- To practice thought-stopping and shift from self-defeating automatic thoughts to positive or reinforcing self-statements

Materials/Resources Required:

Automatic Thoughts Homework Log Sheet (Appendix K)

Optional: Alder's Basic Mistakes (Appendix Q)

Daily Record of Automatic Thoughts (Appendix L)

Daily Log of Inaccurate Thoughts and Beliefs (Appendix M)

The Major Irrational Ideas (Appendix N)

Eight Interpretable Factors of the Dysfunctional Attitudes Scale
(Appendix O)

Types of Cognitive Errors (Appendix P)

BTF/BDA Matrix (Appendix J)

Time Required: Two to three 1-hour sessions

Process and Procedures:

- Introduction

Cognitive restructuring describes the process of identifying and evaluating thoughts and beliefs, and recognizing the negative effects of inaccuracies or distortions and replacing them with more accurate thoughts and beliefs. Cognitive restructuring is widely used in cognitive therapy and has proven effective for issues such as anger management, anxiety disorders, cultural differences, depression, lifestyle transitions, self-esteem, and stress.

The counsellor needs to be sensitive in the use of the terms ‘rational,’ ‘irrational,’ ‘maladaptive,’ or ‘dysfunctional.’ The use of these terms may further marginalize some clients. Use of terms such as ‘inaccurate thoughts,’ ‘mistaken beliefs,’ or ‘errors in thinking’ may be more appropriate. Using an educational approach rather than a therapeutic approach avoids the stigma connected to mental health treatment.

- Discuss how an event can be interpreted or perceived differently by each individual. In cognitive therapy an individual’s perceptions and interpretations are based on the individual’s perspective rather than facts.
- Discuss the effectiveness of cognitive restructuring in helping an individual to correct errors or inaccuracies in the way situations or events are viewed.
- Discuss the salience of changing the specified pattern in relation to the basic tasks of love, relationships, and work.

- Client Responsibilities
 - To review identified inaccurate thoughts and beliefs and select a thought or belief pattern to change.
 - To work through the cognitive restructuring process to change the selected pattern.
- Counsellor Responsibilities
 - To assist the client in reviewing inaccurate thoughts and beliefs previously identified and assist in selecting a pattern for change.
 - To guide the client through the cognitive restructuring process.
 - To be culturally and gender aware and adapt the process to meet the needs of the client.
- Setting of Goals and Objectives
 - Work with the client to select inaccurate thoughts or belief patterns for intervention.
 - Discuss the process and secure client commitment.

Implementation (Main Body):

1. Overview

The counsellor begins by providing a brief overview of the three things the cognitive restructuring procedure will accomplish (Cormier & Cormier, 1998). First it will help to identify what you're thinking before during and after a situation. The BTF/BDA Matrix (Appendix J) provides a useful format. Second, the client will learn how to stop a distorted thought and replace it with a coping thought. Sample record sheets are included in Appendices K, L, and M. Third, the client will learn how to make positive self-statements for changing inaccurate thoughts.

After the overview the counsellor explains the difference between self-enhancing thoughts and self-defeating thoughts. An inaccurate thought or belief is described as one way that a situation can be interpreted, but it is usually negative and unproductive, such as thinking your boss doesn't appreciate your creativity or notice how hard you work. Making positive, self-enhancing statements is more constructive and a realistic way to interpret the situation, such as thinking, "You are a valuable employee with creative ideas and there's no reason to think your boss doesn't appreciate your work."

Next, the counsellor explains the influence of inaccurate thoughts or beliefs on the emotions and performance. For example, "When your attention is focused on yourself and you worry about how a situation will turn out it makes sense that you feel anxious and depressed. Focusing on the situation without worrying can allow you to be more relaxed and give you more energy to see things as they really are."

At this point it's time to confirm the client's willingness to give cognitive restructuring a try.

2. Identifying Client Thoughts in Problem Situation

- Ask the client to describe the problem situation and identify examples of positive self-statements or inaccurate thoughts or beliefs that come to mind. See Figure 8 (Automatic Thoughts Homework Log Sheet Example) for the above scenario.
 - Think of the last time you talked to your boss about the project you are working on.
 - Describe what you were thinking before you saw him.
 - What were you thinking when you talked to him?
 - What thoughts went through your mind when the meeting was over?

Figure 8
Automatic Thoughts Homework Log Sheet Example
(Cormier & Cormier, 1998)

Directions: When you notice your mood getting worse, ask yourself, "What's going through my mind right now? And as soon as possible jot down the thought or mental image in the Automatic Thought(s) column. Use the questions that follow to assist in generating adaptive responses.

Date/ Time	Situation	Automatic Thought(s)	Emotion(s)	Adaptive Response	Outcome
	<p>1. What actual event or stream of thoughts, or daydreams or recollection led to the unpleasant emotions?</p> <p>2. What (if any) distressing physical sensations did you have?</p>	<p>1. What thought(s) and/or image(s) went through your mind?</p> <p>2. How much did you believe each one at the time?</p>	<p>1. What emotion(s) (sad/anxious/angry etc.) did you feel at the time?</p> <p>2. How intense (0-100%) was the emotion?</p>	<p>1. (Optional) What cognitive distortion did you make.</p> <p>2. Use the questions at the bottom to compose a response to the automatic thought(s).</p> <p>3. How much do you believe each response?</p>	<p>1. How much do you now believe each automatic thought?</p> <p>2. What emotion(s) do you feel now? How intense (0-100%) is the emotion?</p> <p>3. What will you do (or did you do)?</p>
	<p>1. My boss hardly responded to my preliminary project outline.</p> <p>2. Upset stomach anxiety</p>	<p>I worked so hard on this project outline and it has some really creative ideas. 90%</p> <p>He just doesn't appreciate my talent and ideas. 80%</p> <p>He doesn't think my proposal is worth taking the time to review. 80%</p>	<p>Hurt 80%</p> <p>Sad 80%</p> <p>Frustrated 90%</p>	<p>1. My boss doesn't appreciate my creativity and commitment to the project.</p> <p>2. <u>True</u> He only had time to glance at the outline briefly and didn't say anything positive – said come back. 70%</p> <p><u>False</u> He was going to a meeting and had an important call waiting. 60%</p> <p><u>Alternative</u> He was just too busy and will review it later, nothing personal. 70%</p> <p><u>Worst</u> I have to rework the project and could deal with that. 50%</p> <p><u>Best</u> He will really like my outline and appoint me to head the committee. 30%</p> <p><u>Realistic</u> I will get the go ahead and work with a team to implement the project. 70%</p> <p><u>Effect</u> Feelings of discouragement, insecurity, frustration</p> <p><u>Changed effect</u> Hope, confidence, validation</p> <p><u>Do</u> Set up a new meeting ensuring I have time to present properly.</p> <p><u>Friend</u> The boss just needs some time to go over the project and discuss it with you.</p>	<p>90%</p> <p>30%</p> <p>30%</p> <p>2.</p> <p>Hurt 30%</p> <p>Sad 20%</p> <p>Frustrated 30%</p> <p>3. Set up another appointment to present my ideas.</p>

Questions to help compose an alternative response:

1. What is the evidence that the automatic thought is true? Not true?
 2. Is there any alternative explanation?
 3. What's the worst that could happen? Could I live through it? What's the best that could happen? What's the most realistic outcome?
 4. What's the effect of my believing the automatic thought? What could be the effect of my changing my thinking?
 5. What should I do about it?
 6. If _____ (friend's name) was in the situation and had this thought, what would I tell him/her?
-

- The next step is to review the client's answers and identify factual thoughts or constructive ways to view the visit. Which thoughts are automatic thoughts or inaccurate thoughts or beliefs about the visit?

If the client is unable to complete the previous step, model examples of "links" between the event and the client's emotional response.

3. Introduction and Practice of Coping Thoughts

Explain that the purpose and potential use of "coping thoughts" helps to deal with feeling upset, anxious or overwhelmed. Coping thoughts help the client to maintain control and prevent the self-defeating thoughts from taking over.

Encourage the client to think of additional coping thoughts, possibly thoughts that have proven successful in other situations. Provide practice time, with the reminder that the coping thoughts may seem a little bit awkward at first, but will become more natural with practice. Begin with coping statements to use before the anticipated situation, then statements to use during the situation. Finally, practice the before meeting statements, and move into a role-play of the meeting.

4. Shifting from Self-Defeating to Coping Thoughts

The next step is to model the shift from recognizing an inaccurate thought or belief and stopping it, to replacing it with a coping thought. The client then practises the four steps of the shift:

- Imagine or role-play a situation
- Recognize inaccurate thoughts
- Stop inaccurate thoughts
- Replace the inaccurate thoughts with coping thoughts

Help the client practise using shifts for each problem situation until the client's level of anxiety/depression decreases to a reasonable level and the client is able to practise independently.

5. Introduction and Practice of Positive, or Reinforcing, Self-Statements

Explain to the client that positive self-statements are rewarding and encouraging. After coping with a situation, a positive or rewarding thought like "I did it" or "I managed that pretty well" is well-deserved. Encourage the client to select other statements with a personal fit.

Now it is time to add the positive self-statement to the sequence. After shifting from an inaccurate thought to a coping thought, follow up with a positive or reinforcing self-statement. The client practises the sequences several times until the self-rewarding process is comfortably integrated into the process.

Evaluation of the Efficacy of the Intervention Process:

- Collaborative Reflection, Review, Discussion
 - Ongoing throughout the process

- Summative Evaluation
 - The summative evaluation will reflect the goals and objectives at the final stages of the process. If the problem is depression or anxiety, a depression instrument such as the Beck Depression Inventory (BDI; Appendix F) or an anxiety scale should be administered at the beginning and end of the session to evaluate the efficacy of the intervention.
- What Next?
 - Follow up with the client at the next session.
 - Address other issues that may benefit from cognitive restructuring.
 - Life-Career Rainbow (Super, 1980; Appendix V). Examine the client's current and desired life roles.
- Homework
 - Monitor and record the content of thoughts before, during, and after stressful or upsetting situations. The Automatic Thoughts Homework Log Sheet (Appendix K), Daily Record of Automatic Thoughts Sheet (Appendix L), or Daily Log of Inaccurate Thoughts and Beliefs Sheet (Appendix M) provide convenient formats.
 - Practise the sequence of coping statements as they would be used in an actual situation.
 - Practise the shift from self-defeating to coping thoughts for each problem situation.
 - Practise the shift from self-defeating to coping thoughts for each problem situation and add a positive or reinforcing self-statement to the sequence.
 - Monitor and record the number of times cognitive restructuring is used outside the interview.

Interventions to Facilitate the Implementation Process

During the decision-making and preparation processes the client selects alternatives and develops long-term goals and short-term goals for each. The career counselling process is not complete until the action plan has been successfully implemented. The focus for the implementation process is to carry out the action plan and to ensure a support network is developed and in place to support the client's success (Alberta Human Resources & Employment, 1998, 2002; Magnusson, 1992). An example of a non-traditional exercise is presented and is followed by a listing of resources of other well-documented activities.

The law of physics which states that a body in motion tends to remain in motion and a body at rest tends to remain at rest, applies to people as well as inanimate objects. It is difficult for a client to move to the enactment phase, but when enactment occurs, it is a statement of a high form of commitment. Change is difficult and when an individual implements change in his or her lifestyle, a ripple effect occurs, impacting other individuals and aspects in the client's life. The responses may not always be supportive and positive making it difficult to remain encouraged, and to sustain a positive attitude and momentum (Alberta Advanced Education & Career Development, 1995; Magnusson, 1992). Developing a social support system and providing encouragement, feedback, consultation, and a system of monitoring are important strategies that provide support to the client's success.

The sub-steps supporting the short-term goals in the action plan may act as an initial means of tracking progress. New strategies are developed to handle new barriers that arise and become part of the dynamic, evolving action plan. A more structured approach would identify specific criteria in a format similar to behavioural objectives for

each goal; for example, the short-term goal, “Upgrade to Social Studies 30” might be expressed as follows. “I will complete the Social Studies 30 course and provincial exam, with a minimum of 75% at Chinook College by June 15, 2003.” The short-term goal to “Qualify for a permanent teaching certificate” could be written as, “I will obtain an Alberta Learning permanent teaching certificate, upon successful evaluation, after completing 2 years of teaching for school systems approved by Alberta Learning.” The client may find it helpful to record the goals on a chart to monitor progress (see Fig. 9 & Appendix DD).

Figure 9
Action Plan Monitoring Chart Example

Goal	Date Started	Proposed Completion Date	Date Completed	Resources or Action Required
Upgrade to Social Studies 30 at Chinook College		June 18, 2003		Textbook, tuition fees, reschedule Monday and Wednesday work shifts to Tuesday and Thursday
Register at Chinook College	Jan. 15, 2003	Jan. 28, 2003	Jan. 30, 2003	Registration form, Appointment Fees

A celebration or reward system acts as a complementary intervention to the monitoring strategy. Rewards provide motivation to meet goals and rewards selected are unique to each individual. (Examples are presented in Fig. 10 and in Appendix EE).

Feedback, part of the progress monitoring procedure, may come from either the counsellor or an individual in the client’s social support system (Magnusson, 1992). Descriptive feedback includes value judgements. An example of descriptive feedback might be, “Great! You completed your application for admission, phoned the Faculty of Education, and made an appointment with an advisor after a preliminary conversation

with her about your goals. That tells me you are motivated and on track in pursuing.” It is specific and describes behaviours or actions of the client, linking them directly to the impact of the behaviours. Informational feedback is value-free and “is used to describe unsuccessful attempts at skill application or to identify negative forms of behaviour” (Magnusson, 1992, p. 121) and includes options for alternative behaviours or applications of skill.

