

‘Career Counselling: facilitating career learning and development’

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Learning outcomes

- to clarify the nature and purpose of career counselling in relation to other enabling interventions
- to outline models used by career development practitioners
- to consider some of the activities used to support career learning and development

Outline

- **Definitions**
- **A three stage model**
- **Developments in understanding the brain**
- **Implications for career support work**

Which image best captures “career” for you?

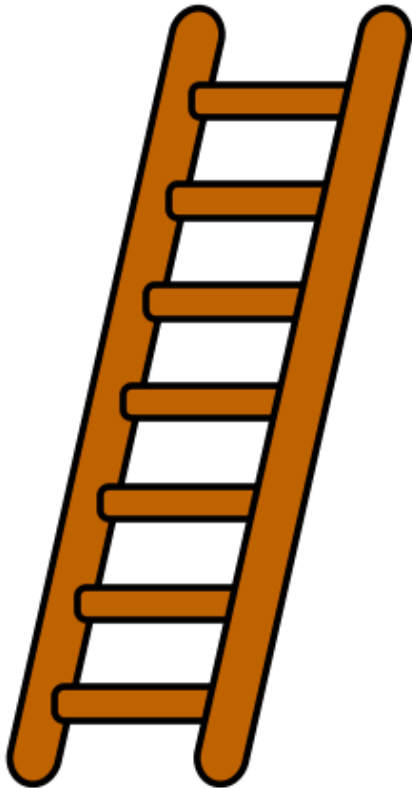


“way of making one’s living /
profession” (Oxford Dictionary)

“progression through learning
and work” (Andrews 2008)

“Not a linear path but crazy
paving and you have to lay it
yourself” (Dominic Cadbury)

