

# PROFESSIONAL COUNSELLING

*PBL Presentation*

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*Topic 5a – Scientific Approaches*

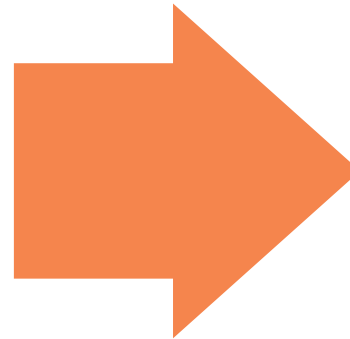
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# Clusters for counselling theories

**OBJECT  
THEORIES**



**OPERATIVE  
THEORIES**

*Theories and approaches to analyse problems using diagnostic hypotheses on the connection between cause and effect*

*Approaches to design guidance processes based on analysing and using object theories*

# Numeration of approaches I

## OBJECT THEORIES

1. Personality typology approach (RIASEC-Model)
2. Developmental career theories (Lifelong development)
3. A constructivist view on professional development (Life-Designing)
4. Decision-making as a social learning process (Decision-Making)
5. Social-Cognitive Career Theory
6. Theory of Work Adjustment
7. Concept of Protean Career (Protean Career)
8. Career decisions as a cognitive information process (Information Structural Methodology & Cognitive Information Processing)

