Life's Work:
Four Approaches to
Career Counseling

A Study Guide

by
Belle Brett

produced by

Radcliffe Career Services and
Cambridge Documentary Films

Contents

About The Video

Life's Work: Four Approaches to Career Counseling, a collaboration of Radcliffe Career Services and Cambridge Documentary Films, Inc., is a two hour and thirty-five minute documentary video on two tapes designed to show the different counseling styles of four career counselors during a one-hour intake session with the same client, Deirdre. In addition to seeing the four sessions, viewers will have the opportunity to hear the client's reactions to her work with each counselor. No approach is endorsed, even though "Dede" has her preferences. The purpose of the project is to elucidate that a variety of approaches can be used in career counseling as they are in other kinds of counseling. We hope that *Life's Work* will enable both beginning and experienced counselors to broaden their awareness of career counseling techniques that might be used in an initial session with a client by having a rare opportunity to witness four established counselors at work.

The documentary evolved out of the planning conference for career counselors, sponsored by Radcliffe Career Services in May, 1992. In trying to address the need to see other career counselors at work, the planners first considered a live session and then decided that a video would be even better. They also remembered how useful actual observation of counselors had been in the film, *Three Approaches to Psychotherapy* (Often referred to as "Gloria"), first made about forty years ago, and still viewed by counselors nationwide in their training.

Initially, seven career counselors were selected after extensive discussions and research about what styles of career counseling and what types of counselors should be represented. Each conducted a session with Dede over a period of weeks. The four who were finally chosen represent different backgrounds, training, and approaches to career counseling. More complete biographies will appear later in this guide.

This client, Dede, was chosen from a pool of actual clients who fit a set of criteria that would allow generalizability to a broader range of clients. Dede is college-educated, in her late twenties, and unable to move forward in her career, a condition we characterize as "stuckness." She was also personally accessible and at ease before the camera.

An Overview of This Guide

The purpose of this guide is to help teachers of counseling and discussion group leaders use the video more effectively with their audiences. Because we are aware that groups of viewers may have different levels of experience in career counseling, some suggestions for use may be highlighted for those who are new to the field and others for those who have been practicing for awhile. In addition, leaders may be working with varied formats in which to present the video. In part III , you will be given some specific ideas about how to work with these formats. To help you tailor your sessions to fit your needs and preferences this part of the guide includes video counter numbers that correspond with the different sections of the documentary.

This guide is organized in the following way:

PART I   Placing This Video in the Context of Career Development/Counseling Theory

This guide is not designed to provide a quick course in career counseling. A bibliography of favorite resources from our counselors and other selected books is presented in the back of this guide for your and your audiences' additional information. However, this section will summarize some major approaches to career counseling. Our counselors on tape may have eclectic or personal approaches that do not neatly fit any one of those commonly identified. Some approaches may not be regarded at all by this documentary.

PART II   Counselors' Philosophies and Reactions to Their Counseling Sessions with Dede

Each counselor was asked a series of questions about the theories that inform their career counseling, their goals for a first session, and their view of career development. They were also asked how their views were exemplified in their session with Dede, how they might have counseled slightly differently, in hindsight, and how they would continue in a future session with her. Their answers, in their own words, are summarized in this section.

PART III   Suggestions for Viewing and Teaching with This Documentary

At two hours and thirty-five minutes, we consider the video to be too long for viewing in one session, especially when discussion is planned. In this section, we will lay out ideas for use in different kinds of settings; as part of an ongoing, multi-session course or workshop in which the documentary is the centerpiece, and as part of a shorter workshop, such as might be found in a conference on a range of related issues. Once again, we will consider the experience level of the audience and also the size of the audience.

We will present some suggestions for discussion questions that might be applied: 1) before viewing the video; 2) after each client session; and 3) after the entire video has been viewed.

PART IV   Bibliography

A bibliography is organized alphabetically by author in two sections: journal articles and books/book chapters/pamphlets. Counselor suggestions are indicated with the counselor's initials. This list is not meant to be exhaustive, but rather is to assist in an informed viewing and/or reflection of the video. Teachers and workshops leaders may wish to assign certain readings before or after viewing of the video, if suitable.

APPENDICES

1. Biographies of the career counselors

2. Deirdre's resume

Placing This Video in the Context of Career Development/Counseling Theory

Why Look at Career-related Theories

As with any kind of counseling, career counseling involves understanding counseling techniques that will elicit information and feelings. Many career counselors, though not all use Rogerian techniques to encourage client revelation and to show that what the client is saying is understood by the counselor. Others may be more confrontational. These broader frameworks of counseling theory and practice will not be reviewed here.

Career Counseling has its own literature as well. Interestingly, a number of books that are used by practitioners to help clients think about career issues are widely available to consumers. To some degree the popularity of such books may contribute to the notion that anyone can do career counseling.

However, career counseling also draws on a wide variety of other kinds of theories to inform the direction of a session, the way information may be interpreted, and the recommendations for course of action. These include but are not limited to theories about human development and growth, the role of socio-economic factors, decision-making, cognition, and organizational systems. In addition, the career development field has accumulated a large body of its own theory over the course of this past century.

Although aspects of the core of current thinking about career counseling can be found as early as the first decade of the twentieth century, the last two decades have been especially characterized by a broadening of definitions of career and of the mission of the field of career counseling. Earlier theories emphasized the transition from school to work and the choice of an appropriate "vocation", with some attention to "progress" in the chosen field. The developmental and life-span perspectives that evolved focused on the needs and interests of an individual throughout his or her life-time and frequently encompassed a broad range of adult roles, including leisure pursuits. 'Me distinction was made between "occupation", a specific pursuit, and "career", which represents the course of one's life. In addition, more attention was paid to gender, ethnic, and age considerations that may affect internal and external realities of the client.