Information feedback may sound something like this, “Let’s review what happened. You completed your application for admission to the Humanities faculty, but neglected to include this information when you made your appointment with the Education faculty advisor, giving him the impression you were ready to apply to the Education faculty now. When you meet with him, he may be confused and wondering why you weren’t clear with your intentions. You don’t want him thinking along those lines, so perhaps it would be beneficial if some clarification took place before the meeting.”

Figure 10
Reward and Celebration Chart

Goal	Anticipated Date of Completion	Date Completed	Celebration/Reward
Complete and pass Social Studies 30	June 22, 2003		1-hour massage
Complete application to U of C and apply for scholarships	Dec. 15, 2002	Dec. 15, 2002	Movie with Jane
Accepted to U of C	Aug. 1, 2002		New outfit for Fall

Encouraging the client is important throughout the initiation process. The client is charting unfamiliar waters and progress may seem slow. Normalizing emotional reactions and positive self-talk helps the client to become successful. The client needs to know it is

okay to express thoughts and feelings related to challenges and difficulties, and then link them with an encouraging phrase; for example, “It seems like this is taking forever, but I know I can do it and make it through.” Or “I was really nervous about talking to my boss about that problem, but I feel really good about it because I summoned up the courage to do it.”

Another way to support the client is to focus on the success the client has already experienced, to encourage further progress, and to be sensitive to the client’s feelings before moving on to the cognitive and behavioural domains. My Personal Action Log is another effective way to get feedback (Alberta Advanced Education & Career Development, 1995) (Appendix FF). For each step in the action plan the client records how it felt, the outcomes, what was learned, and what comes next.

At this point in the career counselling process the client will usually require minimal input from the counsellor, but the counsellor needs to be available for minor adjustments or redirection in the implementation plan.

The following exercise helps to identify and expand the client’s current support system (Magnusson, 1992).

The Social Support Network

Career Counselling Stage/Process: Implementation

Activity/Intervention: The Social Support Network

Source: Alberta Human Resources and Employment (2000b); Magnusson (1992)

General Purpose:

- To identify and develop the social support network

Target Population: Generic

Goals:

- To develop the social support network
- To review the current social support network
- To identify strengths and weaknesses in the system
- To plan for utilization of the social support network to facilitate success

Objectives:

- To gather information regarding the social support network from previous sessions and come to an understanding of the support network currently in place
- To evaluate specific social support relationships and levels of support available for potential assistance with specific personal development needs
- To identify specific social relationships unable to provide assistance, or impeding the client's growth and how the barriers are imposed
- To develop an action plan for social support utilizing the identified strengths
- To provide for alternatives to the barriers
- To transition from counsellor support to independent support systems

Materials/Resources Required:

- Action Plan Monitoring Chart (Appendix DD)
- The Reward and Celebration Chart (Appendix EE)
- My Personal Action Log (Appendix FF)
- List of characteristics, values, interests, and skills gathered during the counselling process
- Social Support/Barrier Network List – Adapted from Alberta Advanced Education and Career Development (1995) (Appendix GG)

Time Required: 1 hour

Process and Procedures:

- Introduction

Discuss the importance of developing the social support network in relation to personal and occupational contexts. Explore how the strong and weak links in the network support client success or inhibit progress.

- Client Responsibilities

- To review known social supports and generate a social support network list.
- To identify individuals who impede progress.
- To develop a support plan independent of the counsellor.

- Counsellor Responsibilities

- To review known social supports and generate a social support network list.
- To facilitate identification of individuals who impede progress.
- To facilitate the development of a support plan independent of the counsellor.
- To provide encouragement and support.

- Setting of Goals and Objectives

- The goals are structured and specific for the intervention. However, the process allows for flexibility in timing and format used to identify supports and methods of recording.

Implementation (Main Body):

Review the list of individuals on the client's relationship list if one was developed earlier in the counselling process or generate a list using the Social Support/Barrier Network List form in Appendix GG. List individuals under the following categories:

supporters, active allies, acquaintances, contacts, or barriers. Under the heading “Social Role,” describe specifically how each person acts as a support or as a barrier.

Upon completion and evaluation of the client’s social network, develop an action plan for social support. For example, family members positively support the client’s return to school through positive feedback and assisting with additional household tasks during exam time; a nearby neighbour who also goes to university may agree to car pool; the client’s boss may resist changing the part-time hours of employment to accommodate the client’s course, forcing a change of employment.

Evaluation of the Efficacy of the Intervention Process:

- Collaborative Reflection, Review, Discussion

The exercise may be adapted to fit the client’s style and needs; for example, a web could easily be substituted for the network list. Discussion of the roles of individuals in their social support role may result in increased awareness of the supports available and allow for intervention to overcome barriers. Bringing some individuals into the client’s support system may require outside intervention. Another possibility for widening the network may be to implement interventions for the client in areas such as social skills training.

- Summative Evaluation

Review how the intervention was beneficial and assess what interventions may improve the social support network.

- What Next?
 - Plan and implement changes to the social support network to make the counsellor redundant.

- Homework
 - Review the results of the exercise. Journal and reflect on relationships within the client's social support network. How can they be improved or expanded?

Resources

Alberta Advanced Education and Career Development (1994). *Self-directed career planning guide*. Edmonton, AB: Author.

Alberta Advanced Education and Career Development (1997). *Work and the new middle-ager: The new reality*. Edmonton, AB: Author.

Alberta Advanced Education and Career Development (1999b). *Multiple choices: Planning your career for the 21st century*. Edmonton, AB: Author.

During the implementation process the counsellor continues to provide appropriate support to the client. If the career counselling process has gone as planned the client should be relatively independent. Ongoing assessment and evaluation occur with adaptations to the implementation of the action plan as needed. Plans for termination and independence are introduced as the client's sense of significance and empowerment expand in the pursuit of a meaningful and unique career/life path.

The career counselling process is a holistic, dynamic process. The interventions and resources represented in the guide reflect a career/life path view of career development and counselling and support the client in the journey to achieve a sense of significance, uniqueness and belonging in the quest to follow his or her passion in life.

CHAPTER 4: RESOURCES

General Resources

- Alberta Advanced Education and Career Development (1997). *Work and the new middle-ager: The new reality*. Edmonton, AB: Author.
- Alberta Advanced Education and Career Development (1998a). *Changing course midstream*. Edmonton, AB: Author.
- Alberta Advanced Education and Career Development (1998b). *Job seekers handbook: An introductory guide to finding work*. Edmonton, AB: Author.
- Alberta Human Resources and Employment (1998). *The career planner*. Edmonton, AB: Author.
- Alberta Human Resources and Employment (2000a). *Skills plus handbook: Discovering your personal career assets*. Edmonton, AB: Author.
- Alberta Human Resources and Employment (2000b). *Radical change in the world of work: The workbook*. Edmonton, AB: Author.
- Beck, A. T., Steer, R. A., & Brown, G. K. (1996). *The Beck Depression Inventory II*. San Antonio, TX: Psychological Corporation/Harcourt-Brace.
- Beck, N. (1998). *Shifting gears: Thriving in the new economy*. Toronto, ON: Harper/Collins.
- Bird, C. (1993). *Second career: New ways to work after 50*. Toronto, ON: Little, Brown.
- Bolles, R. (2000). *What color is your parachute?* Berkeley, CA: Ten Speed Press.
- Foot, D. K. (1998). *Boom, bust & echo 2000*. Toronto, ON: Macfarlane, Walter & Ross.
- Good, W. S. (1997). *Building a dream: A Canadian guide to starting your own business*. Toronto, ON: McGraw-Hill Ryerson.

- Gough, H. G. (1987). *California Psychological Inventory*. Palo Alto, CA: Consulting Psychologists Press.
- Holland, J. L. (1970). *Professional manual for the self-directed search*. Palo Alto, CA: Consulting Psychologists Press.
- Holland, J. L. (1985b). *Self-directed search*. Odessa, FL: Psychological Assessment Resources.
- Jackson, D. N. (1999). *Jackson Vocational Interest Survey*. London, ON: Research Psychologists Press.
- Krumboltz, J. D. (1991a). *Career Beliefs Inventory*. Palo Alto, CA: Consulting Psychologists Press.
- Moses, B. (1999). *The good news about careers: How you'll be working in the next decade*. Toronto, ON: Stoddart.
- Nevill, D. D., & Super, D. E. (1986). *The values scale: Theory, application, and research manual*. Palo Alto, CA: Consulting Psychologists Press.
- Strong, E. K., Hansen, J., & Campbell, D. (1994). *Strong Interest Inventory*. Stanford, CT: Stanford University Press/Consulting Psychologists Press.
- Super, D. E., Bohn, M. J., Forrest, D. J., Jordaan, J. P., Lindeman, R. H., & Thompson, A. A. (1971). *Career development inventory*. New York: Teachers College Press/Columbia University.
- Super, D. E., & Nevill, D. D. (1985). *Saliency Inventory*. Palo Alto, CA: Consulting Psychologists Press.
- Tammemagi, H. (1999). *Winning proposals: Writing to get results* (2nd ed.). North Vancouver, BC: Self-Counsel Press.

Job Search Skills

Alberta Advanced Education and Career Development (1997). *Work and the new middle-ager: The new reality*. Edmonton, AB: Author.

- Networking, cover letters, résumés, career information hotline information, entrepreneurial advice, employment services organizations, print materials and books

Alberta Advanced Education and Career Development (1998b). *Job seekers handbook: An introductory guide to finding work*. Edmonton, AB: Author.

- Portfolios, application forms, résumés, cover letters, curriculum vitae, proposals, interviews, terms of employment

Alberta Advanced Education and Career Development (1999a). *Finding out: How to get the information you need to make the choices you want*. Edmonton, AB: Author.

- Material resources, networking, information gathering

Alberta Human Resources and Employment (2000a). *Skills plus handbook: Discovering your personal career assets*. Edmonton, AB: Author.

- Supports and networks, financial resources, repackaging your resources

Alberta Human Resources and Employment (2000b). *Radical change in the world of work: The workbook*. Edmonton, AB: Author.

- Personal action log, marketing tools, advisory board, proposal writing

Job Maintenance Skills

Cormier, S., & Cormier, B. (1998). *Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions*. Pacific Grove, CA: Brooks/Cole.

- Problem-solving skills, cognitive modeling with cognitive self-instructional training, cognitive restructuring and reframing

Kanfer, F., & Goldstein, A. (1991). *Helping people change: A textbook of methods* (4th ed.). Toronto, ON: Allyn & Bacon.

- Coping skills training, distorted cognitions/irrational thinking, problem solving skills training, pro-social modeling, relationship enhancement methods, systematic problem solving, systematic rational restructuring

Financial Planning

Alberta Human Resources and Employment (2000a). *Skills plus handbook: Discovering your personal career assets*. Edmonton, AB: Author.

- Supports and networks, financial resources, repackaging your resources

Social Interaction, Personal and Social Adjustment Skills

Cormier, S., & Cormier, B. (1998). *Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions*. Pacific Grove, CA: Brooks/Cole.

- Problem solving skills, cognitive modeling with cognitive self-instructional training, cognitive restructuring and reframing, substance abuse, imagery, cultural exploration, grief, learned helplessness, panic attacks, anxiety, stress management, anger management, self-efficacy, behaviour problems, marital problems, coping skills, bulimia/anorexia nervosa, cultural differences, relaxation, self-management, and monitoring

Kanfer, F., & Goldstein, A. (1991). *Helping people change: A textbook of methods* (4th ed.). Toronto, ON: Allyn & Bacon.

- Substance abuse, anorexia nervosa, bulimia, depression, anxiety, panic disorder, problem solving, cognitive therapy, coping skills, fear, behaviour disorders, relaxation

Websites

Assessment Instruments

www.ccdffcac@istar.ca	Training and professional development courses
www.harcourtcanada.com/tpccanada	The Psychological Corporation: A Harcourt Canada assessment company
www.hbtpc.com/tyccanada	Harcourt educational measurement catalogue
www.hemweb.com	Harcourt educational measurement catalogue
www.psycan.com	Psycan: Assessments and related resources
www.psychcorp.com/sub0300/beck2.html	

Description of Beck Instruments

www.psychometrics.com/tests/	Psychometrics Test site
http://webhome.idirect.com/~janet313/janetsjo/1997/10/31a.html	

Beck Depression Inventory

Career Websites

** Alberta Learning Information Service	www.alis.gov.ab
** Alberta Government BULLETIN	www.gov.ab.ca/jobs
** Canada's Biggest Job Site	www.workopolis.com
Canadian Heritage Internet Site	www.pch.gc.ca
Canada WorkInfoNET	www.workinfonet.ca/cwn/english/main.html
The Career Builder Network	www.careerbuilder.com
** Career Mosaic Canada	www.Canada.careermosaic.com
** Chinook College	www.chinookcollege.com
** City of Calgary	www.gov.calgary.ab.ca
Dave's ESL Café	www.eslcafe.com/index.html

Electronic Labour Exchange	www.ele-spe.org
** Glove and Mail Electronic Affiliate	http://globecareers.com
Human Resources Development Canada	www.hrdc-drhc.gc.ca
Headhunters	www.xs4all.nl/~avotek/
HRDC Electronic Labour Exchange	http://ele-spe.org
HRDC National Job Bank	http://hrdc-drhc.gc.ca
Industry Canada – List of business directory sites on the Internet	www.strategis.ic.gc.ca
** Monster Board	http://monster.ca
** Newspapers	www.careerclick.com
NISS – Noticeboard (UK)	www.niss.ac.uk/noticeboard/jobs/index.html
On-line Career Centre	www.occ.com/occ
Overseas Job Express	www.overseasjobs.com
** Public Service Commission of Canada	http://jobs.gc.ca
World Words – Volunteering Overseas	www.vcn.bc.ca/idera/ww.htm

REFERENCES

- Adler, A. (1927). *The practice and theory of individual psychology* [trans. P. Radin]. London: Kegan Paul.
- Alberta Advanced Education and Career Development (1994). *Self-directed career planning guide*. Edmonton, AB: Author.
- Alberta Advanced Education and Career Development (1995). *Radical change in the world of work: A counsellor's guide*. Edmonton, AB: Author.
- Alberta Advanced Education and Career Development (1997). *Work and the new middle-ager: The new reality*. Edmonton, AB: Author.
- Alberta Advanced Education and Career Development (1998a). *Changing course midstream*. Edmonton, AB: Author.
- Alberta Advanced Education and Career Development (1998b). *Job seekers handbook: An introductory guide to finding work*. Edmonton, AB: Author.
- Alberta Advanced Education and Career Development (1999a). *Finding out: How to get the information you need to make the choices you want*. Edmonton, AB: Author.
- Alberta Advanced Education and Career Development (1999b). *Multiple choices: Planning your career for the 21st century*. Edmonton, AB: Author.
- Alberta Human Resources and Employment (1998). *The career planner*. Edmonton, AB: Author.
- Alberta Human Resources and Employment (1999). *What works: Career building strategies for special needs groups*. Edmonton, AB: Author.
- Alberta Human Resources and Employment (2000a). *Skills plus handbook: Discovering your personal career assets*. Edmonton, AB: Author.