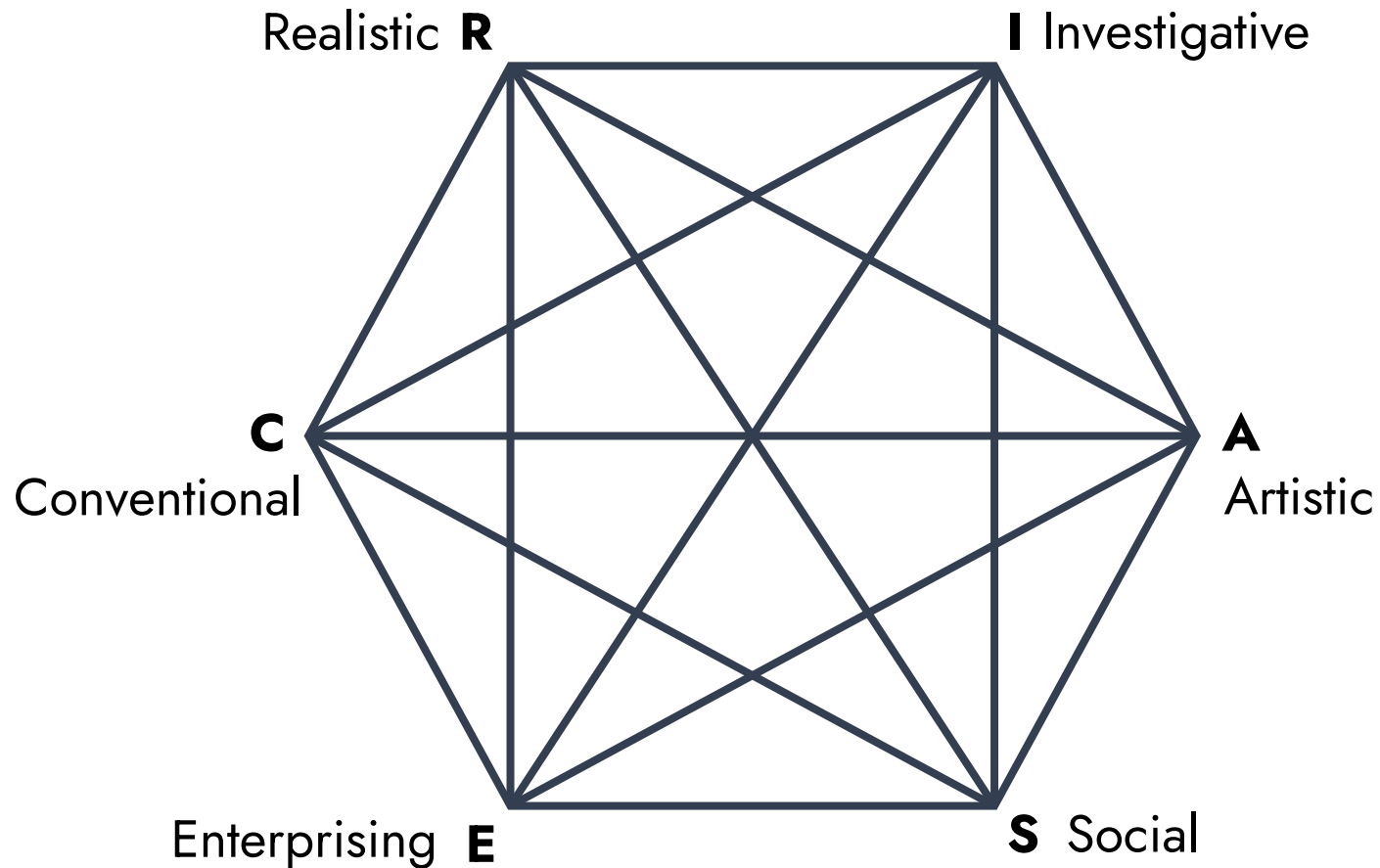
# Numeration of approaches II

## OPERATIVE THEORIES

9. Basics of Operative Counselling (success factors, counselling understanding, systematic approach)
10. Egan's problem management counselling model (Problem Management Model)
11. Solution-oriented counselling (Solution-oriented counselling and phases)
12. Information Structural Methodology as operative counselling (ISM as operative counselling)

# OBJECT THEORIES

# RIASEC-Model (Holland)



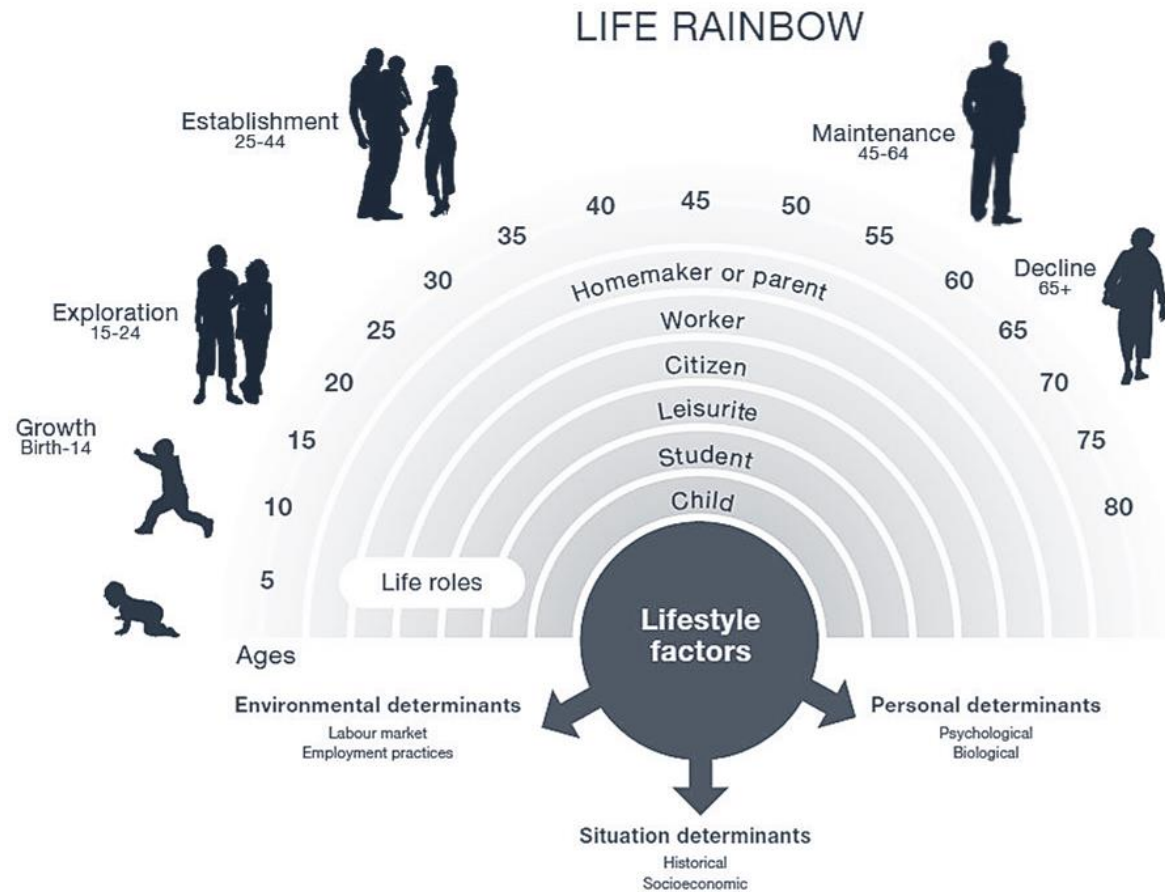
## PERSONALITY TYPOLOGY APPROACH

(according to Pearson, 1909)