A Summary of Useful Theories

In chapter two of *Counseling for Career Development* (1992), Carl McDaniels and Norman Gysbers provide an excellent summary of several key career theories they feel offer useful underpinning for practitioners. Several of these are described briefly by our counselors in the video. Teachers and students are encouraged to go to the original resources for more thorough descriptions. This list is not at all exhaustive, but is meant to illustrate the wide range of theories that inform career counseling today.

When viewing this video, the role of particular career theories may be more apparent in some sessions than in others.

Trait and factor theory. Trait and factor theory emphasizes the matching of personal characteristics (aptitudes, interests, values, skills) with those required to be successful in specific forms of work. Although in its strictest interpretation it has a job matching quality to it that many counselors find uncompromising, it does provide the useful assumption that understanding both the internal elements (the client) and the external elements (the work world) are important to a satisfactory resolution in career counseling.

Holland's theory of vocational choices. John Holland in his now classic work, *Making Vocational Choices* (1973), posited that people and work environments can be classified according to one of six types: realistic (dealing with the world of things and the present; as people, they are often mechanical or athletic); investigative (dealing with the world of ideas, and characterized by analytical and abstract thought); artistic (dealing with feelings, imagination, and creativity); social (dealing with the world of people, with an emphasis on helping others); enterprising (dealing with leadership and power); conventional (dealing with the practical, structured world, often in business). According to this theory, people tended to seek out and function best in environments where there are others like them. Holland's types are arranged on a hexagram in the order presented here, with the notion that those that are contiguous are more like each other than those that are on opposite sides of the hexagram. People may be a mix of several types, but different occupations are also a mix. Holland provides a link between client characteristics and the world of occupations.

Socio-economic systems of theory. This social theory emphasizes the life context of each individual, including socio-economic background, race, gender, religion, place of residence, family factors and labor market realities. By understanding these individual variables, the counselor may be appraised of possible areas of influence and resistance as well as realistic limitations.

Super's life-span, life-space approach. This theory, which is constantly being refined by Donald Super, has as its core a dynamic notion of career, based on the idea of minicycles of "growth, exploration, establishment, maintenance, and decline" that repeat themselves as circumstances, competencies, and preferences change (Super, 1990). The ability of an individual to cope with these changing demands is based, in part on his/her career maturity or adaptability. The notion of being able to implement one's evolving self-concepts is key. For counselors, the concept of multiple careers is important, as well as the awareness that those at different life stages may require different kinds of counseling and intervention.

Schlossberg's adult career development transitions model. Nancy Schlossberg's (1984) theory of transitions asks us first to look at the nature of the transition (expected, unexpected, never occurring, or chronic); the context of the transition; and the impact of the transition on the client. Transitions have several identifiable phases, akin to the stages of grieving. To help the client cope, the counselor needs to understand characteristics of the transition, the client, and the environment, including support systems. Schlossberg's theory provides a useful model for understanding and helping clients through the change process itself.

Decision-making theory. Like Schlossberg's theory, decision-making theory emphasizes the process of change. It generally focuses on the stages or steps of reaching a decision, including identifying the decision to be made, gathering information, considering one's options, and making the choice. Decision-making skills can be taught, but clients must develop personal strategies that fit with their own successful styles of action. Decision-making also assumes taking personal responsibility for one's choices.

Stage development theory. Stage development theories suggest that clients may respond differently to career counseling, depending on their life stage. In these theories (e.g. Lee Knefelkamp, 1976), advancement to a new stage presupposes passing through each stage in order. Hence, knowledge of the different stages and their characteristics is a prerequisite for responding appropriately to a client and planning effective intervention strategies. Certain interventions may even facilitate development to the next stage.

Self-efficacy theory. Building on the self-efficacy theory of Albert Bandura (1977), Gail Hackett and Nancy Betz (1981) proposed a theory to describe career behavior among women. The essential ingredient of their theory is a focus on the mechanisms that translate the socialization process and perceptions of the external world into choices and achievement behavior. The emphasis is on the "subjective probability of success" and whether an individual will "attempt a given behavior" (p 328). Self efficacy theory is helpful in understanding factors that may be blocking a clients ability to move forward and calls upon the counselor to work with the client to change her perceptual base.

Organizationally-based models. These models look at the interaction between an individual and an organizational environment, especially the way individuals meet and adapt to the needs of an organization. Some of these theories use developmental models to explain career tracks within organizations. By understanding the way organizations work, counselors can help clients realistically access what might be required for their successful navigation in different environments.

The Components of Career Counseling

Although practitioners and theorists may use different terms and have different emphases, most would probably agree that the career counseling process involves several important components. In each of these, the client is usually

expected to take some responsibility, too. What can be realistically accomplished in the course of one session depends on the client's situation.

1. Identifying the problem(s), including establishing rapport and agreement about mutual responsibilities of client and counselor

2. Gathering information about the client, including assessment of his/her current situations, skills, interests, beliefs, wishes, values, barriers and points of resistance, and decision-making and action styles.

3. Making diagnoses, including possible generations of alternatives

4. Developing a plan of action, including client's exploration of work world and strategies to break down barriers

5. Providing appropriate data about the work world

6. Evaluating choices, based on information about self and the outside world, and evaluating the process

7. Renegotiating, if necessary

In all these phases, most practitioners would probably agree that the key skills are "listening, understanding, and interpreting." (McDaniels and Gysbers, p. 22) Further, to do these skills well, the counselor must have an "in-depth knowledge of theories of human behavior and human growth and development." (McDaniels and Gysbers, p. 22). What distinguishes career counseling from other kinds of counseling is the addition of counselor knowledge about the world of work.

Many career counselors follow through on the practical phases of the job search, including resume and cover letter preparation, job search techniques, interview skills, and salary negotiation. Indeed, in some settings, such as graduate schools, these aspects may be the focus of a session for a number of individuals. This more concrete side of the career counselor's job is handled by many publications and is not dealt with in this video.

In the next section, you will have an opportunity to learn more about each counselor's philosophy.