- Alberta Human Resources and Employment (2000b). *Radical change in the world of work: The workbook*. Edmonton, AB: Author.
- Alberta Human Resources and Employment (2002). *The career planner: Choosing an occupation*. Edmonton, AB: Author.
- Austin, L. (1998). *The counseling primer*. Philadelphia, PA: Accelerated Development.
- Beck, A. T. (1978). *The depression inventory*. Philadelphia, PA: Center for Cognitive Therapy.
- Beck, A. T. (1993). Cognitive theory: Past, present and future. *Journal of Consulting and Clinical Psychology, 61*(2), 194-198.
- Beck, A. T., Steer, R. A., & Brown, G. K. (1996). *The Beck Depression Inventory II*. San Antonio, TX: Psychological Corporation/Harcourt-Brace.
- Beck, J. S. (1995). *Cognitive theory*. New York: Guilford.
- Beck, N. (1998). *Shifting gears: Thriving in the new economy*. Toronto, ON: Harper/Collins.
- Belsky, J. (1990). *The psychology of aging* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Betz, N. E. (1994). Career counseling for women in the sciences and engineering. In W. B. Walsh, & S. H. Osipow (Eds.), *Career counseling for women* (pp. 237-262). Hillsdale, NJ: Erlbaum.
- Betz, N. E., & Corning, A. F. (1993). The inseparability of “career” and “personal” counseling. *The Career Development Quarterly, 42*(3), 137-148.
- Betz, N. E., & Fitzgerald, L. F. (1987). *The career psychology of women*. Orlando, FL: Academic.
- Bird, C. (1993). *Second career: New ways to work after 50*. Toronto, ON: Little, Brown.
- Bolles, R. (2000). *What color is your parachute?* Berkeley, CA: Ten Speed Press.

- Brown, D. (1990). Summary, comparison and critique of the major theories. In D. Brown, & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (2nd ed.). San Francisco: Jossey-Bass.
- Brown, D. (1996). Status of career development theories. In D. Brown, L. Brooks, & Associates (Eds.), *Career choice and development: Applying contemporary theories to practice* (3rd ed.). San Francisco: Jossey-Bass.
- Cavanaugh, J. C. (1997). *Adult development and aging* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Cormier, S., & Cormier, B. (1998). *Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions*. Pacific Grove, CA: Brooks/Cole.
- DeRubeis, R. J., & Beck, A. T. (1987). *Types of cognitive errors*. Source unknown.
- Drummond, R. J. (2000). *Appraisal procedures for counsellors and helping professionals*. Upper Saddle River, NJ: Prentice-Hall.
- Ellis, A., & Harper, R. A. (1961). *A guide to rational living*. Englewood Cliffs, NJ: Prentice-Hall.
- Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: Norton.
- Erikson, E. H. (1982). *The life cycle completed: A review*. New York: Norton.
- Farmer, H. S. (1997a). Women's motivation related to mastery, career salience, and career aspiration: A multivariate model focusing on the effects of sex role socialization. *Journal of Career Assessment*, 5(2), 355-381.
- Farmer, H. S. (1997b). *Diversity and women's career development: From adolescence to adulthood*. Newbury Park, CA: Sage.
- Foot, D. K. (1998). *Boom, bust & echo 2000*. Toronto, ON: Macfarlane, Walter, & Ross.

- Fouad, M. A., & Bingham, R. P. (1995). Career counseling with racial and ethnic minorities. In W. B. Walsh, & S. H. Osipow (Eds.), *Handbook of vocational psychology* (pp. 331-366). Mahwah, NJ: Erlbaum.
- Fuqua, D. R., & Newman, J. L. (1994). An evaluation of the Career Beliefs Inventory. *Journal of Counseling and Development, 72*, 429-431.
- Gelatt, H. B. (1962). Decision-making: A conceptual frame of reference for counseling. *Journal of Counseling Psychology, 9*, 240-245.
- Gelatt, H. B. (1989). Positive uncertainty: A new decision making framework for counseling. *Journal of Counseling Psychology, 36*, 252-256.
- Gelatt, H. B. (1998). Self, system, synergy: A career-life development framework for individuals and organizations. *Career Planning and Adult Development Journal, 14*(3), 12-23.
- Gilligan, C. (1982). *In a different voice*. Cambridge, MA: Harvard University Press.
- Gilligan, C. (1988). Remapping the moral domain: New images of self in relationship. In C. Gilligan, J. V. Ward, & J. M. Taylor (Eds.), *Mapping the moral domain* (pp. 3-19). Cambridge, MA: Harvard University Press.
- Ginzberg, E. (1972). Restatement of the theory of occupational choice. *Vocational Guidance Quarterly, 20*(3), 169-176.
- Ginzberg, E. (1984). Career development. In D. Brown, & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (pp. 153-196). San Francisco: Jossey-Bass.
- Good, W. S. (1997). *Building a dream: A Canadian guide to starting your own business*. Toronto, ON: McGraw-Hill Ryerson.

- Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology, 28*, 545-579.
- Gottfredson, L. S. (1996). Gottfredson's theory of circumscription and compromise. In D. Brown, L. Brooks, & Associates (Eds.), *Career choice and development* (3rd ed.) (pp. 179-228). San Francisco: Jossey-Bass.
- Gough, H. G. (1987). *California Psychological Inventory*. Palo Alto, CA: Consulting Psychologists Press.
- Gould, R. L. (1978). *Transformations*. New York: Simon & Schuster.
- Gysbers, N., Heppner, M., & Johnston, A. (1998). *Career counseling: Process, issues and techniques*. Boston, MA: Allyn & Bacon.
- Hagestad, G. O., & Neurgarten, B. L. (1985). Age and the life course. In E. Shanas, & R. Binstock (Eds.), *Handbook of aging and the social sciences* (2nd ed.). New York: Van Nostrand Reinhold.
- Harrington, T. F., & O'Shea, A. J. (2000). *The Harrington-O'Shea career decision-making system, revised manual*. Circle Pines, MN: American Guidance Service.
- Harris, A. H. (2000). Using adult development theory to facilitate career happiness. *Career Planning and Adult Development Journal, 15*(4), 27-36.
- Herr, E. L. (1997). Super's life-span, life-space approach and its outlook for refinement. *The Career Development Quarterly, 45*, 238-246.
- Herr, E., & Cramer, S. (1992). *Career guidance and counseling through the lifespan: Systematic approaches* (4th ed.). Glenview, IL: Scott, Foresman.
- Herr, E., & Cramer, S. (1996). *Career guidance and counseling through the lifespan: Systematic approaches* (5th ed.). New York: Longman.

- Hetherington, C., Hillerbrand, E., & Etringer, B. D. (1989). Career counseling with gay men: Issues and recommendations for research. *Journal of Counseling and Development, 67*, 452-454.
- Hiebert, B. A. (n.d.). *Progressive relaxation* [exercise handout]. Calgary, AB: University of Calgary.
- Hiebert, B. A., & Fox, E. E. (1981). Reactive effects of self-monitoring anxiety. *Journal of Counseling Psychology, 28*, 187-193.
- Holland, J. L. (1970). *Self-directed search*. Palo Alto, CA: Consulting Psychologists Press.
- Holland, J. L. (1985a). *Making vocational choices: A theory of vocational personalities and work environments* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Holland, J. L. (1985b). *Self-directed search*. Odessa, FL: Psychological Assessment Resources.
- Holland, J. L. (1992). *Making vocational choices: A theory of vocational personalities and work environments*. Odessa, FL: Psychological Assessment Resources.
- Holland, J. L. (1994). Separate but unequal is better. In M. L. Savickas, & R. W. Lent (Eds.), *Convergence in career development theories: Implications for science and practice* (pp. 45-51). Palo Alto, CA: CPP Books.
- Holland, J. L., Powell, A. B., & Fritzsche, B. A. (1994). *The self-directed search: Professional user's guide*. Odessa, FL: Psychological Assessment Resources.
- Jackson, D. N. (1999). *Jackson Vocational Interest Survey*. London, ON: Research Psychologists Press.

- Jackson, M. L. (1995). Multicultural counseling: Historical perspectives. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 3-16). Thousand Oaks, CA: Sage.
- Kanfer, F., & Goldstein, A. (1991). *Helping people change: A textbook of methods* (4th ed.). Toronto, ON: Allyn & Bacon.
- Kanter, R. M. (1977). *Men and women of the corporation*. New York: Basic.
- Kegan, R. (1982). *The evolving self*. Cambridge, MA: Harvard University Press.
- Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.
- King, P. M., Kitchener, K. S., Wood, P. K., & Davison, M. L. (1989). Relationships across developmental domains: A longitudinal study of intellectual, moral and ego development. *Adult Development, 1*, 57-72.
- Kotre, J. (1984). *Outliving the self: Generativity and the interpretation of lives*. Baltimore, MD: Johns Hopkins University Press.
- Krumboltz, J. D. (1991a). *Career Beliefs Inventory*. Palo Alto, CA: Consulting Psychologists Press.
- Krumboltz, J. D. (1991b). *Manual for the Career Beliefs Inventory*. Palo Alto, CA: Consulting Psychologists Press.
- Krumboltz, J. D. (1993). Integrating career and personal counseling. *The Career Development Quarterly, 42*(2), 143-148.
- Krumboltz, J. D. (1994a). The Career Beliefs Inventory. *Journal of Counseling and Development, 72*, 424-428.
- Krumboltz, J. D. (1994b). Potential value of the Career Beliefs Inventory. *Journal of Counseling and Development, 72*, 432-433.

- Krumboltz, J. D. (1994c). Improving career development theory from a social learning perspective. In M. L. Savickas, & R. W. Lent (Eds.), *Convergence in career development theories: Implications for science and practice* (pp. 9-31). Palo Alto, CA: Consulting Psychologists Press.
- Krumboltz, J. D., Mitchell, A., & Gelatt, H. G. (1975). Applications of social learning theory of career selection. *Focus on Guidance*, 8(3), 1-16.
- Labouie-Vief, G., Hakim-Larson, J., & Hobart, C. J. (1987). Age, ego level and the life-span development of coping and defense processes. *Psychology and Aging*, 2, 286-293.
- Learning Resources Distributing Centre (2000). Learning resources distributing centre [On-line]. Available at <http://www.lrdc.edc.gov.ab.ca/wsnsa.dll/default.html>.
- Lee, C. C., & Armstrong, K. L. (1995). Indigenous models of mental health intervention: Lessons from traditional healers. In W. B. Walsh, & S. H. Osipow (Eds.), *Handbook of vocational psychology* (pp. 118-142). Mahwah, NJ: Erlbaum.
- Leong, F. T., & Brown, M. T. (1995). Theoretical issues in cross-cultural career development: Cultural validity and cultural specificity. In W. B. Walsh, & S. H. Osipow (Eds.), *Handbook of vocational psychology* (pp. 143-180). Mahwah, NJ: Erlbaum.
- Levinson, D. J. (1978). *The seasons of a man's life*. New York: Knopf.
- Levinson, D. J. (1986). A conception of adult development. *American Psychologist*, 41, 3-13.
- Loevinger, J. (1976). *Ego development*. San Francisco: Jossey-Bass.
- Magnusson, K. (1992). *Career counselling techniques*. Edmonton, AB: Life-Role Development Group.

- Magnusson, K. (2000a). *Guided imagery: The right to be here as a counsellor*.
Lethbridge, AB: Education 5706 Counselling Psychology – Interventions, Class
Notes and Lecture, University of Lethbridge.
- Magnusson, K. (2000b). *Hermeneutical analysis*. Lethbridge, AB: Education 5706
Counselling Psychology – Assessment, Class Notes and Lecture, University of
Lethbridge.
- Magnusson, K. (2000c). *Hole in the road exercise*. Lethbridge, AB: Education 5708
Counselling Psychology – Career Assessment, Class Notes and Lecture,
University of Lethbridge.
- Maslow, A. H. (1968). *Toward a psychology of being*. New York: Van Nostrand
Reinhold.
- Maslow, A. H. (1987). *Motivation and personality* (3rd ed.). New York: Harper & Row.
- McAdams, D. P. (1994). Can personality change? Levels of stability and growth in
personality across the life span. In T. F. Heatherton, & J. L. Weinberger (Eds.),
Can personality change? (pp. 299-313). Washington, DC: American
Psychological Association.
- McCrae, R. R., & Costa, P. T. Jr. (1984). *Emerging lives, enduring dispositions*. Boston:
Little, Brown.
- McCrae, R. R., & Costa, P. T. Jr. (1990). *Personality in adulthood*. New York: Guilford.
- Miller-Tiedeman, A. L., & Tiedeman, D. V. (1990). Career decision making: An
individualistic perspective. In D. Brown, L. Brooks, & Associates (Eds.), *Career
choice and development: Applying contemporary theories to practice* (2nd ed.)
(pp. 308-337). San Francisco: Jossey-Bass.