- Specific, psychological characteristics determine the type of occupation
- People in different professions have different psychological characteristics
- Job satisfaction varies directly with the degree of match between personal characteristics of the professional and the job requirement

# Lifelong development (Super)

Super (1994/1996)



## CAREER GUIDANCE BASED ON SUPER

- Active career planning
- Exploration of professional opportunities (career exploration)
- Active professional decision-making behaviour
- Extensive information activities related to the world of work (world of work information)
- Knowledge of preferred occupations
- Career orientation as a comprehensive measure of career readiness.

Source: <https://danniausten.blogspot.com/2016/03/super-life-career-rainbow.html>; colour adapted.

# Life-Designing (Savickas)

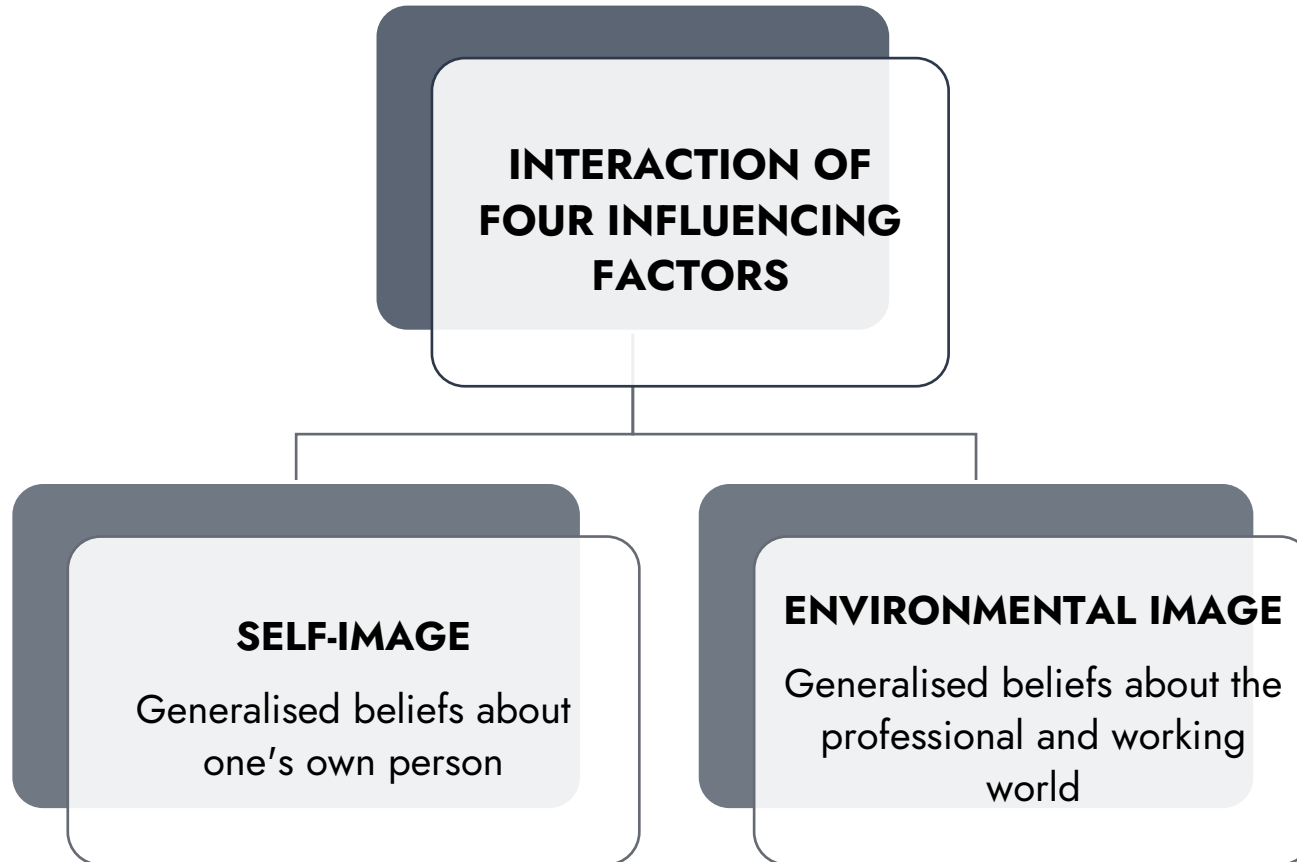


Savickas (2002)