Counselor's Philosophies and Their Reactions to Their Counseling Sessions with Deirdre ("Dede")

The four counselors who conducted the sessions you see in this video were all sent a list of questions along with a copy of their taped interview. Their responses are presented in the order of their appearance in the video. The questions were:

1. Do you have an overall philosophy that governs your career counseling? What is your perspective of the career development cycle? What particular theories inform your view? How did that philosophy or set of theories inform this counseling session?

2. How do you approach an initial hour with a new client? How did you approach this hour with Dede?

3. What did you realistically hope to accomplish in a first hour? What should you always attempt to cover?

4. Do you think an initial hour has a definitive shape to it (i.e. make small talk, establish rapport, get to the body of the interview, close)? Please describe.

5. After viewing your interview with Dede, would you do anything differently?

6. What did you see as Dede's central issue? Were there any issues you were unable to address, and if so, why?

7. If you were to see Dede a second time, what would you do?

Howard Figler

1. Do you have an overall philosophy that governs your career counseling? What is your perspective of the career development cycle? What particular theories inform your view? How did that philosophy or set of theories inform this counseling session?

My philosophy is client centered. I believe the clients have ultimate knowledge of themselves and that the counselor's job is to draw out this information and insight, help clients organize it, and stimulate clients to express their energy towards career goals. Clients have sparks of motivation within them, desires to work that are of value to others. Career counselors help to fan these sparks by enabling clients to get in touch with their drives toward Good Work.

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I don't believe in any particular cycle. I think career development is a fluid process that is unique to the client. When we try to fit our clients into theoretical structures, we lose touch with them as individuals.

The client-centered philosophy is central. When we lose touch with that and forget that empathy is the counselor's most important quality, we miss the essence of the counseling process. I also believe in the cognitive approach--that client's perceptions and beliefs about themselves in the world affect their behavior and attitudes greatly. The cognitive approach owes a lot to the phenological approach, which is entirely consistent with client-centered counseling. The client's view of reality is the only reality that matters.

I did my best to help Dede talk about what was most important to her, the drives that she wants to express in her work.

2. How do you approach an initial hour with a new client? How did you approach this hour with Dede?

I approached my hour with Dede the same way I would approach any hour with a client--I worked to help Dede get in touch with what was most important for her at that moment, helped her to elicit and organize her thoughts and feelings, and encouraged an atmosphere in which she felt comfortable to be herself. All of my efforts are toward this end. Whatever action she decides to take are a direct result of these understandings she develops for herself.

3. What did you realistically hope to accomplish in a first hour? What should you always attempt to cover?

In a first hour, I ask the client to describe her situation as she sees it--her motivations, thoughts, and images about her career development. I also explore what obstacles, roadblocks, or sources of resistance the client feels may get in the way of her progress. These themes would continue in later sessions.

4. Do you think an initial hour has a definitive shape to it (i.e. make small talk, establish rapport, get to the body of the interview, close)? Please describe.

The shape of the session is determined by the client. Rapport develops as a result of the counselor's "tuning in" to the client's thoughts, images, and feelings.

5. After viewing your interview with Dede, would you do anything differently?

I would have asked her about the voluntary activities she mentioned. I missed an opportunity there. That is valuable information about where she chooses to allocate her energies.

I would have listened more and talked less. There were a couple of items I got into a long discourse, a bit like lecturing.

I would have asked her more about *picturing* (describing what she sees) the kind of work she would like to do.

6. What did you see as Dede's central issue? Were there any issues you were unable to address, and if so, why?

      1) Dede's inertia regarding moving away from a comfortable job situation, and toward areas of greater stimulation

      2) Dede's need to organize her own thoughts and feelings regarding what she wants in her work.

      There were no issues I was unable to address. Regarding those issues I missed because I was unconscious of them--I am still in that unconscious state.

7. If you were to see Dede a second time, what would you do?

      I would continue to explore her motivations, the career-related drives that are most important to her.

      I would check to see how well she has done the reality tests that she said she would do, and develop refinements of these reality tests, so that she can take further steps towards her objectives.

      I would explore if she has any resistance to moving towards her objectives and see how this resistance relates to her motivations. All of this is in keeping with two main themes: "What do you really want to pursue?" and "What's stopping you?"

Priscilla Claman

1. Do you have an overall philosophy that governs your career counseling? What is your perspective of the career development cycle? What particular theories inform your view? How did that philosophy or set of theories inform this counseling session?

      My overall philosophy encompasses three approaches.

      1) The concept of service. I believe in being responsive to what the customer wants as opposed to what she ought to have. With service, you also always tell the truth as you see it. I put a lot of emphasis on contracting-what can I do for her that will be of value to her in that time frame. I need to recontract every time. Personally, I work on a closed-end basis, for a certain number of agreed upon sessions.

      2) Systems theory. I don't believe in the devil or agent that causes the problem. The world is more complicated. There are forces that work for and against change. We need to understand both. Some intervention may just encourage the status quo. The initial problem may not be the problem. These issues are easier if you, the counselor, are working within an environment. They are much harder for the external career counselor. You need not take what you hear at face value; you need to probe for ambiguities. You need to learn to data gather. Because of the way we set up this video, Dede was put into the position of "going on to a better expert."

      3) Competency modeling. Competency modeling is an outgrowth of a post-World War II effort to place a lot of people in a lot of jobs quickly. It looks at what the characteristics are of a person who is an *excellent* performer on a job. I always

use the competence modeling approach as if I am going to hire a person. When you put a person in touch with their competencies (as opposed to their qualifications), you get motivation, drive, self-confidence.

In the 1970's, I was a big believer in career cycle and adult development theory, but careers don't fall into simple patterns anymore, and the environment is changing so quickly. In the 70's, the philosophy was let me discover what I want to do, and let me present myself, and *they* will help me bridge to where I fit. Now you need to know a lot more about the job market. *You* need to do the work. The same is true after you are employed. You have to see that you might need certain skills and get the training. This is also true for non-profits. Mentoring was also a big concept in the 1970's. If you think about managing your career through one mentor, you are making a mistake. You need a lot of mentors--and these can be peers, and people both within and outside of the organization.