- Mitchell, L. K., & Krumboltz, J. D. (1990). Social learning approach to career decision making: Krumboltz's theory. In D. Brown, & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (2nd ed.) (pp. 145-196). San Francisco: Jossey-Bass.
- Mitchell, L. J., & Krumboltz, J. D. (1996). Krumboltz's theory of career choice and counseling. In D. Brown, & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (3rd ed.) (pp. 233-276). San Francisco: Jossey-Bass.
- Morgan, K. S., & Brown, L. S. (1991). Lesbian career development, work behavior, and vocational counseling. *The Counseling Psychologist, 19*, 273-291.
- Mosak, H. H. (1971). Life style. In A. G. Nikelly (Ed.), *Techniques for behavior change* (pp. 77-81). Springfield, IL: Charles C. Thomas.
- Mosak, H. H. (1995). Adlerian psychotherapy. In R. Corsini, & D. Wedding (Eds.), *Current psychotherapies* (5th ed.) (pp. 51-94). Itasca, IL: Peacock.
- Moses, B. (1999). *The good news about careers: How you'll be working in the next decade*. Toronto, ON: Stoddart.
- Neugarten, B. L. (1964). *Personality in middle and late life*. New York: Atherton.
- Neugarten, B. L. (1969). Continuities and discontinuities of psychological issues into adult life. *Human Development, 12*, 121-130.
- Neugarten, B. L. (1977). Personality and aging. In J. E. Birren, & K. W. Schaie (Eds.), *Handbook of the psychology of aging* (pp. 626-649). New York: Van Nostrand Reinhold.
- Neugarten, B. L. (Ed.). (1982). *Age or need?* Beverly Hills, CA: Sage.

- Neugarten, B. L., & Datan, N. (1973). Sociological perspectives on the life cycle. In P. B. Baltes, & K. W. Schaie (Eds.), *Life-span developmental psychology: Personality and socialization* (pp. 53-69). New York: Academic.
- Neugarten, B. L., Havighurst, R. J., & Tobin, S. S. (1994). The measurement of life satisfaction. In J. Fischer, & K. Corcoran (Eds.), *Measures for clinical practice: A sourcebook (Vol. 2)* (2nd ed.) (pp. 323-324). New York: Free Press.
- Neugarten, B. L., & Neugarten, D. A. (1987). The changing meanings of age. *Psychology Today, 21*, 29-33.
- Nevill, D. D., & Super, D. E. (1986). *The values scale: Theory, application, and research manual*. Palo Alto, CA: Consulting Psychologists Press.
- Okun, B. (1984). *Working with adults: Individual, family and career development*. Monterey, CA: Brooks/Cole.
- Osipow, S., & Fitzgerald, L. (1996). *Theories of career development* (4th ed.). Boston: Allyn & Bacon.
- Overholser, J. C. (1991). The use of guided imagery in psychotherapy: Modules for use with passive relaxation training. *Journal of Contemporary Psychotherapy, 21*, 159-172.
- Paniagua, F. A. (1998). *Assessing and treating culturally diverse clients: A practical guide* (2nd ed.). Thousand Oaks, CA: Sage.
- Parsons, F. (1909). *Choosing a vocation*. Boston: Houghton-Mifflin.
- Patton, W., & McMahon, M. (1999). *Career development systems theory: A new relationship*. Pacific Grove, CA: Brooks/Cole.
- Pearlin, L. I. (1982). Discontinuities in the study of aging. In T. K. Hareven, & K. J. Adams (Eds.), *Aging and life transitions: An interdisciplinary perspective* (pp. 59-79). New York: Guilford.

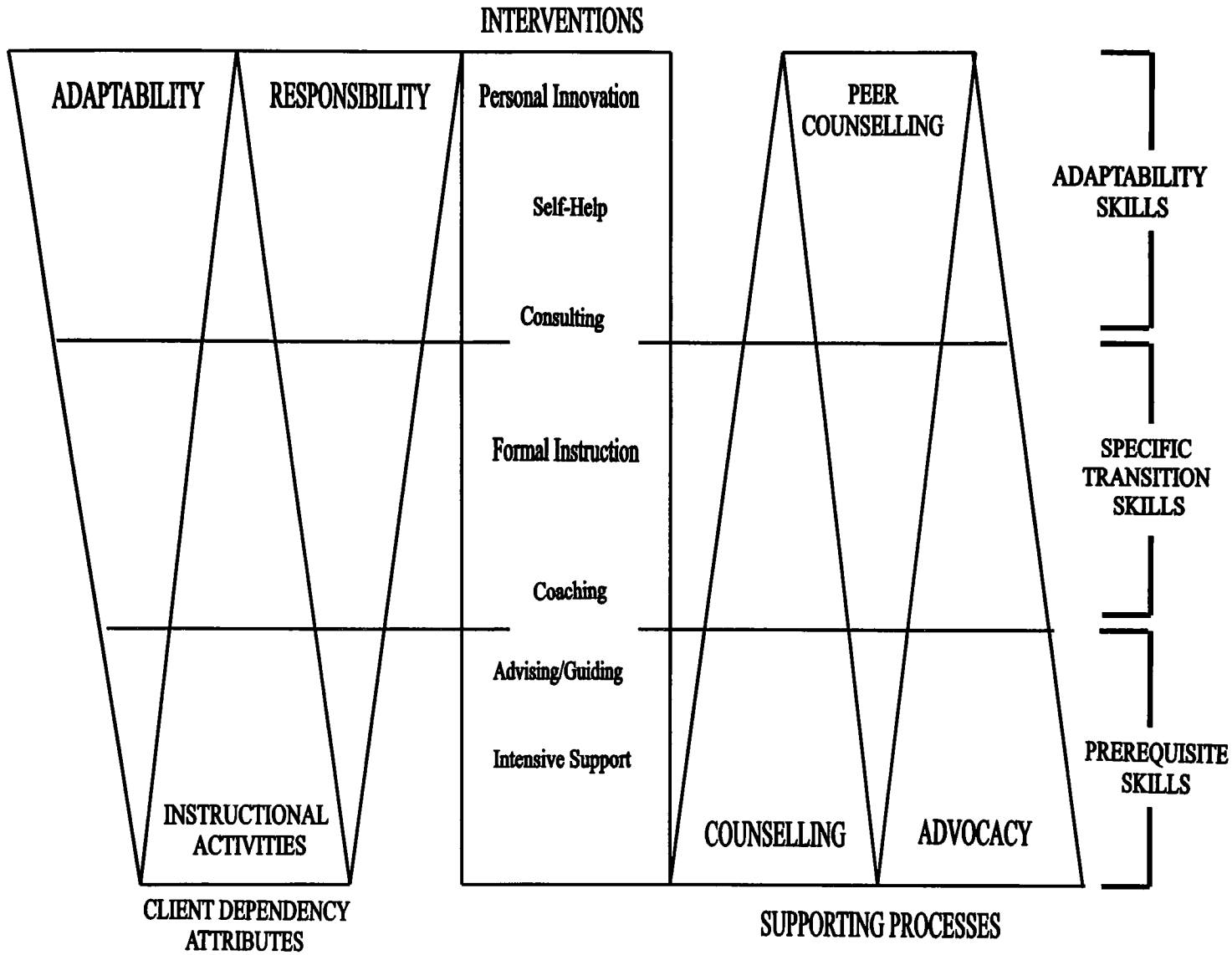
- Pearlin, L. I., & Lieberman, M. A. (1979). Social sources of emotional distress. In R. Simmons (Ed.), *Research in community and mental health, Vol. 1* (pp. 217-248). New York: JAI Press.
- Pedersen, P. B. (1995). Culture-centered ethical guidelines for counselors. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling*. Thousand Oaks, CA: Sage.
- Pedersen, P. B., & Ivey, A. (1994). *Culture-centered counselling and interviewing skills: A practical guide*. Westport, CT: Praeger.
- Peronne, K. M. (2000). Balancing life roles to achieve career happiness and life satisfaction. *Career Planning and Adult Development Journal, 15*(4), 49-50.
- Rybash, J. M., Roodin, P. A., & Hoyer, W. J. (1995). *Adult development aging* (3rd ed.). Dubuque, IA: Brown & Benchmark.
- Savickas, M. L. (1989a). Career-style assessment and counseling. In T. Sweeney (Ed.), *Adlerian counseling: A practical approach for a new decade* (3rd ed.) (pp. 289-320). Muncie, IN: Accelerated Development.
- Savickas, M. L. (1989b). Annual review: Practice and research in career counseling and development. *Career Development Quarterly, 35*, 100-134.
- Savickas, M. L. (1996a). A framework for linking career theory and practice. In M. S. Savickas, & W. B. Walsh (Eds.), *Handbook of career counseling theory and practice* (pp. 191-208). Palo Alto, CA: Davies-Black.
- Savickas, M. L. (1996b). Measuring career development: Current status and future directions. *Career Development Quarterly, 43*(1) 54-62.
- Savickas, M. L. (1997). Career adaptability: An integrative construct for life-span, life-space theory. *Career Development Quarterly, 45*(3), 247-259.

- Savickas, M. L., & Walsh, W. B. (1996). *Handbook of career counseling theory practice*. Palo Alto, CA: Davies-Black.
- Schaie, K. W. (1977). Toward a stage theory of adult cognitive development. *International Journal of Aging, 8*, 129-138.
- Schlossberg, N. K., Waters, E. B., & Goodman, J. (1995). *Counseling adults in transition: Linking practice with theory* (2nd ed.). New York: Springer.
- Sharf, R. (1992). *Applying career development theory to counseling*. Pacific Grove, CA: Brooks/Cole.
- Sharf, R. (1997). *Applying career development theory to counseling* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Sharf, R. (2002). *Applying career development theory to counseling* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Sheehy, G. (1976). *Passages*. New York: Dutton.
- Sheehy, G. (1981). *Pathfinders*. New York: Morrow.
- Sheehy, G. (1995). *New passages: Mapping your life across time*. New York: Random House.
- Simons, C. J., & Thomas, J. L. (1995). The life cycle in historical context: The impact of normative history-graded events on the course of life-span human development. *Human Development, 26*, 117-120.
- Skovholt, T. M. (1993). Career themes in counseling and psychotherapy with men. In D. Moore, & F. Leafgren (Eds.), *Men in conflict* (pp. 39-53). Alexandria, VA: American Association for Counseling and Development.
- Skovholt, T. M., & Morgan, J. I. (1981). Career development: An outline of issues for men. *The Personnel and Guidance Journal, 60*, 231-236.

- Spokane, A. (1996). Holland's theory. In D. Brown, L. Brooks, & Associates (Eds.), *Career choice and development* (pp. 33-74). San Francisco: Jossey-Bass.
- Strong, E. K., Hansen, J., & Campbell, D. (1994). *Strong Interest Inventory*. Stanford, CT: Stanford University Press/Consulting Psychologists Press.
- Sue, D. W., Carter, R. T., Casas, J. M., Fouad, N. A., Ivey, A. E., Jensen, M., La Fromboise, T., Manese, J. E., Ponteorotto, J. G., & Vazquez-Nutall, E. (1998). *Multicultural counseling competencies*. Thousand Oaks, CA: Sage.
- Sue, D. W., Ivey, A. E., & Pedersen, P. B. (1996). *A theory of multicultural counseling and therapy*. Pacific Grove, CA: Brooks/Cole.
- Sue, D. W., & Sue, D. (1999). *Counseling the culturally different: Theory and practice*. New York: Wiley.
- Super, D., Bohn, M., Forrest, D., Jordaan, J., Lindeman, R., & Thompson, A. (1971). *Career development inventory*. New York: Teacher's College, Columbia University.
- Super, D., Savickas, M., & Super, C. (1996). The life-span, life-space approach to careers. In D. Brown, L. Brooks, & Associates (Eds.), *Career choice and development* (3rd ed.) (pp. 121-178). San Francisco: Jossey-Bass.
- Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 16(3), 282-298.
- Super, D. E. (1985a). *New dimensions in adult vocational and career counseling*. Columbus, OH: Ohio State University/National Center for Research in Vocational Education.
- Super, D. E. (1985b). Self-realization through the work and leisure roles. *Educational and Vocational Guidance Bulletin*, 43, 1-7.

- Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown, L. Brooks, & Associates (Eds.), *Career choice and development: Applying contemporary theories to practice* (2nd ed.) (pp. 197-261). San Francisco: Jossey-Bass.
- Super, D. E. (1992). Toward a comprehensive theory of career development. In D. Montross, & C. Shinkman (Eds.), *Career development: Theory and practice* (pp. 35-64). Springfield, IL: Charles C. Thomas.
- Super, D. E. (1993). The two faces of counseling: Or is it three? *Career Development Quarterly*, 42(2), 132-136.
- Super, D. E., & Georgia, S. (1992). Adult career development in an uncertain future. In H. D. Lea, & A. B. Leibowitz (Eds.), *Adult career development: Concepts, issues, and practices* (2nd ed.). Tulsa, OK: National Career Development Association.
- Super, D. E., & Nevill, D. D. (1985). *Salience Inventory*. Palo Alto, CA: Consulting Psychologists Press.
- Super, D. E., Thompson, A. S., & Lindeman, R. H. (1988). *Adult career concerns inventory: Manual for research and exploratory use in counseling*. Palo Alto, CA: Consulting Psychologists Press.
- Tammemagi, H. (1999). *Winning proposals: Writing to get results* (2nd ed.). North Vancouver, BC: Self-Counsel Press.
- Tiedeman, D. V., & O'Hara, R. P. (1963). *Career development: Choice and adjustment*. New York: College Entrance Examination Board.
- Vaillant, G. E. (1977). *Adaptation to life*. Boston: Little, Brown.