- Life-long counselling and development
- Holistic approach that considers self-construction in all roles of the counselee, not only that of the professional role.
- Inclusion of the client's entire living environment (contextual)
- Concise character by reviewing the client's life story so far
  - Adaptability, Narratability, Activity, Intentionality



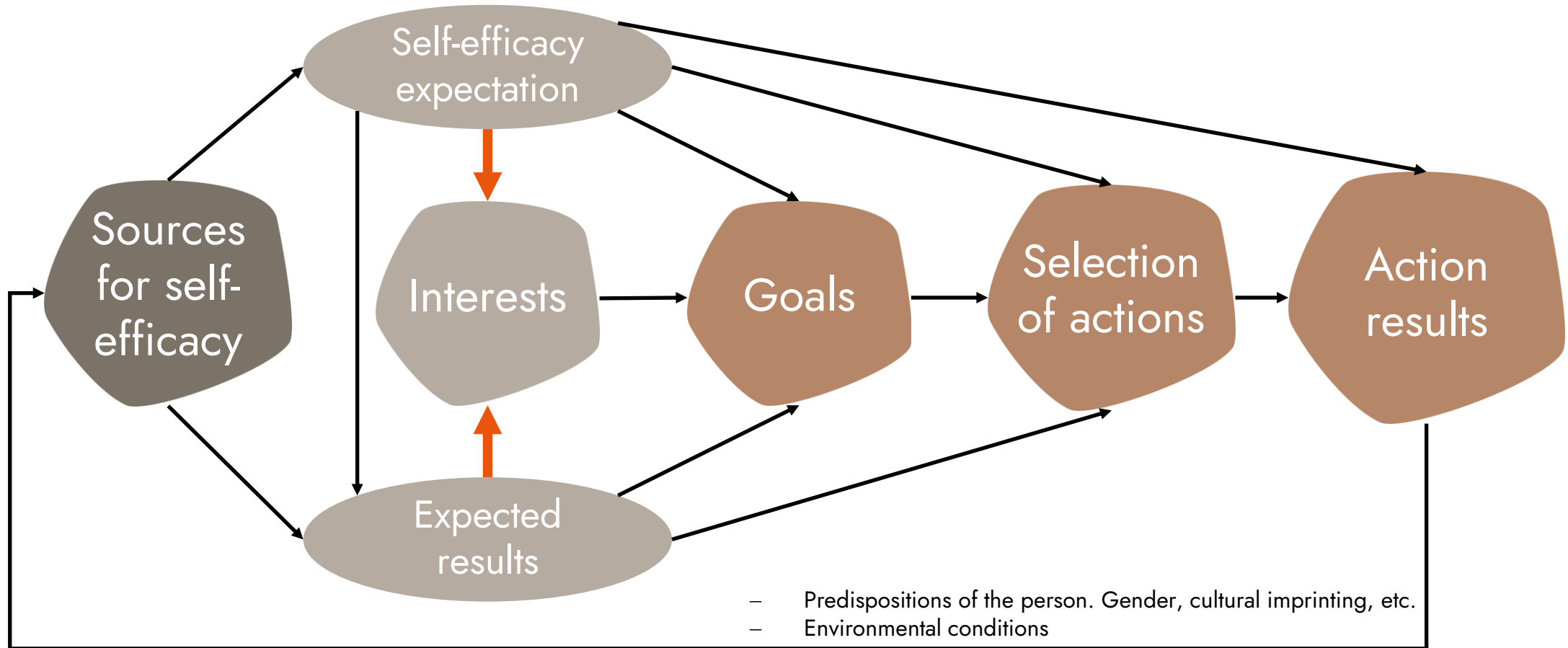
# Decision-Making (Krumboltz)



## 4 INFLUENCING FACTORS

- Genetic make-up
- Environmental conditions and events
- Individual learning experiences
- Ability to solve problems and tasks

# Social-Cognitive Career Theory (Lent)



# Theory of Work Adjustment (Dawis et al.)

## SELECTED MNEMONICS

- I. Work adjustment is shown in each phase by a correspondence of job satisfaction and satisfactory work and performance behaviour
- II. Satisfactory work and performance behaviour is determined by the correspondence between individual abilities and the requirements at the workplace
- III. Job satisfaction is related to the reinforcement of the employee's values by his/her work environment
- IV. Duration of employment is positively related to job satisfaction and satisfactory work and performance behaviour
- V. The likelihood of adaptation needs in the work environment is negatively related to work and performance behaviour
- VI. The need for individual work adjustment has a negative impact on job satisfaction