Career planning



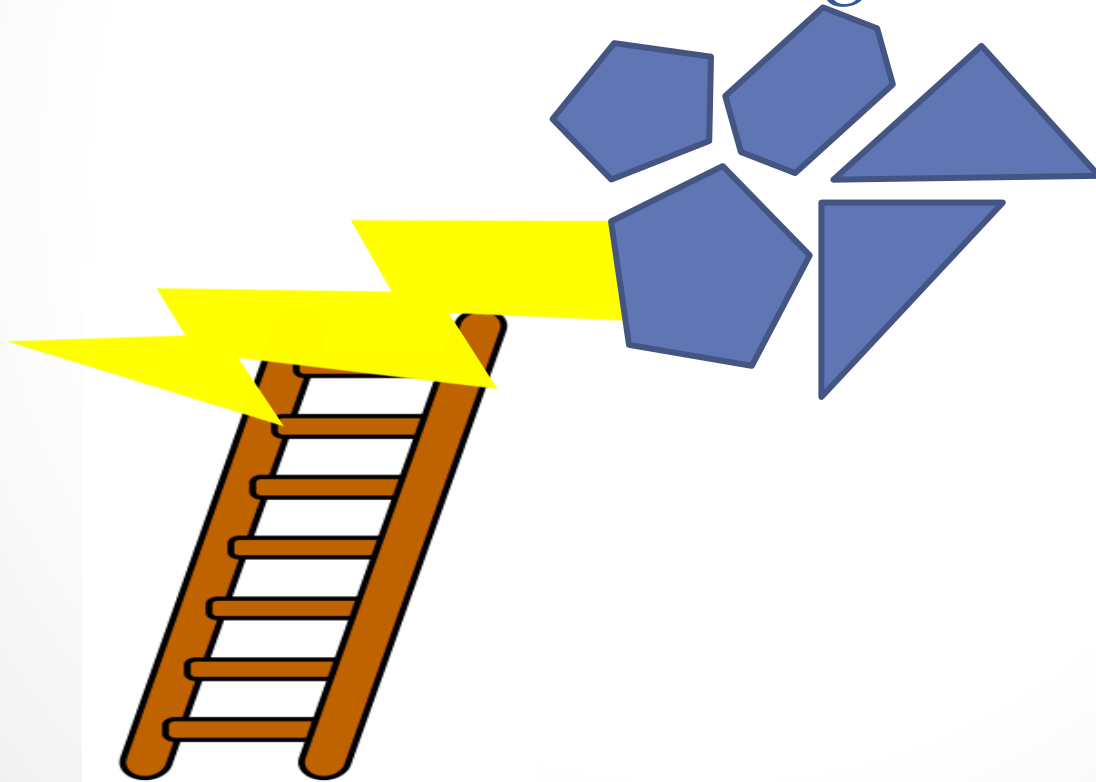
Long term goal

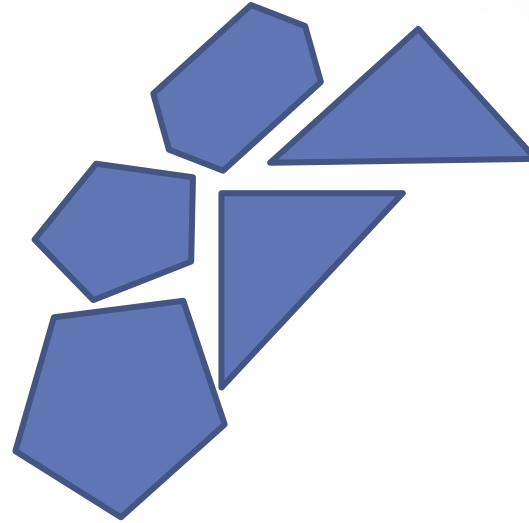
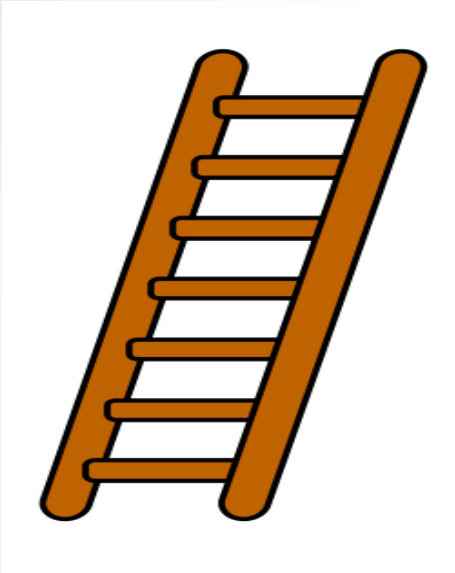
Short term study and
training options

Decide which career



Downshifting, moving sideways, multiple employers, casual/ temporary contracts, self employment, studying, voluntary work, parenthood, using transferable skills in a number of roles, retraining





Career planning ... or career
development/
management?

Enable people to ...

get a realistic well informed plan
and CV in place?



Enable people to ...

get a realistic well informed plan
and CV in place?



develop the capability to manage
the crazy paving (career learning)

e.g. motivation, resilience, self awareness, information
management, decision making and change
management

What does career support
look like?

The sorting hat?



Non-directive

Listen

Reflect

Paraphrase

Summarise

**Ask questions
to raise
awareness**

**Give
feedback**

Suggest

Give advice

Instruct

Tell

Directive

Directive

Non-directive

Tell

Instruct

Give advice

Suggest

**Give
feedback**

Give

awareness

to raise

Ask questions

Summarise

Paraphrase

Reflect

Listen

Advice and information

Coaching

Counselling

Directive

Non-directive



Advice and information

Coaching

Counselling

Guidance



Career Counselling

- “ A one-to-one interaction between practitioner and client, usually ongoing, involving the application of psychological theory and a recognised set of communication skills.

Kidd, J. (2006: 1) Understanding Career Counselling



Career Counselling

- “ A one-to-one interaction between practitioner and client, usually ongoing, involving the application of psychological theory and a recognised set of communication skills. **The primary focus is on helping the client make career-related decisions and deal with career-related issues**

Kidd, J. (2006: 1) Understanding Career Counselling



Examples of career-related concerns

- Disappointment/ frustration over plans not working out
 - Confusion over which option to choose
 - Ambivalence about making a change/ stepping out of the comfort zone
 - Competing priorities/ feeling torn
 - Finances, transport and caring responsibilities
-
-

Purpose

Ethics

Skills



the process

A classic three stage model (Hambly 2008)