I do think that people often reconsider their lives at the break of decades--at 29, 39, etc.

With Dede, I tried hard to be of service. I used systems theory to have her see her issue in a bigger context and not fall pray to a "devil" theory. I used a competency model to help me come up with what she was good at. She talked about some of the things she was interested in, but I steered her back to those that had more to do with people, and were less individual. I reflected back to her particular competencies.

2. How do you approach an initial hour with a new client? How did you approach this hour with Dede?

Usually, I spend an hour with a potential client *before* there is an agreement that we will go ahead with career counseling. I identify the issues and create a closed-ended program to fix it. I didn't have this with Dede. People come with one or two issues: they don't know what they want or they know, but they're not sure how to get it. In the first hour, they don't necessarily believe you. You need to show the person you understand them.

3./4. What did you realistically hope to accomplish in a first hour? What should you always attempt to cover? Do you think an initial hour has a definitive shape to it (i.e. make small talk, establish rapport, get to the body of the interview, close)? Please describe.

I try to get them to do data collection--using performance reviews, successes on the job, how others see them. In my very first hour with them, I feel I must first establish rapport. Then I try to understand what their dilemma is, what their job environment is. If I don't understand it, I will send them to someone who does. I say things like, "I know what your environment looks like..." as I did with Dede (the rows of people with headsets). They aren't always aware how important this is or that everyone doesn't know it. I do some version of reframing to show there is a way out. Third, I establish my own credentials, near the end. Finally, I lay out the contract.

5. After viewing your interview with Dede, would you do anything differently?

When I arrived in the filming room, I had it rearranged to be a "working environment" (rather than the Victorian living room it was). I was trying hard to be helpful to her. I knew it would not be possible to make a suggestion she would accept. I tried to move her any way I could out of her current context and to get her to see

what changes she might make. I thought I explained too much of what I saw the problem was. I would have challenged her more. She was taking the line, "help me, but I won't let you". I didn't want to put her on the spot. So I was dealing with the dilemma of the circumstances we were in.

6. What did you see as Dede's central issue? Were there any issues you were unable to address, and if so, why?

Dede has the traditional dilemma of a first line supervisor. She's well paid for her contribution, she works hard, she's loved by her subordinates. But she's underestimated by her superiors. She may have to train the new hot-shot manager. She gets lumped in with all the other clerical workers. She has the B.A., the brains, the personality; she understands the issues. She needs to see what to do to change her circumstances. The company is too small; she's topped out where she is. She's too young to retire; they've golden handcuffed her. She came up with options, but they weren't real options. For example, if she were really interested in video, she would have kept her hand in. Being a travel agent is a solo act. She also made a strong point about wanting to retain her salary. What will be difficult for her is that she is the type of person who will need to put herself into a situation to know that it's right.

7. If you were to see Dede a second time, what would you do?

In my initial session with Dede, I understood her to be a good first line supervisor. In a second session with her, I could have made a difference. I would have given her assignments, structured by the safe things for her to do. I would have given her places to contact, names, a structured interview to use. I would have had her get out and talk to people.

Acy Jackson

1. Do you have an overall philosophy that governs your career counseling? What is your perspective of the career development cycle? What particular theories inform your view? How did that philosophy or set of theories inform this counseling session?

My overall philosophy that informs my approaches to career counseling is grounded in abiding trust or belief in the ability of individuals, given the appropriate support, to solve their own problems, find solutions to dilemmas they face, and make decisions that affect the direction of their lives. Since individuals vary in the degree to and style in which they do these thinkings, it becomes critical for me as a career counselor to attempt to perceive as much as possible their own understandings of themselves and assist them in translating that information into vocations terms. This view parallels that of Donald Super, whose self-concept theories of career development have greatly influenced my approach to career counseling.

Although clients often refer to sessions with me as therapy, I am mindful about not assuming any "pathology" on the part of the clients as they sort out their career decisions. As a result of awareness, I weave into sessions trait and factor approaches with life span analyses of stages in the career development process. I often use Anne Roes' theories of personality and occupational choices as another balance to any notion that something might be "wrong" with an individual who is tying to make career decisions.

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I made an effort in the early stages of the session with Dede, to ascertain some of the psychological factors that seem to impact on her efforts toward making a decision. She seemed to respond positively to this approach. If given more time, I would have pursued this avenue further.

2. How do you approach an initial hour with a new client? How did you approach this hour with Dede?

I approach an initial hour with a client as an opportunity to gather as much information as possible about the client with particular emphasis on factors that motivated her/him to arrange a conference with me. With Dede, I was concerned that her interviews with previous counselors might have set the tone for what she wanted to do. Interestingly enough, I failed to ask her to give me a synopsis of her sessions with the other counselors. In retrospect, I certainly expected duplication of effort, but really sought to do it my way. That approach could have limited what Dede and I were able to accomplish.

3. What did you realistically hope to accomplish in a first hour? What should you always attempt to cover?

In the first hour of the interview, I wanted Dede to think of herself in new, exciting and challenging ways. If I could stimulate her to be imaginative and creative in considering options, I reasoned, then those same skills would free her to explore new horizons. For example, I was concerned that she had not really looked into international options even though she visibly brightened when she spoke of her interest in travel as part of an occupational pursuit. There is another dimension of the "initial hour" approach that Dede and I did not pursue on camera; i.e. we shared personal experiences that positively affected the degree of comfort we had with each other. We talked during the breaks about my international experiences and the ways in which those influence my work experience.

4. Do you think an initial hour has a definitive shape to it (i.e. make small talk, establish rapport, get to the body of the interview, close)? Please describe.