# Protean Career I (Hall)

Elements	Protean career	Traditional career patterns in organisations
Who is at the centre?	Individual	Organisation
Central values	Freedom, personal development	Advancement, promotion opportunities
Extent of mobility	High	Low
Criteria for success	Psychological success	Position, payment
Main settings	Job satisfaction, professional commitment, <b>psychological contract</b>	Organisational commitment

# Protean Career II (Hall)

The **psychological contract** describes the mutual expectations and obligations that go **beyond the legal** employment contract and is defined by the perception of the individual fulfilling the **individual's expectations** in return for their **commitment to the organisation**

Hecker (2010)

## PHASES OF DECISION-MAKING

Preliminary decision phase

Decision-making phase

Post-decision phase



## INFLUENCING INFORMATION

Factual knowledge

- Possible alternatives
- Satisfaction offers
- Realisation paths
- Chances of realisation

Valuation knowledge

- Criteria from ideas about oneself compared to the perceived professional-social environment

Problem-solving strategies

- Guide to which factual and evaluative information is to be connected with each other and how

## SCHEME FOR CLASSIFYING THE CLIENT'S SPEECH UTTERANCES DURING THE COUNSELLING INTERVIEW

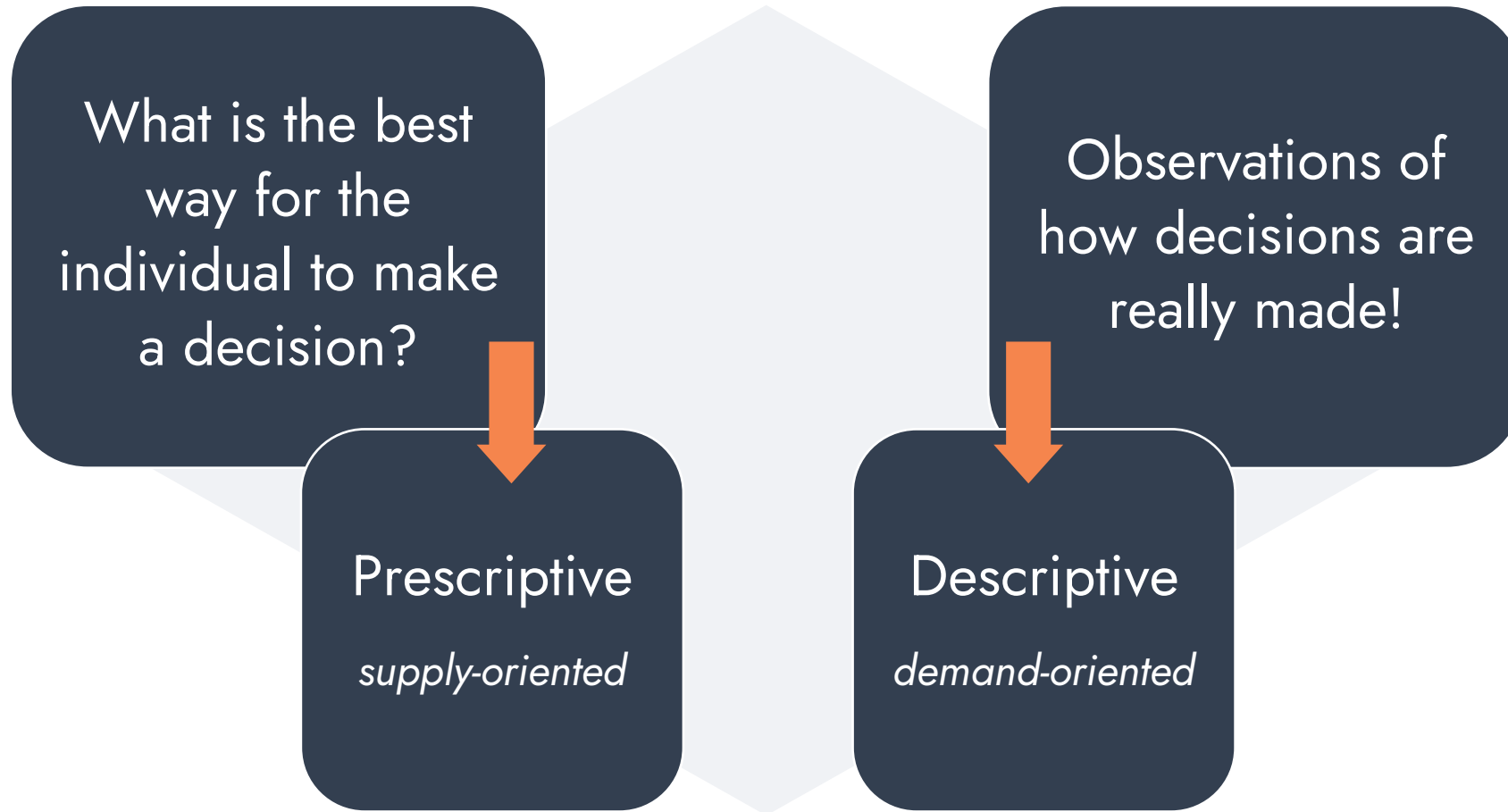
Statements on facts and alternatives

Statements on evaluations, criteria, preferences, rejections

Statements on problem-solving behaviour and concrete procedures

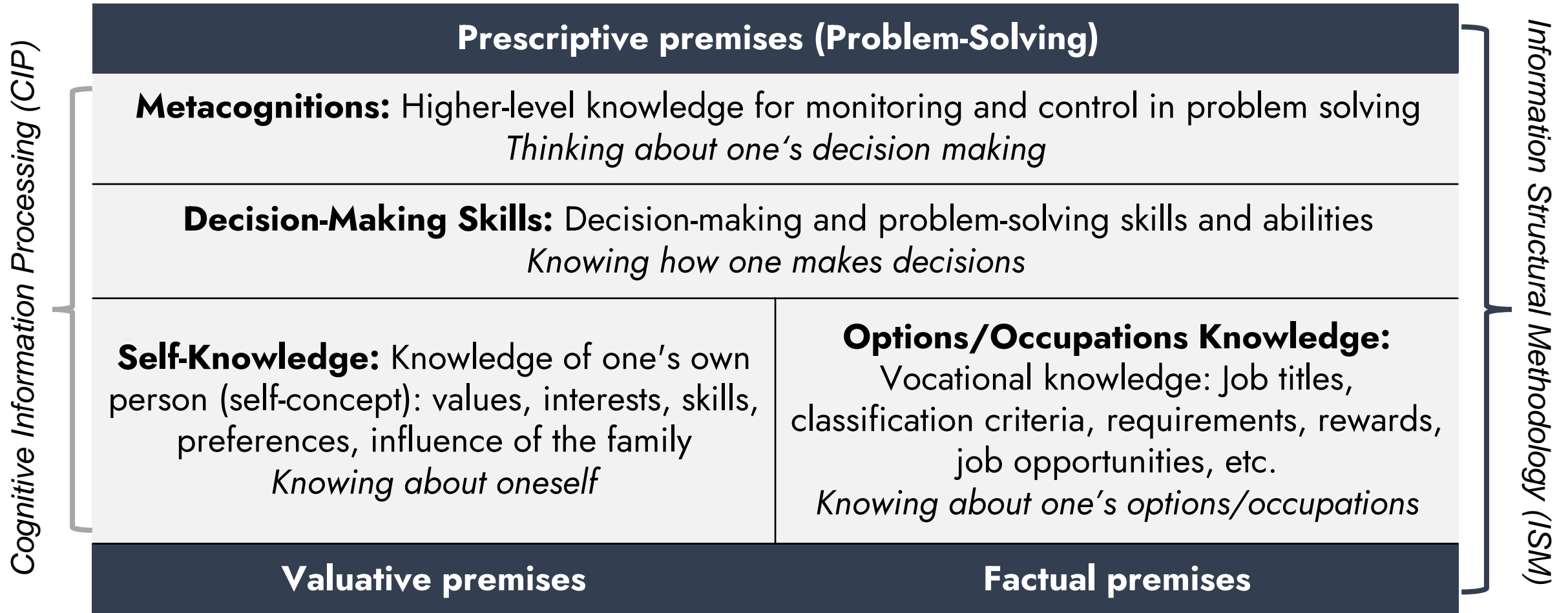
Statements on emotions, conflicts, problem pressure, fears, expectations