Stage 1: Establishing the foundations

Rapport building, contracting/ agenda setting



Stage 2: Exploration of needs

Probing, reflecting, challenging, re-contracting



Stage 3: Addressing needs

Taking action/ action planning

Stage 1: Establish Foundations

Establish
Effective
communication

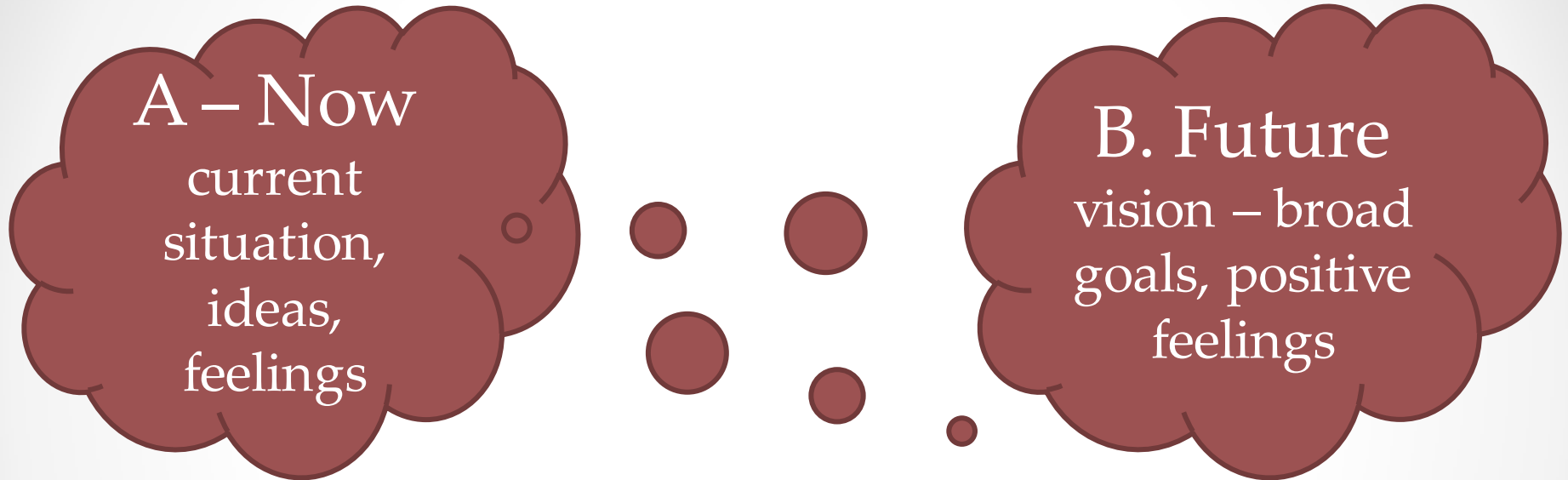
Agree purpose of
Interview/ the
agenda

Agree
'ground- rules'



Contracting

Agreeing the purpose and process



The process = understanding more about you/ your current situation to find out what is needed to get you to B

A classic three stage model (Hambly 2008)

Stage 1: Establishing the foundations
Rapport building, contracting/ agenda setting



Stage 2: Exploration of needs
Probing, reflecting, challenging, re-contracting



Stage 3: Addressing needs
Taking action/ action planning

What questions
to ask/ activities
to use?

Motivation/ readiness

How ready are they to make this decision/ put in effort?
How positive/ confident are they about the future?

Decision Making

How do they come up with ideas/ decide?
How do they reject ideas?
Influences, values?

Self awareness

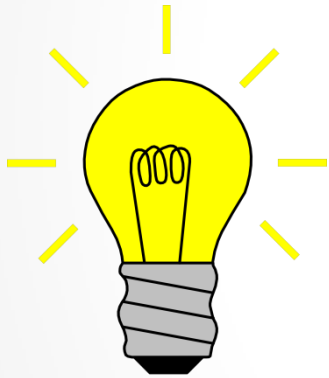
How aware are they of what they want, their skills, their qualities?

Opportunity Awareness

How aware are they of what the options involve and require?

Transition How did they manage past transitions? Do they need support? Do they have the knowledge & skills to manage change?

A classic three stage model (Hambly 2008)



Stage 1: Establishing the foundations
Rapport building, contracting/ agenda setting



Stage 2: Exploration of needs
Probing, **reflecting, challenging, re-
contracting**



Stage 3: Addressing needs
Taking action/ action planning

A classic three stage model (Hambly 2008)



Stage 1: Establishing the foundations
Rapport building, contracting/ agenda setting



Stage 2: Exploration of needs
Probing, reflecting, challenging, re-contracting



Stage 3: Addressing needs

Taking action/ action planning

Motivation/ readiness

Motivational interviewing.
Cognitive behavioural and solution focused coaching.
Referral to support workers

Decision Making

Pros and cons
Reality testing (visits, imagining options)
Involving others

Self awareness

Interest inventories
Role playing/ inhabiting new roles
Reflecting on experiences

Opportunity Awareness

Teaching research skills
Careers fairs
Case-studies
Websites

Transition Reviewing past changes. Advocacy, Mentoring/ peer coaching. CV/ job search workshops. Visits, networking events.

Underpinning theory

Career choice e.g:

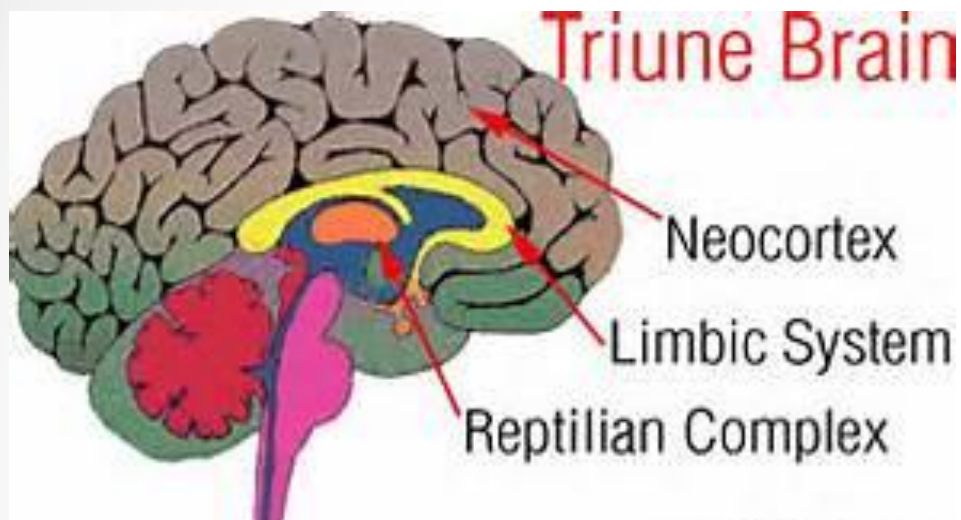
Differentialism, Developmentalism,
Structuralism, Social/ Career learning,
Planned Happenstance

Motivational theory e.g: Schein's anchors,
Herzberg, Pink, Positive Psychology

Transition theory e.g: Roberts, Wheel of
Change



Developments in neuroscience/ neuropsychology



- Susan Jayne Blakemore, TED lecture, The mysterious workings of the adolescent brain;
- Hambly, I (2015) The Human Brain, summary of recent research and theory <http://creativecareercoaching.org/blog/>
- Brown and Brown (2012) Neuropsychology for coaches

Dual processing theory

System 1	System 2
Intuition Fast	Logic Slow/ deliberate
Experiential reasoning	Step by step analysis
Relies heavily on emotion	Less emotion
Unconscious/ automatic	Conscious
Processes thousands of pieces of information/ cues simultaneously	Can only process up to seven pieces of information at a time
Storage largely in images, sounds, smells, taste Contextual	Storage in words Abstract

Implications for Career Guidance and Counselling

- We need to engage system 1 and 2
- Traditional models focus on system 2 (rational matching)
- We need to engage intuition, imagination, the senses as well as words and reason
- Information has to be contextualised
- We need to help people to experience/ feel and to stand back/ reflect

Reality testing



Vocational
training

Describe your
day ... what are
you wearing,
how do you get
there, who are
you with, what
are you doing,
what does it
look/ sound
like?

Sixth form

FE

Doing
nothing

Outline

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- **Developments in our understanding about the brain**
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Resources to support work with clients/students

Assessing client's career management strengths and development needs

Career Navigator uses the road metaphor to explore what resources people need for the journey. In each pack there is a set of cards listing career management skills/ attitudes and a guide for use. The guide includes career guidance/ counselling questions that support the use of the cards.

<http://creativecareercoaching.org/practitioner-resources/>



Resources (cont.)

Motivational approaches

Motivational interviewing -

<http://motivationalinterviewing.org/>

This Connexions guide (Connexions no longer exists but was a source of useful resources) from p22 onwards provides a basic overview of motivational techniques such as solution focused therapy, cognitive behavioural therapy, motivational interviewing.

<http://dera.ioe.ac.uk/6126/1/TTguide.pdf>

NCGE article on Motivational Interviewing

http://www.ncge.ie/uploads/NCGE_News_Summer_2011_35.pdf

NCGE article on Solution Focused work

http://www.ncge.ie/uploads/NCGE_News_Winter07.pdf

Resources (cont.)

Decision making

Using intuition and/ or prayer -

<http://creativecareercoaching.org/prayer-meditation-and-contemplation-in-career-decision-making/>

The role of chance, planned Happenstance. NCGE article -

http://www.ncge.ie/uploads/NCGE_News_Winter07.pdf

A good book (quite cheap second hand) on creating your own opportunities/ positive approaches to managing uncertainty is Krumboltz et al (2005) Luck is no accident. It's full of practical activities



Resources (cont.)

Exploring self and matching to opportunities

Skills Development Scotland – My World of Work. This is a quick, visual approach to Holland's six personality types.

<https://www.myworldofwork.co.uk/about-me/start>

icould – the buzz test is based on Myers Briggs and the results of this quick activity results in a personality profile and a list of job areas. By clicking onto these you are redirected to DVDs of people talking about their job and how they got into it.

<http://icould.com/buzz/>

this site also has some general group work ideas -

<http://icould.com/search-wizard/?content=article&icats=58229>

Resources (cont.)

General

The blob people - <http://www.blobtree.com/> a visual way of enabling people to express where they are now/ where they want to be.

Spencer G. N, Amundson, N. Neault, R. (2011) Career Flow: A Hope-Centered Approach to Career Development. Pearson.

Contains activities/ worksheets for a range of career development needs (hope, decision making self awareness, networking, research, interview prep etc)