An initial hour does not really have a definitive shape to it. For the interview to proceed effectively, however, the stages must flow with ease for the counselor and the client. The most effective interviews are those when the client really determines what happens early on in a session. I have learned to be very patient through long periods of silence, extended periods of "creative rambling", and many variations in between. My role is always to process that information along with accompanying clues from the client in order to make suggestions regarding the interview. This can be an exciting yet risky part of the interaction with the client. Actually, I am energized by this stage of the process.

5. After viewing your interview with Dede, would you do anything differently?

There were several factors that influenced the approaches I used with Dede. First, because I knew that Dede had been interviewed by others, I felt the need to move the interview along and avoid any redundancies from her previous interviews. The positive effect of the approach was that we were able to talk about things that were new and exciting. The negative aspect of it was that I did not have some information about her that might have influenced some aspects of the interview. Second, Dede expresses herself very well. It was precisely this outstanding quality

that seemed, in a perverse sort of way, to make me less supportive of her than I should have been. Specifically, as I reviewed the tape, I noticed that I never thanked her for the compliments she gave me or for the things she said and did that clearly impressed me. It was a major flaw in my counseling. I might have been very conscious of the need to be reticent with her to avoid any inappropriate interaction, given the current climate of heightened awareness about interactions between men and women. Third, in an effort to summarize, I felt that I forced myself to assume global perspectives when, in essence, Dede was very focused on specific issues she faces now. There was, however, an important recognition that she did not have to make some decisions right away. I was drawing her closer to time tables for decisions that she did not seem ready to make. When I suggested that she write down some of her feelings, it did not seem appropriate given the tone of our interview up to that point.

6. What &d you see as Dede's central issue? Were there any issues you were unable to address, and if so, why?

Dede's central issue seemed to be her desire to make some changes in her life. That was her motivation for participating in this series of interviews. There were a subset of issues such as goal setting, geographical preferences, and generation of career options which wind their way throughout this larger issue. Unfortunately, I did not spend enough time exploring options with her. That could have been a very exciting part of the interview.

7. If you were to see Dede a second time, what would you do?

If I were to see Dede a second time, I would insist that she set the agenda for our session. Although I strive to be very non-directive in counseling, I drink I was probably more directive with Dede than I should have been.

Barbara Sher

1. Do you have an overall philosophy that governs your career counseling? What is your perspective of the career development cycle? What particular theories inform your view? How did that philosophy or set of theories inform this counseling session?

I believe that people can and should work at something that has meaning to them, for pay if possible. I'm convinced that what people love is a powerful indicator of what they need and where their gifts lie, and if they can find a way to work at what they love, they'll find themselves absorbed, engaged, and full of drive.

If they can't find anything meaningful that pays a salary, I believe people should take a job that is tolerable and do the work they really love on their own time. Then our work consists in finding the job best suited to support their true avocation. (They will also need some kind of structure and support to help them use their free time to actually pursue that avocation.)

2. How do you approach an initial hour with a new client? How did you approach this hour with Dede?

I always start a career search with talking about what my clients really want. Not what is possible, not what is practical, but what they want. I never ask people about their skills or experience until they're clear about what they want. I don't ask a wide range of questions, or give any tests, because I find that all the significant information we need will emerge as we focus on uncovering inner wishes and dreams.

The problem, of course is that most people aren't clear about what they really want. There are many reasons for not knowing what you really want, and it's my job as a career counselor to find out what those reasons are and to uncover the hidden wish. There are often internal conflicts that block the desire, and these conflicts need to be brought to light. Some of these conflicts are based on misinformation (e.g. Dede assuming that non-profit international travelers carried backpacks and slept in youth hostels) and simply need fresh thinking. Other conflicts have to be resolved--or at least understood--before the client can make a choice.

3. What did you realistically hope to accomplish in a first hour? What should you always attempt to cover?

Most clients don't come in talking about these issues. Instead, clients say they're just not sure what they want, where to move, whether or not to leave their present jobs. Frequently, they have all the information they need to make a move, but they have an unstated resistance to acting on their knowledge.

All of these issues were on my mind when I started the session with Dede. I wanted to know what she really wanted and which kind of internal resistance she was confronting.

4. Do you think an initial hour has a definitive shape to it (i.e. make small talk, establish rapport, get to the body of the interview, close)? Please describe.

I usually start the session with no delay, with a neutral question, such as, "What can I do for you?", and then I spend the first segment of the session listening, perhaps asking a few question to fill in or clarify for me. As soon as I'm able, I begin the second segment of the session, in which I start presenting the client with some kind of work that would fill their wishes and needs as they have stated them, inviting them to tell me what they like and what they don't like about my "career scenario." I correct the parts they don't like, and feed back a corrected version to them.

As soon as I have a fantasy career that the client can think of no objection to, I begin with the third segment: flushing out the resistance. I say, "Okay, then if you have no problem with it, would you like to begin going after it? We can start planning right now."

Within a short time, my sentence usually provokes mild panic. The resistance comes out into the open, and we finally know what we're dealing with. We spend the third part of the session looking at the resistance and finding a way to resolve it. Sometimes, the rest of the session is taken up with discussion of these underlying issues. If that's the case, the client usually needs some time to think about what he or she has learned, so we book another session a week later.

In other cases, the client is ready to start taking steps right away. In the case of Dede, the real issues were never uncovered--partly because we weren't in private, partly because Dede might not have been willing to discuss her issues until she knew me better.

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For these two situations--where a client is ready to move, or where the client is not prepared to be open about the real issues-the final segment of the session is used to design a plan of action that will be low-risk, but sill engaging, such as gathering information, talking to people, etc.

I reassure them that even if this goal turns out not to be what they want, they'll learn many more things from getting into action, talking to people, reading articles, joining organizations, than they'd ever learn trying to figure things out on their own.

I ask to take a realistic amount of time--a few weeks or a month--and then come back to see me for another session so we can evaluate their experiences.

5. After viewing your interview with Dede, would you do anything differently?

The one thing I would do differently is be briefer, more succinct. Since we weren't alone (camera people and others in the room), I hesitated to do what I would have done in private: find out what was really making Dede hesitant.