- Vaillant, G. E., & Vaillant, C. O. (1990). Natural history of male psychological health: 12: A 45-year study of predictors of successful aging. *American Journal of Psychiatry, 147*, 31-37.
- van Geert, P. (1987). The structure of Erikson's model of eight stages: A generative approach. *Human Development, 30*, 236-254.
- Watkins, C. E. (1984). Individual psychology of Alfred Adler: Toward an Adlerian vocational theory. *Journal of Vocational Behavior, 24*, 28-47.
- Watkins, C. E., & Savickas, M. L. (1990). Psychodynamic career counseling. In W. B. Walsh, & S. H. Osipow (Eds.), *Career counseling: Contemporary topics in vocational psychology* (pp. 79-116). Hillsday, NJ: Erlbaum.
- Weissman, M. M. (1979). The Dysfunctional Attitudes Scale: A validation study. *Dissertation Abstracts International, 40*, 1389-1390.
- Whitbourne, S. K. (1985). The psychological constructions of the life span. In J. E. Birren, & K. W. Schaie (Eds.), *Handbook of the psychology of aging* (2nd ed.) (pp. 594-618). New York: Van Nostrand Reinhold.
- Whitbourne, S. K. (1986). *The me I know: A study of adult identity*. New York: Springer-Verlag.
- Whitbourne, S. K. (1999). Identity and adaptation to the aging process. In C. Ryff, & V. Marshall (Eds.), *The self and society in aging processes* (pp.122-149). New York: Springer.
- Wolpe, J. (1969). *The practice of behavior therapy* (1st ed.). New York: Pergamon.
- Wolpe, J. (1990). *The practice of behavior therapy* (4th ed.). New York: Pergamon.
- Zunker, V. G. (1998). *Career counseling: Applied concepts of life planning*. (5th ed.). Pacific Grove, CA: Brooks/Cole.



Hierarchy of Self-Directed Adaptation: Counselling, Advocacy, & Peer Support
(Magnusson, 1992)

APPENDIX B

Career Counselling Intake Interview

Name:**Date:****Age:****Gender:****Address:****Phone: Res.:**
Wk.:**Email address:****Occupation:****Place of Employment:****Presenting Concern:****Initiation****History**

- Family Constellation/Birth Order
- Early Memories
- SUDS
- Anxiety/Depression Assessment

Motivation & Relevance of Career Planning

- Perceptions – current context, satisfactory/unsatisfactory components, reason for change, motivation for change
 - Morale Curve
 - Preferred Alternatives
 - Dream /Vision
 - Hermeneutical Analysis
 - Life-Role Analysis
-
- **Broad Goal Statement**

Exploration

- Develop a Dream/Vision – Hermeneutical Analysis – Pride Story
- Explore Salience Issues
- Guided Imagery
- Progressive Relaxation

Decision Making - Interventions

- Secure Agreement
- Step-by Step Model
- “Feels Right” Model
- Assets, Liabilities and Considerations
- Option Comparison
- Consequence Matrix

Preparation

- Personal and Occupational Factors Comparison
- Short-Term Goals and Sub-Steps
- Hole in the Road
- Cognitive Restructuring

Implementation

- Action Plan Monitoring
- Rewards and Celebrations
- Personal Action Log
- The Social Support Network

APPENDIX C

Case Notes

Name:**Date:****Session #: 1****Session Objectives:**

- Presenting Concern
- Discuss Confidentiality
- Initiation – Information Gathering
- Relationship – Trust
- What is career/life path planning

Descriptive Session Notes:**Future Plans:**

APPENDIX D

Case Notes

Name:

Date:

Session:

Session Objectives:

-
-
-
-
-

Descriptive Session Notes:

Future Plans:

APPENDIX E

Suicide Questions

1. What has happened that makes life not worth living?
2. How much do you want to live?
3. How much do you want to die?
4. How frequently do you have these thoughts?
5. How intensely do you feel this?
6. Have you ever attempted suicide before?
 - How long ago?
7. Do you know anyone else who has committed or attempted suicide?
 - Who? When? How?
8. How would you do it?
 - When? Where?
 - Where will other people be?
9. On a scale of one to ten, how would you rate the likelihood that you will actually go through with it?
10. Is there anyone who could stop you?
 - Who do you trust the most?
 - Name? Phone number?

APPENDIX F

Beck Depression Inventory (BDI) (Beck, 1978)

Below is an Internet copy of the Beck Depression Inventory printed January 15, 2001. Originally the BDI was available without charge. It later became available through The Psychological Corporation, as is the Beck Depression Inventory-II.

The BDI and BDI-II are used to assess the intensity of depression in clinical and normal clients. The time frame for assessing symptoms has been extended to two weeks rather than one. The BDI-II includes new items on agitation, worthlessness, concentration difficulty, and loss of energy that bring it in line with current DSM-IV criteria for depression. Items that assessed symptoms of weight loss, changes in body image, and somatic preoccupation were replaced with new and more clinically sensitive items that inquire about feelings of agitation, a sense of worthlessness, and the experience of concentration difficulty. An item to assess work difficulty was revised to tap loss of energy. Further, the sleep loss and appetite loss items were revised to assess increases as well as decreases in sleep and appetite. In addition the BDI-II has been extended downward to 13 years of age.

Beck Depression Inventory

This questionnaire was developed by Aaron T. Beck, M. D. in 1978 to measure the presence and severity of depression. Twenty-one multiple-choice questions follow.

Choose one statement from among the group of four statements in each question that best describes how you have been feeling during the past few days. Circle the number of choice. When you have finished, add those numbers and compare your total to the scoring chart.

1. 0 I do not feel sad.
1 I feel sad.
2 I am sad all the time and I can't snap out of it.
3 I am so sad or unhappy that I can't stand it.
2. 0 I am not particularly discouraged about the future.
1 I feel discouraged about the future.
2 I feel I have nothing to look forward to.
3 I feel that the future is hopeless and that things cannot improve.
3. 0 I do not feel like a failure.
1 I feel I have failed more than the average person.
2 As I look back on my life, all I can see is a lot of failure.
3 I feel I am a complete failure as a person.
4. 0 I get as much satisfaction out of things as I used to.
1 I don't enjoy things the way I used to.
2 I don't get any real satisfaction out of anything anymore.
3 I am dissatisfied or bored with everything.
5. 0 I don't feel particularly guilty.
1 I feel guilty a good part of the time.
2 I feel quite guilty most of the time.
3 I feel guilty all of the time.
6. 0 I don't feel I am being punished.
1 I feel I may be punished.
2 I expect to be punished.
3 I feel I am being punished.
7. 0 I don't feel disappointed in myself.
1 I am disappointed in myself.
2 I blame myself all the time for my faults.
3 I blame myself for everything bad that happens.
8. 0 I don't feel I am any worse than anybody else.
1 I am critical of myself for my weaknesses or mistakes.
2 I blame myself all the time for my faults.
3 I blame myself for everything bad that happens.
9. 0 I don't have any thoughts of killing myself.
1 I have thoughts of killing myself, but I would not carry them out.
2 I would like to kill myself.
3 I would kill myself if I had the chance.

- 10.0 I don't cry any more than usual.
1 I cry more now than I used to.
2 I cry all the time now.
3 I used to be able to cry, but now I can't cry even though I want to.
- 11.0 I am no more irritated by things than I ever am.
1 I am slightly more irritated now than usual.
2 I am quite annoyed or irritated a good deal of the time.
3 I feel irritated all the time now.
- 12.0 I have not lost interest in other people.
1 I am less interested in other people than I used to be.
2 I have lost most of my interest in other people.
3 I have lost all of my interest in other people.
- 13.0 I make decisions about as well as I ever could.
1 I put off making decisions more than I used to.
2 I have greater difficulty in making decisions than before.
3 I can't make decisions at all anymore.
- 14.0 I don't feel that I look any worse than I used to.
1 I am worried that I am looking old or unattractive.
2 I feel that there are permanent changes in my appearance that make me look unattractive.
3 I believe that I look ugly.
- 15.0 I can work about as well as before.
1 It takes an extra effort to get started at doing something.
2 I have to push myself very hard to do anything.
3 I can't do any work at all.
- 16.0 I can sleep as well as usual.
1 I don't sleep as well as I used to.
2 I wake up 1-2 hours earlier than usual and find it hard to get back to sleep.
3 I wake up several hours earlier than I used to and cannot get back to sleep.
- 17.0 I don't get more tired than usual.
1 I get tired more easily than I used to.
2 I get tired from doing almost anything.
3 I am too tired to do anything.
- 18.0 My appetite is no worse than usual.
1 My appetite is not as good as it used to be.
2 My appetite is much worse now.
3 I have no appetite at all anymore.

19. 0 I haven't lost much weight, if any, lately.
 1 I have lost more than five pounds.
 2 I have lost more than ten pounds.
 3 I have lost more than fifteen pounds.
 (Score 0 if you have been purposely trying to lose weight)
20. 0 I am no more worried about my health than usual.
 1 I am worried about physical problems such as aches and pains, or upset stomach, or constipation.
 2 I am very worried about physical problems, and it's hard to think of much else.
 3 I am so worried about my physical problems that I cannot think about anything else.
21. 0 I have not noticed any recent change in my interest in sex.
 1 I am less interested in sex than I used to be.
 2 I am much less interested in sex now.
 3 I have lost interest in sex completely.

Scoring Chart

1-10	These ups and downs are considered normal.
11-16	Mild mood disturbance
17-20	Borderline clinical depression
21-30	Moderate depression
31-40	Severe depression
Over 40	Extreme depression

Resources

Beck, A. T. (1978). *The depression inventory*. Philadelphia, PA: Center for Cognitive Therapy.

Beck, A. T., Steer, R. A., & Brown, G. K. (1996). *The Beck Depression Inventory II*. San Antonio, TX: Psychological Corporation/Harcourt-Brace.

APPENDIX G

Relaxation Exercise (Hiebert, n.d.)

Progressive Relaxation Exercise (Hiebert, n.d.)

The purpose of this exercise is to teach you deep muscle relaxation. If you practice, you can learn to relax at will; to put yourself into a very pleasant and comfortable state known as deep relaxation. I'd like you to start by loosening any tight clothing, finding a comfortable position, and then closing your eyes. This method works by teaching you to identify tension in various parts of your body and then to identify the opposite of that tension, which is deep relaxation.

I'd like you to clench your right hand into a fist ... clench your right hand into a fist and just think about the tension in your right hand. ... Feel the knuckles becoming white with tension ... and then let it relax. Notice the contrast between the tension and the relaxation. ... Once again, clench your right hand into a fist and study the tension in your right hand ... and then let it relax. Notice the pleasant contrast between tension and relaxation....

Now clench your left hand into a fist and study the tension in your left hand. ... Then let it relax. Notice the contrast between tension and relaxation. ... Once again, clench your left hand into a fist and study the tension in your left hand ... and then let it relax ... just let it go loose ... and limp ... and relaxed....

Now bend your left hand at the wrist and point your fingers up to the ceiling ... and then let it relax. ... Just go loose and limp and very relaxed. ... Once again, bending your left hand at the wrist, pointing your fingers up to the ceiling, study the tension in your left wrist and forearm ... and then let it relax. Notice the contrast between tension and relaxation....

Now I'd like you to flex both of your biceps muscles by bringing your hands up to your shoulders. Bring your hands up to your shoulders, flex both of your biceps muscles ... study the tension in your biceps ... and then let them relax. ... It's not necessary to tense your muscles so much that you get a cramp, only just to tense them enough so that you can feel the tension. Once again ... flexing your biceps muscles ... bringing both hands up to the shoulders, and then let them relax ... just go loose and limp and relaxed....

Now shrug your shoulders up to your ears. Study the tension in your shoulders and the base of your neck ... and then let your shoulders relax. Notice the pleasant contrast between the tension and the relaxation. ... Once again, shrug your shoulders up to your ears ... study the tension in your shoulders and the base of your neck ... and then just let them relax. ... Just sag down ... loose ... and limp ... and very relaxed....

Now wrinkle up your forehead by raising your eyebrows up to the top of your head. ... Study the tension in your forehead ... and then let it relax. ... Once again, raising your eyebrows up to the top of your head ... study the tension in your forehead ... and then let them relax ... let your forehead become more and more smooth and more and more relaxed....

Now close your eyes very tightly. ... Study the tension around your eyes, the bridge of your nose. ... Squint your eyes tightly, study the tension, and then let them relax. ... Once again, squinting your eyes very tightly... study the tension around your eyes and the bridge of your nose ... and then let them relax. ... Let them relax and just slightly close....

Now make a big smile, as if to touch both ears. Study the tension in your cheeks and in your mouth ... and then let it relax, feeling the contrast between tension and

relaxation. ... Once again, making a big smile as if to touch your ears ... study the tension in your mouth, in your cheeks ... and then let it relax ... noticing the pleasant contrast between tension and relaxation....

Now I'd like you to press your tongue up against the roof of your mouth ... and study the tension inside your mouth ... and then let it relax. ... Once again, pressing your tongue up against the roof of your mouth ... study the tension inside your mouth, and then let it relax....

Bury your chin in your chest ... Study the tension in the front of your neck, and your chin ... and then let it relax. ... Notice the contrast between the tension and the relaxation. ... Once again, bury your chin in your chest ... and study the tension in your chin and the front of your neck ... and then let it relax ... feeling the pleasant contrast between tension and relaxation....