# Cognitive Information Processing





# Linking ISM with CIP



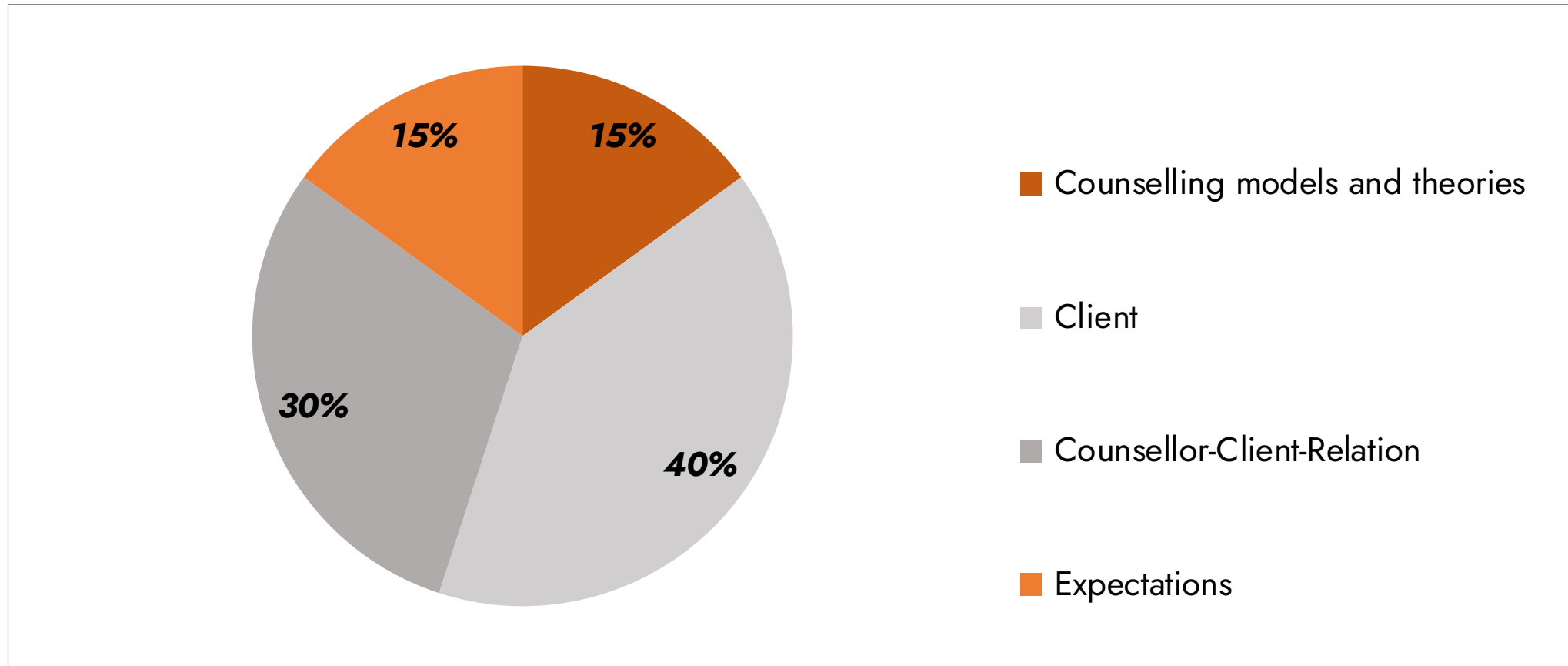
# Five Stages of counselling

Sampson et al. (1996) & Peterson et al. (1996)