6. What did you see as Dede's central issue? Were there any issues you were unable to address, and if so, why?

I can only guess at Dede's central issue, but she gave me some clues. She has a good education and feels she should be farther along than she is, so she may be experiencing pressure to meet family or societal expectations.

7. If you were to see Dede a second time, what would you do?

If I saw Dede a second time, I'd follow up the first session, taking all the things she did or thought or felt as a result of our session, and trying to create another "self-correcting scenario" from the new information.

PART III

Suggestions for Viewing and Teaching with This Documentary

Before seeing this video, viewers should probably be given some context, such as why the video was made and what its purposes are (see the first section of this guide). Viewers should also be reminded to consider, as much as possible, each counselor's techniques independently of Dede's reactions.

Suggestions for Viewing

Sections of this video

To assist you with showing this video to suit your own needs, below is a summary of where each section begins. For example, you may wish to withhold Dede's assessments of her sessions with each counselor until all the counselors have been viewed. The video counter is set for "0" as the first image appears in each tape.

TAPE I

Howard Figler: 0073
Dede's assessment of her session of Howard Figler: 2565
Priscilla Claman: 2678
Dede's assessment of her session with Priscilla Claman: 4301

TAPE 11

Acy Jackson: 0000
Dede's assessment of her session with Acy Jackson: 2671
Barbara Sher: 4200
Dede's assessment of her session with Barbara Sher: 4200
Dede's final summary remarks: 4282

Viewing the video as part of a course or multi-session workshop

If this video is to be used as part of a multi-session course, we recommend that the viewing time be split into at least two sessions, depending on the amount of class time available. Adequate time should be allowed for discussion, with a break for discussion after seeing each counselor. If time on the syllabus permits, classes meeting two hours or less might want to view each of the four counselors in a separate class, followed by discussion. A fifth session could allow integration of discussion about all the counselor styles and a chance for role plays.

Alternatively, students might be asked to view the video at a time other than class time, if facilities are available. Once again because of the video's length, viewing could be split into two segments. Generally, when a sufficient number of alternative viewing times are given to students, most are able to incorporate such an assignment into their schedule. If viewing is to take place outside of class, instructors may wish to hand out study questions ahead of time in order to guide the viewing. Instructors should also consider having the video in class so that specific parts can be replayed for discussion.

Instructors using this video as part of a for-credit course may also wish to assign reading from the bibliography before class meeting times.

Viewing the video as part of a one or two day workshop

If this video is to be the focus of a training workshop lasting at least one day, we once again suggest that viewing times be split up into two or more segments.

In a one day workshop, initial discussion, followed by the first tape, and additional discussion could take a place in a morning session. In the afternoon, participants could see the second tape, discuss those parts, and then end with a more integrated discussion or activities related to teaming from the entire video.

Once again, if the opportunity exists to assign reading beforehand, discussion may prove to be more fruitful. Assigned reading is especially useful if a substantial number of participants are not experienced counselors.

Viewing the video in the context of a broader conference or shorter workshop

Because the entire video is two hours and thirty-five minutes in length, the equivalent of a full-day workshop (or two half days) is required in order to view the video and allow adequate time for discussion. If time does not permit this length of workshop, leaders might consider using two of the counseling sessions that show more contrasting styles.

Suggestions for Discussion

These activities can be done with the whole group, with smaller groups, or even individually, depending on the size, makeup and interests of the group. If time permits, discussion after viewing each counselor is recommended. However, for shorter sessions, conversations can focus on the comparisons among the different counselors. Leaders should also allow time for participants to reflect on what they have seen and learned in relation to their own views of career counseling and career development. Leaders should also feel free to share at the appropriate time the counselor's explications of their philosophies and their sessions with Dede. A key message of the video is that there is no one "right" way to do career counseling. Certain methods and philosophies may feel more comfortable or compatible with one's own world view and knowledge, but learning from others can enrich one's counseling skills

Before viewing the video

For those with experience…

1. Have students/participants write a succinct paragraph about their own philosophy of career counseling and the theories that may inform it.

2. Discuss in a group how their philosophies shape their view of what a first session looks like. Come up with a list of common goals and themes, and a list of those goals and themes that might be a product of a more personal philosophy.

3. Make a list of common opening statements.

For everyone…

1. Have your students/participants note their biggest influences of their views of counseling/career counseling--personal experiences, specific theorists, influential teachers.

2. Provide a framework for viewing the video. Suggest that viewers look for the following in each session: opening remarks or questions, the shape of the interview, and the end of the session. In addition, what are the roles of reassurance, motivational talk, reflection, interpretation, statements designed to challenge, and non-verbal responses; explications and advice-giving; in session exercises, "homework", and/or contract-making. The leader may want to write these words in and phrases on the board or flipchart.

After viewing each counselor

1. Divide up the class into small groups and ask each to "paint" a portrait of Dede based on this counseling session. What did you learn about her? What do you still want to know about her that you were unable to learn from the line of questioning, and from her own lack of revelation to a line of questioning (try to distinguish between the two). Remind them not to dwell on the facts that appear on her resume.

Have each group share its portrait to the larger class, and write up the whole portrait to return to after viewing the other sessions.

2.a. Using the list to students before viewing, ask students to provide memorable (both positive and negative) instances of the following, if applicable, and discuss how these examples moved the session forward (or not). You may want to assign each of these topics to a different small group to share later with the whole class.

　　--reassurance, motivational talk, reflection, interpretation, statements designed to challenge, non-verbal responses

　　--explication of the way the work operates, of the way people arrive at career decisions, etc. and advice-giving about similar topics

　　-in session exercises, "homework", and/or contract-making

b. Discuss the apparent balance among all three, and between counselor talk and client talk. Ask participants how they personally felt about this balance and why?