Now, I'd like you to press your head back against the back of your chair. Study the tension in the back of your neck and then let it relax. ... Once again, pressing your head back ... study the tension in the back of your neck ... then let it relax ... let those muscles go loose and limp ... and relaxed....

Feel that relaxed feeling now ... in your forehead ... your forehead is becoming more and more smooth, more and more relaxed. ... That relaxed feeling is spreading down through your face ... your eyes relaxed ... your cheeks relaxed ... your mouth relaxed ... your jaw and your chin relaxed ... that relaxation flowing down into your neck ... down into your shoulders ... down into your biceps relaxed ... your forearm relaxed ... that relaxed feeling spreading down through your wrists ... and into your hands ... and all the way down to the tips of your fingers ... very warm and very relaxed....

Now take a deep breath and hold it. ... Take a deep breath and study the tension in your chest ... and then let it relax. ... Once again, taking a deep breath ... and holding it ... and study the tension in your chest ... and then let it relax. ... Let your breathing become more and more regular ... more and more relaxed ... more relaxed with every breath....

Now tighten up your tummy muscles. ... Study the tension in your abdomen ... then let those muscles relax. ... Once again, tensing the stomach muscles, study the tension in your stomach ... and then let them relax. ... Feel that pleasant contrast between tension and relaxation....

Now tighten up your buttocks muscles. ... Study the tension in your buttocks ... and then let them relax. ... Once again, tighten up your buttocks muscles ... study the tensions ... and let them relax. Let that feeling of deep relaxation ... spread down into your buttocks muscles....

Now tighten up your thighs. ... Study the tension in your thighs ... and then let them relax. ... Once again, tighten up your thighs. ... Study the tension in your thighs ... and then let them relax ... go loose ... and limp ... and relaxed....

Now point your toes towards your face. ... Study the tension in your lower legs and your ankles ... then let them relax. ... Once again, pointing your toes away from your face ... study the tension in your ankles and lower leg ... and then let them relax. ... Feel that pleasant contrast between tension and relaxation....

Now curl up your toes ... curl them up inside your shoes, if you're wearing shoes. ... Study the tension in your feet and your toes ... and then let them relax.... Once again, curl up your toes and study the tension in your feet and your toes ... and then let them

relax. ... Let that feeling of relaxation ... flow down into your feet ... and down into your toes....

Now to help you relax even further ... I am going to review the different muscle groups that we've relaxed, and as I mention each one, they will become even more relaxed than they are now. ... As I mention each muscle group ... it will relax even further than it already is. ... Your fingers relaxed ... your hands and your wrists relaxed ... your forearms relaxed ... your biceps relaxed ... and that relaxed feeling flowing up into your shoulders ... along the back of your neck ... your forehead becoming more and more smooth ... and more and more relaxed. ... The relaxation ... spreading down through your face ... as your eyes relax ... and your cheeks and your mouth relax ... and your jaw and your chin relax ... the front of your neck relaxed ... and that relaxed feeling spreading down into your chest ... your breathing ... more and more regular... more and more relaxed... The relaxation spreading down through your stomach ... around the sides and up and down your spine ... down into your hips ... and buttocks ... flowing down into your thighs ... your calves relaxed ... and your shins and ankles relaxed. ... Deep relaxation flowing down into your feet ... all the way down into the tips of your toes. ... Relaxation coursing through your veins ... bathing your whole body ... a peaceful, tranquil feeling of relaxation.

Deepening Exercise

Even when we are as relaxed as we think we can be ... there is still an extra measure of relaxation. To help your body to become even more relaxed than it is ... I'm going to ask you to imagine yourself standing beside a long, black wall on which the numbers from 1 to 10 are painted in great big, white numbers. I'm going to ask you to imagine yourself ... standing there beside the number one ... and starting to stroll along

beside the wall ... and as you pass by each number, your body will become more relaxed ... more and more relaxed as you pass by each number. ... Even more relaxed than it is now....

Imagine yourself standing beside the long black wall ... and starting to stroll along beside the wall now. ... You pass by the number “1” and you become more relaxed. ... And you pass by “2” ... and more relaxed. ... And more relaxed as you pass by “3” ... and “4” ... and more relaxed ... “5” ... and more relaxed. ... And more relaxed as you pass by “6” ... and “7” ... And even though you didn’t think it possible ... as you pass by “8” you become even more relaxed. ... And more relaxed as you pass by “9” and “10” ... Deep, deeply relaxed....

Covert Reinforcer

Stop imagining that now ... and imagine your special relaxation place. It’s your own private place ... where you can go to relax. ... Perhaps it’s a place where you went as a child where you felt very secure ... and very warm ... and relaxed. ... Imagine yourself in your relaxation place ... while you continue to soak up those feelings of deep relaxation....

You’ve been doing a good job of relaxing. ... Your whole body ... is warm and comfortable ... very, very relaxed. ... You’re feeling really good because you’ve relaxed so deeply ... feeling more confident about your ability to handle the demands that are placed upon you ... feeling really, really good to be so relaxed....

Cue

You can become just as relaxed as you are now whenever you want to. ... Simply by taking a four-count breath in ... and a four-count breath out ... and a four-count breath

in ... and on the last four-count breath out ... letting your jaw sag ... letting that relaxed feeling spread down through your chin ... and up through your face ... and down through your neck ... and shoulders ... and arms ... chest and stomach ... down through your forearms and wrists ... and hands and fingers ... letting that relaxed feeling spread down through your hips and buttocks ... and down through your legs ... your thighs, and your calves ... and shins ... and ankles ... and all the way down to the tips of your toes. ... This is called the 10-second relaxation exercise. ... You can become just as relaxed as you are now ... simply by counting to four as you breathe in ... and counting to four as you breathe out ... and a second four-count breath in ... and a four-count breath out ... and on that second four-count breath out ... letting your jaw sag ... and letting this wonderful feeling of relaxation spread down through your jaw and chin ... and up through your face ... and down through your neck ... and all the way down through your body. ... I'd like you to practise that right now ... practice this 10-second exercise ... making yourself very relaxed. ... So-o-o relaxed ... You can become just as relaxed as you are now ... simply by doing this 10-second exercise ... placing your whole body in this stage of deep relaxation....

You've been doing a really good job of relaxing. ... Your whole body is warm and comfortable and very relaxed. ... And now to help your body to return to its ordinary state ... I'm going to count down backwards from five ... and as I count backwards from five ... you'll feel your body starting to wake up. ... When I get to one ... you'll feel wide-awake ... and very, very relaxed ... "five" ... "four" ... "three" You're beginning to wake up ... "two" ... and "one."

Allow time for the client to become reoriented then discuss the effectiveness and salience of the exercise. Discuss how the process would support the client in personal,

social, and occupational contexts previously discussed as possible areas of implementation.

Practice the 10-second relaxation exercise before the end of the session and identify contexts where the exercise would be useful.

APPENDIX H

Subjective Units of Disturbance Scale Adapted (SUDS) (Wolpe, 1990)

SUD scales are adaptable to a variety of purposes. Some examples follow. On a scale of 1 to 10 (or 1-100) have the client may rank feelings of anxiety in a variety of contexts.

1. Anxiety

Progressive Relaxation

Measure anxiety before and after a relaxation exercise

1	2	3	4	5	6	7	8	9	10
		x					x		
		After – 3				Before – 8			

- The client may describe different circumstances and rate the anxiety for each. It may also be used to generate a hierarchy of events for interventions such as systematic desensitization.

Beginning a new job 9

Asking for a raise 7

Presenting at a conference 9

Presenting to colleagues 7

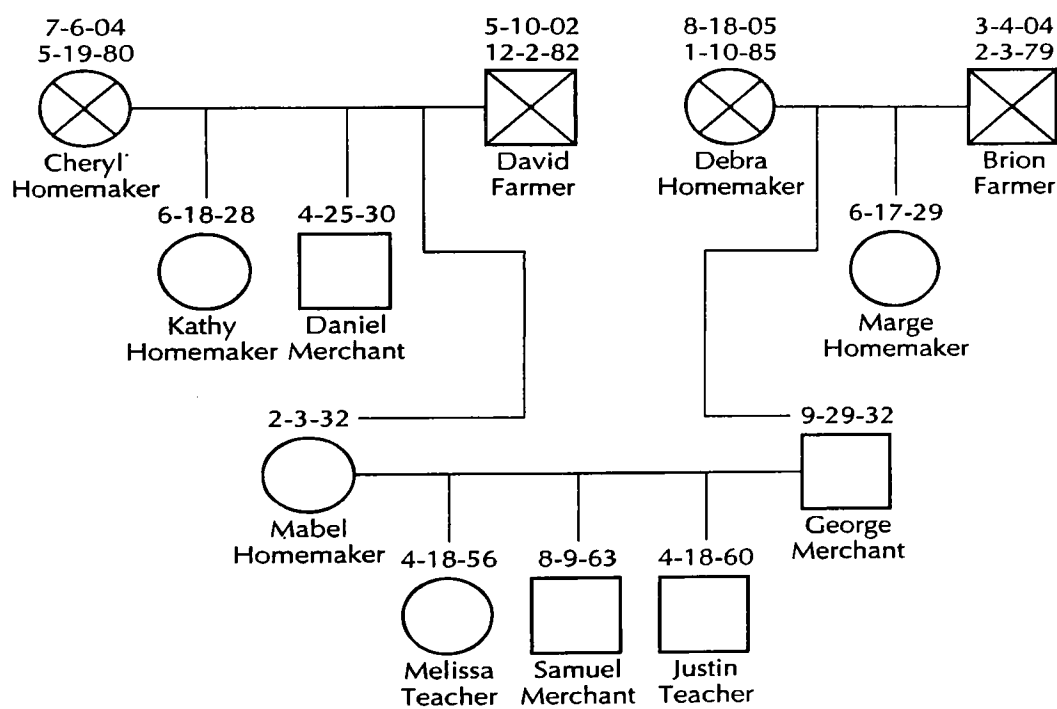
2. Depression

A quick way to touch base with the client is to just ask – “On a scale of 1 to 10 how are you feeling today, with one being not depressed at all, and 10 being totally overwhelmed, I can’t go on with life.”

APPENDIX I

Career Genogram

The career genogram is a useful tool in gathering information on the client's personal and world views relating to current career goals and lifestyle. A family genogram may be constructed in a similar manner and support the family constellation exploration.



APPENDIX J

BTF/BDA Matrix

	Behaviour	Thoughts	Feelings
Before			
During			
After			

Antecedents:

- Triggers – environment/history

Behaviours:**Consequences:**

APPENDIX K

Automatic Thoughts Homework Log Sheet (Cormier & Cormier, 1998)

Directions: When you notice your mood getting worse, ask yourself, "What's going through my mind right now? And as soon as possible jot down the thought or mental image in the Automatic Thought(s) column.

Date/ Time	Situation	Automatic Thought(s)	Emotion(s)	Adaptive Response	Outcome
	1. What actual event or stream of thoughts, or daydreams or recollection led to the unpleasant emotions? 2. What (if any) distressing physical sensations did you have?	1. What thought(s) and/or image(s) went through your mind? 2. How much did you believe each one at the time?	1. What emotion(s) (sad/anxious/angry etc.) did you feel at the time? 2. How intense (0-100%) was the emotion?	1. (optional) What cognitive distortion did you make? 2. Use the questions at the bottom to compose a response to the automatic thought(s). 3. How much do you believe each response?	1. How much do you now believe each automatic thought? 2. What emotion(s) do you feel now? How intense (0-100% is the emotion? 3. What will you do (or did you do)?

Questions to help compose an alternative response:

1. What is the evidence that the automatic thought is true? Not true?
2. Is there any alternative explanation?
3. What's the worst that could happen? Could I live through it? What's the best that could happen? What's the most realistic outcome?
4. What's the effect of my believing the automatic thought? What could be the effect of my changing my thinking?
5. What should I do about it?
6. If _____ (friend's name) was in the situation and had this thought, what would your advice be?.

APPENDIX M

Daily Log of Inaccurate Thoughts and Beliefs

Date:		Week:
Situation	Emotion	Inaccurate Thoughts and Beliefs
1.		1. 2. 3.
2.		1. 2.
3.		1. 2.

APPENDIX N

The Major Irrational Ideas (Ellis & Harper, 1961)

1. The idea that it is a dire necessity for an adult human being to be loved or approved of by virtually every “significant other” in his community.
2. The idea that one should be thoroughly competent, adequate, and achieving in all possible respects if one is to consider oneself worthwhile.
3. The idea that certain people are bad, wicked, or villainous and they should be severely blamed and punished for their villainy.
4. The idea that it is awful and catastrophic when things are not the way one would like them to be.
5. The idea that human unhappiness is eternally caused and that people have little or no ability to control their sorrows and disturbances.
6. The idea that if someone is or may be dangerous or fearsome one should be terribly concerned about it and should keep dwelling on the possibility of its occurring.
7. The idea that it is easier to avoid certain life difficulties and self-responsibilities than to face them.
8. The idea that one should be dependent on others and needs someone stronger than oneself on whom to rely.
9. The idea that one’s past history is an all-important determiner of one’s present behaviour and that because something once strongly affected one’s life, it should continue to do so.
10. The idea that one should become quite upset over other people’s problems and disturbances.
11. The idea that there is invariable a right, precise and perfect solution to human problems and that it is catastrophic if this perfect solution is not found.

APPENDIX O

Eight Interpretable Factors of the Dysfunctional Attitudes Schedule (Weissman, 1979)

1. Vulnerability – “If a person asks for help, it is a sign of weakness.”
2. Attraction/Rejection – “I am nothing if a person I love doesn’t love me.”
3. Perfectionism – “My life is wasted unless I am a success.”
4. Imperatives – “I should be happy all of the time.”
5. Approval – “I do not need other people’s approval in order to be happy.”
6. Dependence – “A person cannot survive without the help of other people.”
7. Autonomous attitudes – “My own opinions of myself are more important than others’ opinions of me.”
8. Cognitive philosophy – “Even though a person may not be able to control what happens to him/her, he/she can control how he/she thinks.”

The client and the therapist are able to look for more idiosyncratic patterns, or scores on the factors can indicate the most troublesome clusters of attitudes or schema.

APPENDIX P

Types of Cognitive Errors (DeRubeis & Beck, 1987)

1. Arbitrary Influence – the process of drawing a specific conclusion in the absence of evidence to support the conclusion or when the evidence is contrary to the conclusion.
2. Selective Abstraction – focusing on a detail taken out of context, ignoring other more salient features of the situation and conceptualizing the whole experience on the basis of this fragment.
3. Overgeneralization – the pattern of drawing a general rule or conclusion on the basis of one or more isolated incidents and applying the concept across the board to related and unrelated situations.
4. Magnification and Minimization – are reflected in errors in evaluating the significance or magnitude of an event that are so gross as to constitute a distortion.
5. Personalization – the client's proclivity to relate events to him or herself when there is no basis for making such a connection.
6. Dichotomous thinking – manifested in the tendency to place experiences in one of two opposite categories; for example, flawless or defective, immaculate or filthy, saint or sinner. The client selects extreme negative categorization in self-description.

APPENDIX Q

Adler's Basic Mistakes (Mosak, 1995)

An individual's "basic mistakes" are summarized from early recollections, the story of the patient's life. "The life-style can be conceived as a personal mythology. The individual will behave *as if* the myths were true because, for him or her, they are true. So there are "truths" or partial "truths" in myths and there are myths we confuse with truth. The latter are *basic mistakes* (p. 70)."

The basic mistakes follow:

1. Overgeneralizations

"People are hostile." "Life is dangerous."

2. False or impossible goals of "security"

"One false step and you're dead." "I have to please everyone."

3. Misperceptions of life and life's demands

Typical convictions might be "Life never gives me any breaks: and "Life is so hard."

4. Minimization or denial of one's worth

"I'm stupid" and "I'm undeserving" or "I'm just a housewife."

5. Faulty values

"Be first even if you have to climb over others."

APPENDIX R

Memory Grid (adapted from Magnusson, 1992)

AGE	EDUCATION	SOCIAL/LEISURE	WORK	SPIRITUAL
5-10				
6-10				
11-15				
16-20				
21-25				
26-30				
31-35				
36-40				
41-45				
46-50				

APPENDIX S

Guided Imagery Exercise

Guided Imagery: The Right to be here as a Counsellor (Magnusson, 2000a) (fill in whatever is appropriate, for example Teacher, Friend, Mentor)

The goal of this session is to get you to make contact with your source of wisdom, and thereby to your source of confidence. I will describe a scenario, and I just want you to imagine yourself in that scene. We will be attending to your emotions and sensations in this scenario. I will be leading you to a place of security, of total safety, and when we are finished, you will feel more relaxed, and more confident.

Before we begin, there are two things I want you to think of. First, I would like you to think of your greatest fear, or source of self-doubt, as a compassionate person, or role as a compassionate person. Take a moment, and let me know when you have that thought in your mind.

Second, I would like you to imagine a person that for you represents the greatest source of wisdom and compassion. This may be a real person – someone for whom you have the greatest level of respect – or it could be an imaginary person. The key is that you have the utmost respect for this person as a compassionate person (mentor, friend, teacher, etc.). Let me know when you have that being in mind. We will refer to this person as “The Compassionate One.”

Good – I see that you are ready. I would like you to begin by relaxing. Close your eyes and take a deep, cleansing breath, and as you exhale, breathe out any thoughts or worries that you might have come in with. Take another deep breath, and as you exhale, feel how your body is releasing tension. As you continue to take slow, deep breaths, practice your 10-second relaxation drill (Appendix G).

Now that you are relaxed, we will start the imagery.

	Imagine yourself on a tropical beach. The sun and the sand are warm. You face the ocean, and see the waves rolling onto the shore. Listen for a moment to the sound of the waves.
:30	Feel the sensation of the warm sunshine all over your body. You are thinking that this is a beautiful place.
1:15	As you stand there, the sun seems to get hotter. You look behind you, and notice a path through the bushes where the beach ends. The path is wide, and inviting; curious, you decide to see where it leads.
2:30	As soon as you enter the forest canopy, you are aware of the difference in the light. The shade from the trees provides a welcome relief from the heat of the sun. You walk along the path, aware of the songs of the birds, and the pleasant feel to the air.
3:30	The path takes you to a gate. When you open it, you find yourself in a beautiful, shaded garden.
3:45	There is a small stream gently bubbling beside you. The garden is filled with the most beautiful flowers of every size and description.
4:00	You are in awe of the beauty of the garden, and you are suddenly aware of the sweet smell of the flowers. You pause and soak up all of the sensations.
4:30	At the other end of the garden, you notice a building with a large, heavy, wooden door. You walk towards the door, and somewhat tentatively, you turn the handle.
5:00	The knob turns, and the door slowly swings open. You step inside, and the door swings gently shut. It is very dark in this room, and it takes your eyes a moment to adjust. While you are getting your bearings, you feel the cool comfort of this place. It is a welcome feeling after the heat of the outdoors.
5:30	Slowly, your eyes adjust to the darkness, and you see a table at the other end of the room. There is a person sitting at the table, facing away from you so that you cannot see who it is.
5:45	Slowly, the person turns to face you. With a surprise of recognition, you see that it is The Compassionate One.
6:15	You feel humbled to be in the presence of the One for whom you have such respect, and even a little awkward at having come here. Maybe, you are interrupting.
6:30	You feel like leaving.... But just as you start to turn, The Compassionate One stands, and invites you over.
Thunder; song change	

:30	You sit together awhile, and The Compassionate One looks deeply into your eyes. You have never felt such total acceptance, and such total understanding. It is as if The Compassionate One can see into your very soul. You embrace, and at this moment, you feel a perfect peace.
1:15	The Compassionate One stands back, and holds you at arm's length, and once again smiles.
1:30	Then, looking into your eyes, and right through you into the deepest part of your soul, The Compassionate One whispers something to you. It is something you have wanted – have needed to hear.
2:15	The Compassionate One returns to the table. You are still thinking about what The Compassionate One told you. With renewed confidence, you turn, and move towards the door.
2:30	You pause for a moment, and once again you are aware of the cool comfort of this place.
3:00	Without looking back, you open the door and step back into the garden. Somehow, the flowers seem even brighter and smell even lovelier than before. You move towards the gate, and listen to the sounds of the little brook.
3:30	You pass through the gate, and back into the deep forest. It is shaded here, but much warmer than in the garden. You walk back along the wide path, and the songs of the birds encourage you.
Chimes; start of song 3	
	You reach the beach, and once again step into the heat of the sun. You walk to the water's edge, and feeling the warmth of the sun on your back and face you pause to listen to the sound of the waves.
0:45	You take a deep breath, and drink deeply of all of the sensations around you.
1:00	You take another deep breath, and as you do, you start to return to this place. You take one more deep breath, and you are aware of being back in this room. You sense, but do not see, your classmates around you.
1:15	When I count to 3, you will open your eyes, feeling refreshed, and confident. One...Two...Three.

APPENDIX T

Hermeneutical Analysis – Pride Story

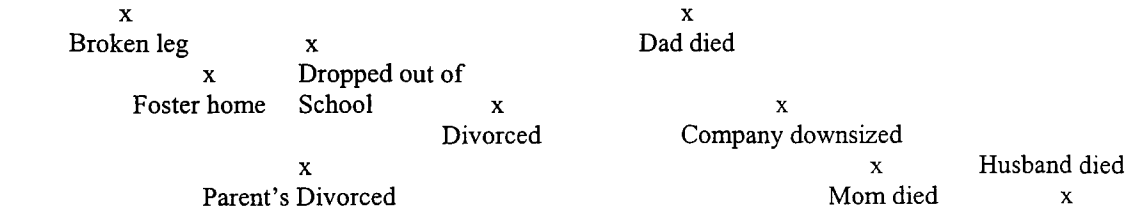
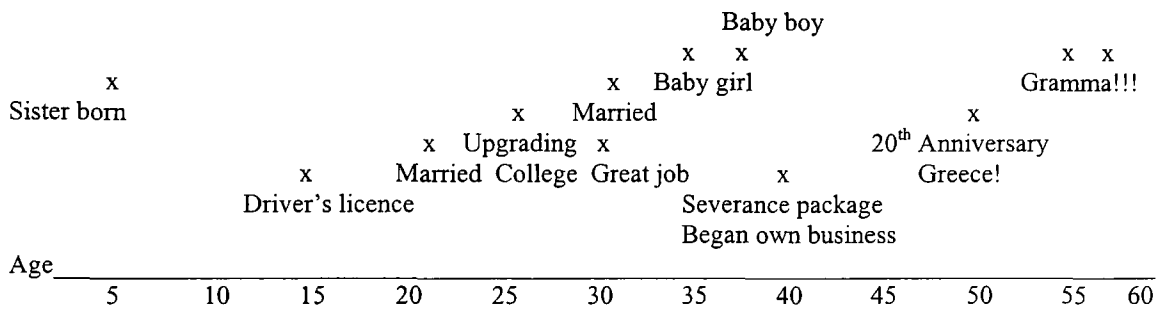
Pride Story	Title:
Skills and Interests	Characteristics and Values

APPENDIX U

Significant Events Timeline

A timeline provides valuable information for exploration and insight. Below is an example of some events that may appear on a timeline.