Ask the students/participants to discuss the following:

3. How are ideas for new directions arrived at (from skills exercises? from Dede's own suggestions? from counselor's suggestions?). Be as explicit as possible. Write these up for discussion later.

4. How did this counselor deal with Dede's feelings about her work and her job search?

5. What assumptions do you see this counselor make about Dede's ability to make changes in her life? Give explicit examples. How do these assumptions appear to shape the interview, especially the last part of the interview?

6. Could you describe the shape of the interview? Did it seem to have "parts"? If so, what were they? *(For the leader.* Share how the counselor describes her/his first interview in general and with Dede, in particular.)

7. What can you surmise about the counselor's overall philosophy of career counseling and career development? Consider what kinds of assumptions the counselor appeared to make as well as explicit techniques. *(For the leader.* At this point share the counselor's own thoughts from the study guide.)

8. For experienced counselors. How does this interview compare with your first interviews?

9. For experienced counselors. What might you have done differently? *(For the leader.* Share what the counselors says about what he/she would have done differently.)

10. Finally, ask participants to write down one or two important things they learned from viewing this session. Share with the entire group.

After Viewing the whole video (or whatever portion will be viewed)

1. In viewing subsequent sessions with Dede, what else did you learn about her that you did not know before? What did she not reveal about herself that she had revealed earlier? (Keep in mind that some repetition has been edited out) What lines of questioning allowed these revelations?

2. What did you see as Dede's central issue(s)? Elicit ideas from the whole class and put up on the board or flip chart *(For the leaders.* Share counselor's perceptions about what they saw as Dede's central issue(s). Ask how this perception shaped each session?)

3. What do you know about Dede that might be affecting her comfort with and reactions to her sessions with each of the counselors?

4. Although neither Dede's gender, nor the gender of her counselors, was explicitly discussed in the sessions you saw, how might gender-related issues be a concern to career counselors? Consider market-place concerns, theories of gender differences, and counselor-client relationships. What is the career counselor's role in dealing with these issues?

5. Discuss the same questions for race.

6. Did Dede's reactions to the different counselors surprise you? Why or why not?

7. *For experienced counselors.* How has seeing this video changed or enhanced your views of you own career counseling?

PART IV

Bibliography

The following bibliography is based on suggestions from our counselors as well as other references. The initials of the counselor who recommended the book or article is given in parentheses after the citation. Our counselors' selections partly come from their varied routes into career counseling. For example, Barbara Sher declined to name specific resources, but says the she encourages her clients to read biographies in their areas of interest.

This list is not meant to be exhaustive. It does include, for example, resources whose main focus is on the job hunting techniques. Bibliographies in the articles and books will provide further useful information.

Journal Articles

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Figler, Howard. "Testing and psychological witch docotorism," *Career Planning and Adult Development Network Newsletter.* November, 1992. (HF)

Figler, Howard. "What is career Counseling really?", *Career Waves.* January, 1988. (Career Research Systems, Fountain VaUey, CA). (HF)

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Knefelkamp, L. and Slepitza, R. "A cognitive-development model of career development: An adaptation of the Perry Scheme," *Counseling Psychology,* vol. 6, no. 3, pp. 53-58, 1976

Super, Donald. 'Vocational development theory: Persons, positions, and Processes." *Counseling Psychologists, 1969,* 1, 2-9. (AJ)

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Books/Book Chapters/ Pamphlets

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Handy, Charles. *The Age of Unreason.* Boston: Harvard Business School Press, 1989. (PC) (note particularly part two and chapter seven)

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Roe, Anne. "Perspectives on vocational development," in J.M. Whitely and A. Resnikoff (eds.), *Perspectives on Vocational Development.* Washington, D.C.: American Personnel and Guidance Association, 1972. (AJ)

Schlossberg, Nancy. *Counseling Adults in Transition.* New York: Springer, 1984.

Senge, Peter. *The Fifth Discipline: The Art and Practice of the Learning Organization.* New York. Doubleday Dell, 1990. (PC)

Sher, Barbara *Wishcraft: How to Get What You Really Want.* New York: Ballantine Books, 1979.

Super, Donald, *The Psychology of Careers.* New York: Harper & Row, 1957. (AJ)

Watzlawick, Paul, et al. *Change: Principles of Problem Formulation and Problem Resolution.* New York: W.W. Norton, 1974. (PC) (note particularly chapters eight, nine, and ten)

Yost, Elizabeth and M. Anne Corbishiey. *Career Counseling: A Psychological Approach.* San Francisco: Jossey-Bass, 1987. (HF)

Biographies of the Career Counselors

Howard Figler

Howard Figler has his own consulting firm, Howard Figler, Ph.D. and Associates, which provides career workshops, selection training, job search programs, communications skills programs, and career consultation to businesses, professional associations, nonprofit organizations, and universities. Dr. Figler has been an active consultant, keynote speaker, and trainer since 1980. Between 1970 and 1990, he also served as Director of the Career Center for the University of Texas in Austin and Director of the Counseling and Career Center at Dickinson College in Pennsylvania.

Dr. Figler is the author of six books, including *The Complete Job Search Handbook* (New York: Henry Holt & Co, 1980 and 1988), which was featured by the Quality Paperback Book Club.

Dr. Figler is licensed as a Psychologist and has earned the Diploma in Counseling Psychology. He holds a B.A. from Emory University, a Master of Business Administration from New York University, and a Ph.D. from Florida State University.

Priscilla Claman

Priscilla H. Claman, president of Career Strategies Incorporated, is a human resources professional with extensive corporate career experience. For companies, she has developed internal career paths, designed, and implemented career change, interviewing, internal re-employment and self-assessment programs. In addition she has counseled individuals on how to find career success and satisfaction in a corporate setting. Her career includes positions both in training and development for consulting firms and most recently as a vice president in the human resources area for Bank of New England.

Ms. Claman is also a frequent speaker on the subject of career choice and the human resources impact of corporate mergers. She is the co-author of *What to do with the Rest of Your Life* (New York: Simon & Schuster), *Marketing Yourself (New* York: GI Putnam's Sons), *It's Your Future* (Peterson's Guides, Princeton), and numerous nationally distributed training programs.