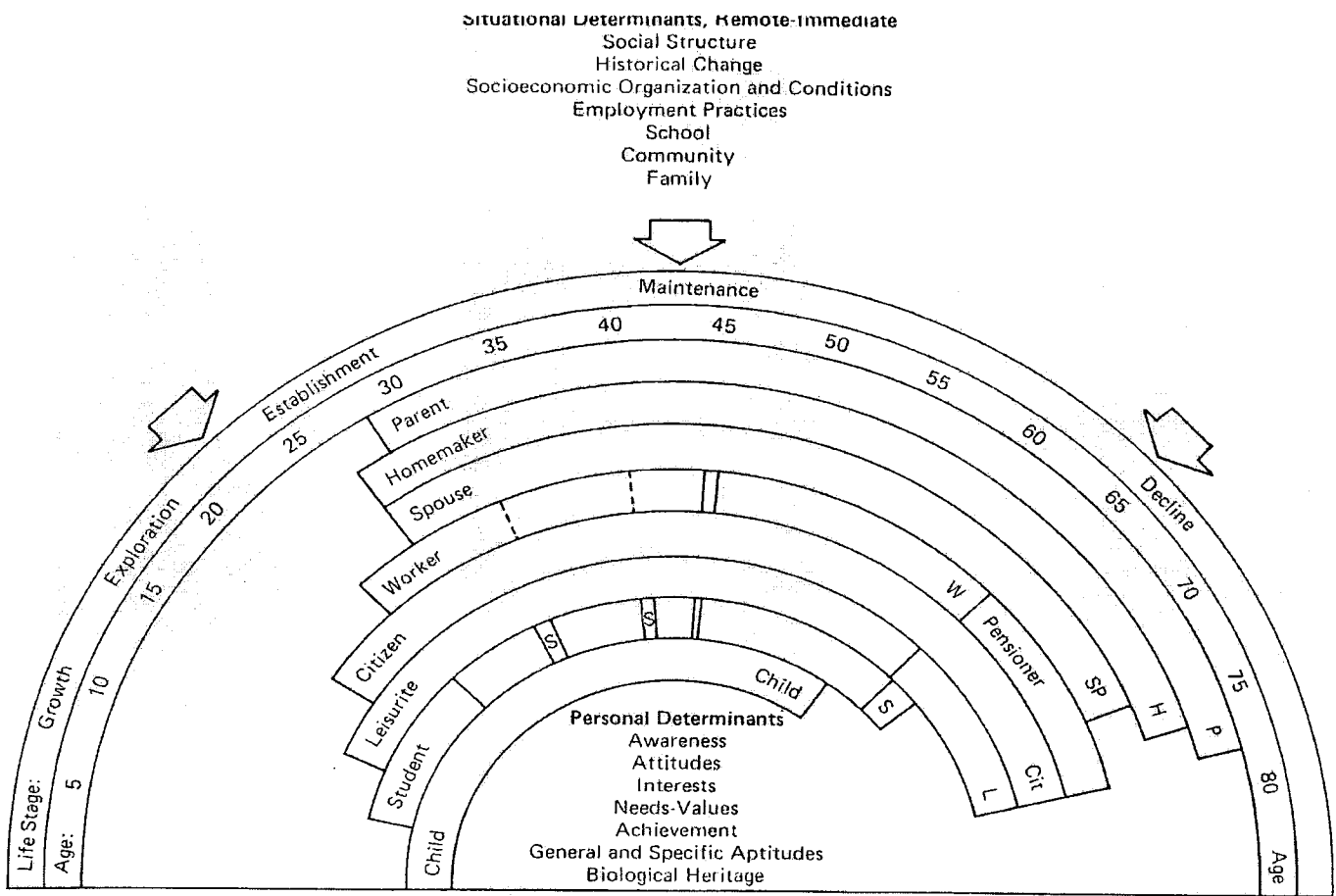
Positive Events



Negative Events

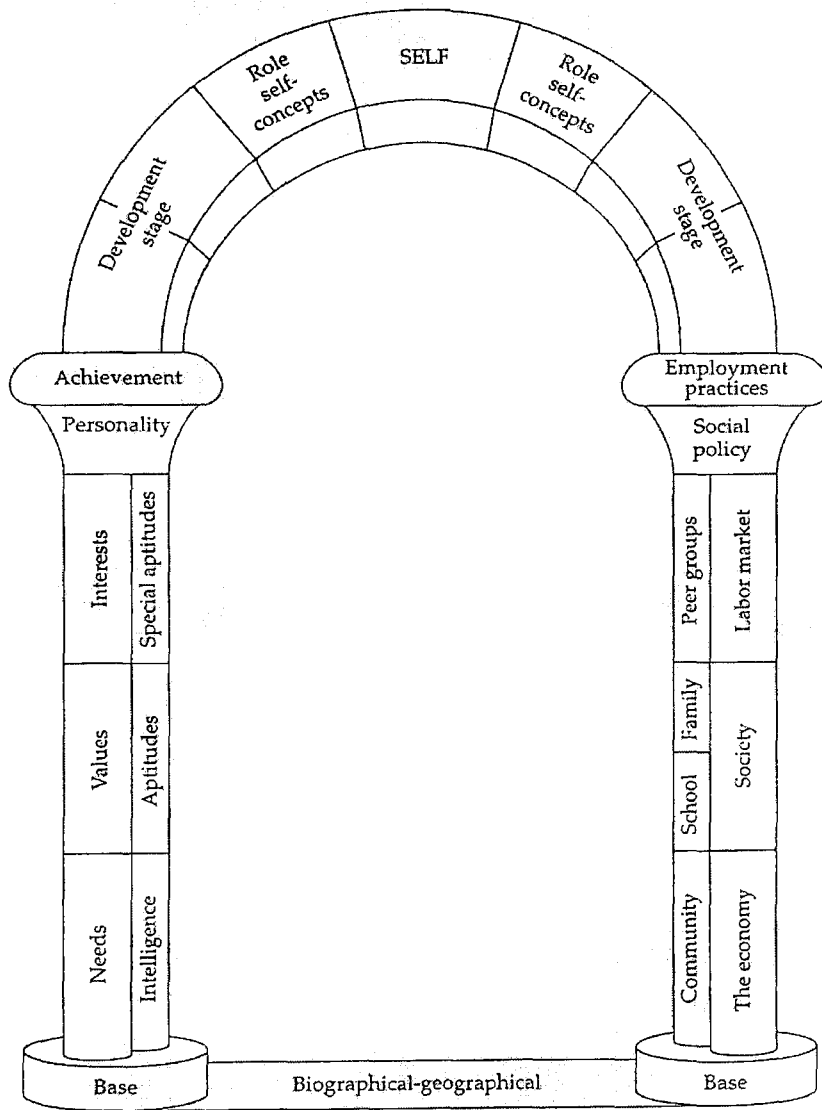
Appendix V

The Life-Career Rainbow: Nine Life Life Roles in Schematic Life Space (Super, 1980)



APPENDIX W

Segmental Model of Career Determinants (Archway of Determinants) (Super, 1990)



APPENDIX X

Personal and Occupational Factors Comparison Chart

Client Factors	Similarities	Differences	Occupational Factors
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Reflections on Fit:

Examples of Self and Environmental Factors Influencing Career Choices

Personal Attribute Factors	Value Structure Factors	Opportunity Factors	Cultural Forces Factors
Intellectual ability	General values	Rural-urban	Social class
expectancies			
Differential aptitudes	Work values	Accessibility of occupational opportunities	Family aspirations and experiences
Skills	Life goals	Accessibility of educational opportunities	Peer influence
Achievements	Career goals	Scope of occupational opportunities	Community attitudes and orientation toward education or work
Experiential history	Perceived prestige of occupations and curricula	Scope of educational opportunities	Teacher influence
Achievement motivation	Stereotyped attitudes toward occupations and curriculum	Requirements of occupations	Counsellor influence
Responsibility	Psychological centrality occupations or curricula in values	Requirements of curricula	General role model influences
Perseverance	People-data-things orientation	Availability of compensatory programs	Image of educational or occupational options within a culture
Punctuality	Attitude toward work	Exposure to interventions	High school climate and reward system
Warmth	Work ethic	Status of the economy	College climate and reward system
Risk-taking proclivities	Leisure		Primary referent groups influences
Openness	Change needs		
Rigidity	Order needs		
Ego strength	Nurturance needs		
Self-esteem	Succorance needs		
Decision-making ability	Power needs		
Vocational maturity	Security needs		
Sex	Altruism		
Race			
Age			
Physical strength			
Health			

APPENDIX Y

ALC Chart (Assets, Liabilities, Consider)

OPTION 1:

Assets	Liabilities	Considerations

OPTION 2:

Assets	Liabilities	Considerations

Decision:

APPENDIX Z

Option Comparison Chart

OPTION 1		OPTION 2	
Pros	Cons	Pros	Cons

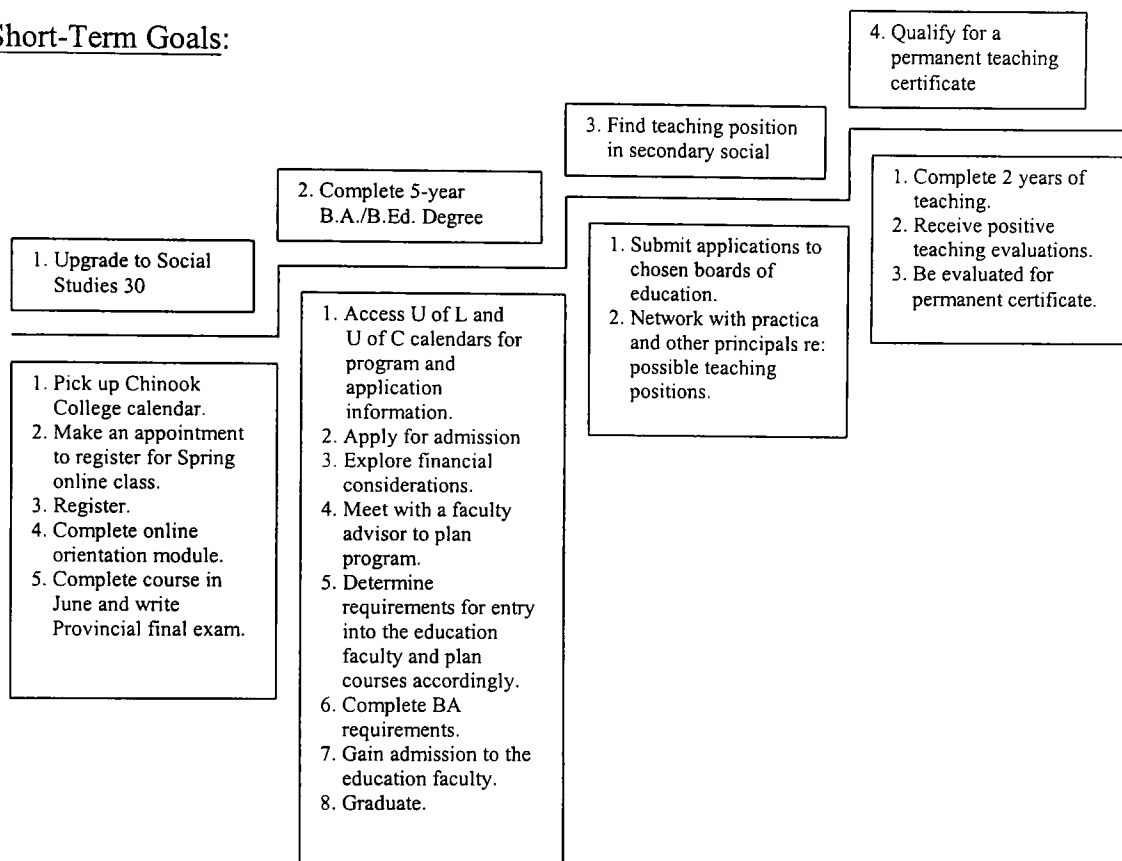
Conclusion:

Additional Information Required:

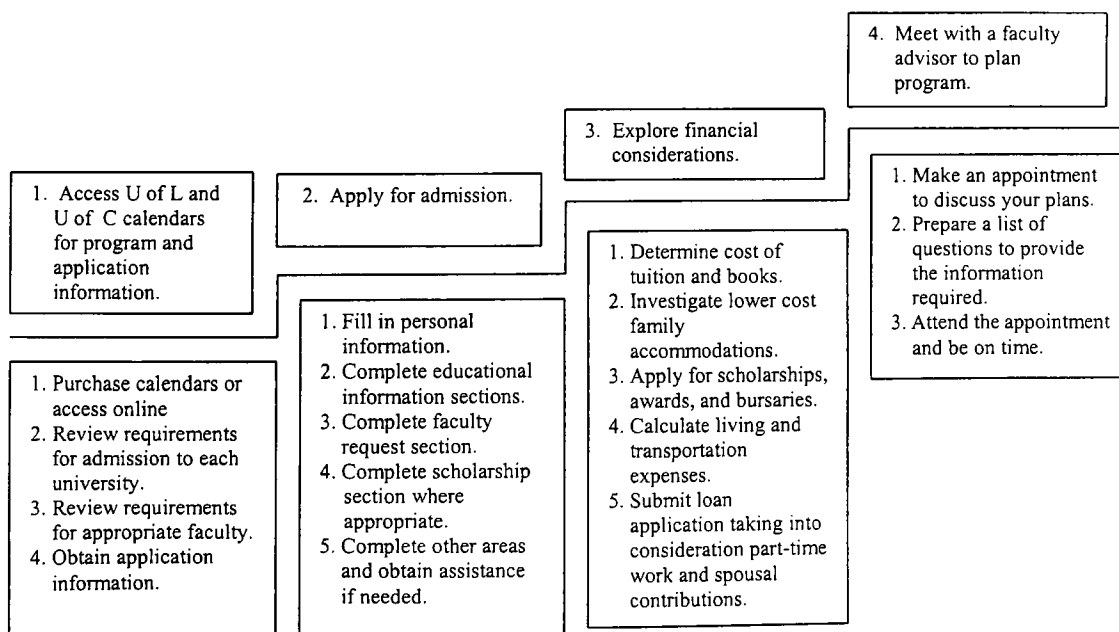
APPENDIX BB

Short-Term Goal and Sub-Steps Chart

Short-Term Goals:

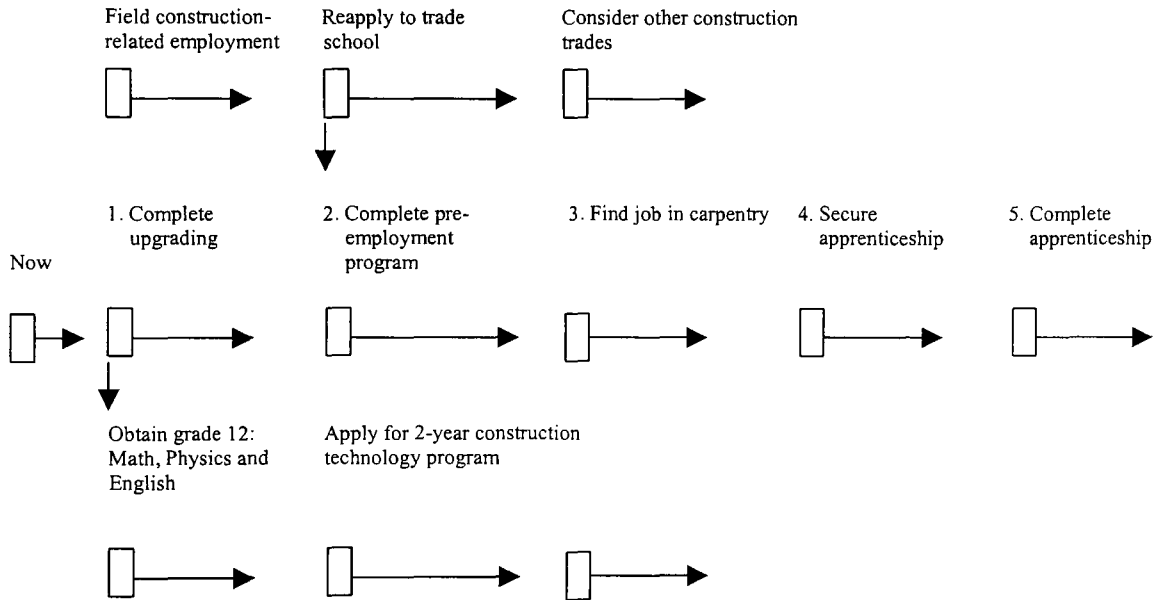


Sub-Steps for Short-Term Goal #2: Complete 5 year B.A./B.Ed. degree (first 4 steps)



APPENDIX CC

Opportunity Web (Magnusson, 1992)



APPENDIX FF

My Personal Action Log

(Alberta Human Resources & Employment, 2000b)

Date:

Today, I acted on my passion by:

What I learned:

My next action will be:

How it went

(my thoughts, feelings and actions):

What the results were:

APPENDIX GG

Social Support/Barrier Network List – Adapted
 (Alberta Human Resources & Employment, 2000b; Magnusson, 1992)

1. Supporters – individuals who are very close to you
- Close friends
 - Spouse/partner
 - Family members

Name

Support Role

2. Active allies – individuals who you are close to but are not quite in the “inner circle” of “supporters”

- Friends
- Mentors
- Fellow workers and supervisors with whom you are close

Name

Support Role

3. Acquaintances – individuals who you get along with but are not particularly close to you

Name

Support Role

4. Contacts – individuals you know (or know of) who may or may not know you

- Staff of government agencies
- Human resources staff
- Bankers
- Friends of friends
- Professionals (e.g. lawyers, doctors)

Name

Support Role

5. Blockers – individuals unable to provide support or who construct barriers to the client's growth

Name

Barrier