Currently she is the chair of the Resource Partnership of The Resource/Massachusetts Project with Industry and on the boards of The Human Resource Planning Society, the Program Committee for Operation ABLE, the Advisory Committee for Suffolk University's Human Resource MBA program, and the Harvard Graduate School of Education.

Acy L. Jackson

Acy Jackson is Associate Dean of Students and Director of the Career Planning Center at Colgate University in Hamilton, New York. In these capacities he counsels students and young professionals who apply to graduate and professional schools, seek employment and/or apply for graduate fellowships. Prior to Colgate, Mr. Jackson was Associate Dean of Students, Director of the Career Planning and Placement Center and Instructor-at-large at the College of Wooster in Ohio. He was Director of Armaghan English Language Institute in Tehran, Iran and taught English at a boarding school in West Pakistan. He is also currently a part-time instructor at the English Language Institute, at Syracuse University.

Mr. Jackson is active in the College Placement Council, Eastern College Personnel Officers, and the Northeast Association of Prelaw Advisors. He has published articles on teaching English as a foreign language and career planning for undergraduates.

Mr. Jackson holds a B.A. from Westminster College in Pennsylvania, a Master of Education from the University of Pittsburgh, and an M.A. from Teacher's College, Columbia University. He was selected as a participant in the Institute for Educational Management at Harvard University in 1985 and received the Administrative Development Award from Colgate University that year.

Barbara Sher

Barbara Sher sees clients in her New York and Los Angeles offices and runs workshops for career counselor conventions and other organizations all over the country and in Europe. In New York City as a single parent, Ms. Sher was a group counselor for a therapeutic drug community, where she designed a variety of group structures that moved away from the classical therapeutic model. She ran groups and workshops on a wide range of topics for ex-convicts, ex-addicts, public school teachers, corporations, and the government. By 1973 she was running an early version of what later became known as Success Teams--small groups in which all members set clearly stated personal goals and committed to helping each other reach them, and by 1976 was running Success Team workshops all over the United States and Europe.

In 1979, Ms. Sher's first Book, *Wishcraft: How to Get What You Really Want,* was published and presently has close to 500,000 copies in print. Her second book, *Teamworks! Building Support Groups that Guarantee Success,* was published in 1989, and her third book, *Finding the Right Track: Why You Don't Know What You Really Want to Do and What to Do about It,* was published in Fall of 1993. Ms. Sher has appeared on numerous radio and television programs, including the "The Phil Donahue Show" and CNN.

Ms. Sher attended college at Berkeley and UCLA, receiving her B.A. with honors in anthropology.

The workshop was designed by Phyllis Stein, Director of Radcliffe Career Services. RCS has now folded into several other organizations. Phyllis Stein can be contacted at her private career counseling practice, (617) 354-7948

APPENDICE II

Deirdre's Resume

DEIRDRE A. PIERCE

EDUCATION

EMERSON COLLEGE, BOSTON, MA.
B.S. in communications, 1983
-Dean's List
-Nominated for Best Student Production Award: wrote, produced, and directed public
     service announcement
-Semester Abroad: Comprehensive seminar in European television and film, toured
     studios and schools of communication

EXPERIENCE

CABLEVISION OF BOSTON, BOSTON, MA. 1983 to present.
Sales Supervisor. Since 1987, manage 15 to 20 telephone representatives for cable
television operator. Started in the cable system as a Customer Service Representative.

SKILLS AND ACFHEVEMENTS

Management :

-Interview, hire, train, motivate, and supervise customer service and telephone sales
     representatives
-Analyze productivity, monitor telephone and sales techniques and provide
     recommendations to improve performance.
-Resolve problem accounts.
-Promote a positive work environment where hard work, enthusiasm and new ideas are
     encouraged.
-Conduct weekly sales meetings.
-Conduct annual reviews, as well as Standards Performance reviews to evaluate
     individual performance.
-Develop and administer monthly quizzes on programming and office procedures.
-Schedule affiliate presentations.
-Responsible for ensuring adequate phone coverage.
-Responsible for payroll and scheduling.
-Develop incentive contests.
Sales/Customer Service:

-Sell Cablevision services through customer initiated contact.
-Assist customers with service selection.
-Respond to billing and adjustment inquiries.
-Troubleshoot technical problems via telephone contact with customers.
-Train new Customer Service Representatives
-Assist management with special assignments.

Writing and Research:

-Graduate level course in Creative Writing, Harvard University
-Winner of city-wide competition to participate in intensive summer journalism
    workshop, Suffolk University.
-Wrote copy for "bumpers" on *People Are Talking,* WBZ-TV
-Wrote promotional copy for WBCN Radio "Listener Line,".
-Do statistical and biographical research for TV and radio programs.

Public Relations/Promotion:

-Graduate level course in Public Relations, Promotion and Advertising, Harvard
    University
-Engaged talk-show guests and introduced them to studio procedures
-Conducted pre-telecast orientation of studio audiences.
-Conducted tours of WBZ-TV and WBCN Radio Stations.
-Assembled promotional literature for Action for Children's Television.

ADDITIONAL EXPERIENCE:

POWERS ANSWERING SERVICE, 1981-83
MALL DRUGS, 1980-81
GASTON SNOW & ELY BARTLETT, 1979-80

REFERENCES AVAELBLE UPON REOUEST

About the Author

Belle Brett is a writer/researcher/consultant on work, career, and educational issues. Currently, she is a Research Associate at the Center for Research on Women at Wellesley Collge. Previously, she was Director of Career Planning and Placement at Harvard Graduate School of Education and Assistant Director of Radcliffe Career Services, Radcliffe College. She holds a Doctorate of Education from Harvard Graduate School of Education, a LMaster of Education in counseling from Northeastern University, and an A.B. from Swathmore College.