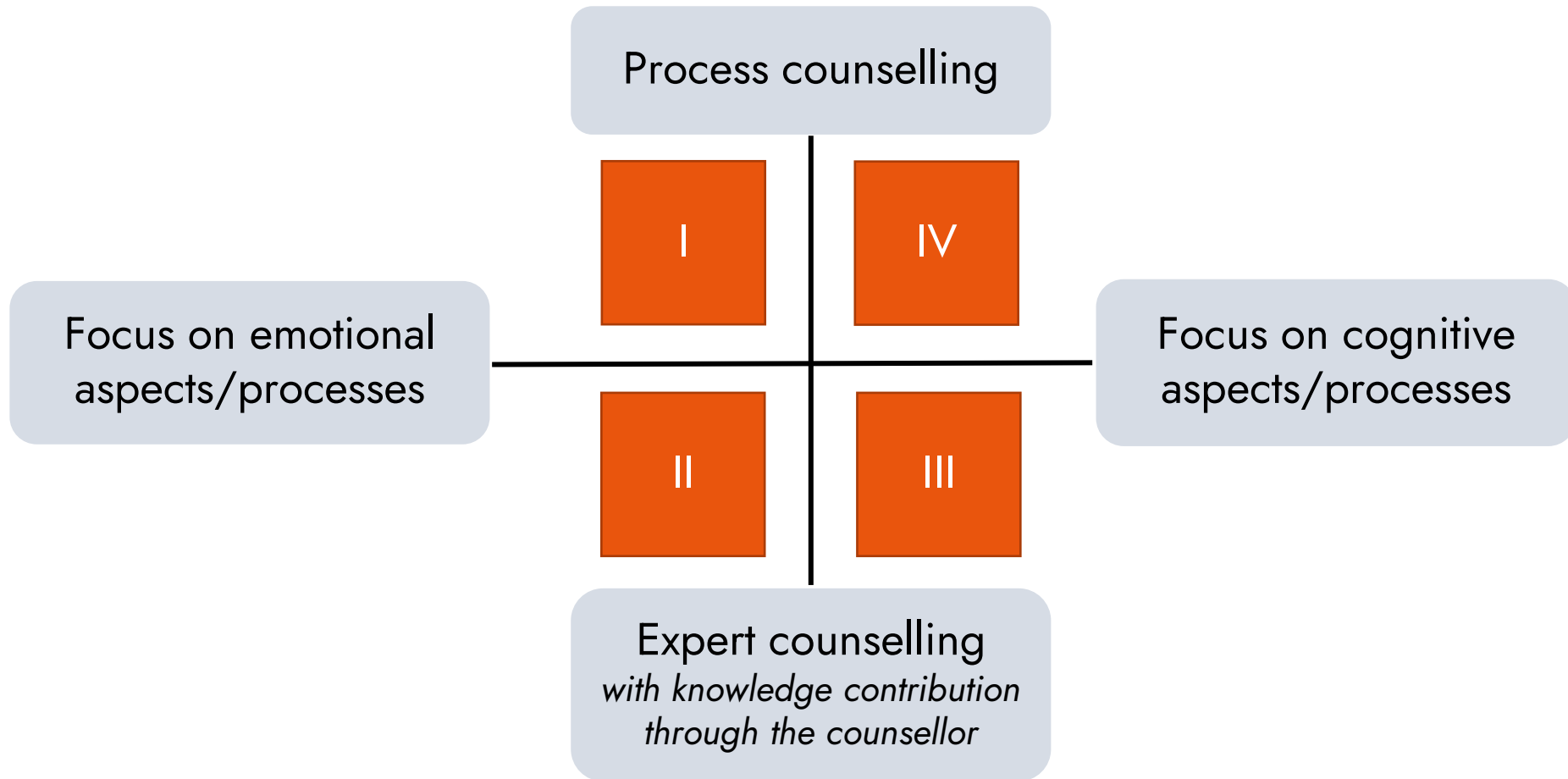
- |                       |                                                                                                                                                                                                        |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C</b> ommunication | Becoming aware of a problematic situation and perceiving the need to make a decision                                                                                                                   |
| <b>A</b> nalysis      | Analysing the causes of the problem and exploration of one's own personality (understanding of the self) and possible solutions                                                                        |
| <b>S</b> ynthesis     | Developing a range of possible alternative courses of action (elaboration) and reducing them to a few realistic possibilities (crystallisation)                                                        |
| <b>E</b> valuation    | Comparing these options according to personal cost-benefit, in relation to the opinion of important others or the peer-group; forming a ranking and provisionally determining a particular alternative |
| <b>D</b> esign        | Establishing an execution plan with intermediate goals and related activities; implementing this plan and comparing the results with the initial situation                                             |

# OPERATIVE THEORIES

# Success Factors (Lambert)



# Counselling Understanding



# Systematic Approach

<b>Step 1:</b>	Current Status	<i>Client and counsellor jointly define the problem and identify the client's target expectations for counselling</i>
<b>Step 2:</b>	Professional development	<i>Client and counsellor explore how the client currently perceives and behaves in relation to their essential role requirements</i>
<b>Step 3:</b>	Professional problem	<i>Primarily through narrative methods, the client is enabled to redefine important relationships in life and to crystallise perspectives.</i>
<b>Step 4:</b>	Problem-related factors	<i>The current problem is put in relation to the new perspectives. This step is successful when the client succeeds in achieving a synthesis between the old and the anticipated new.</i>
<b>Step 5:</b>	Vocational guidance	<i>Elaboration of an action plan and initiation of concrete steps, taking into account the client's environmental conditions and support options.</i>
<b>Step 6:</b>	Counselling process	<i>Follow-up with regard to short-term and longer-term results of the implementation process.</i>

# Problem management model

## FOUR BASIC QUESTIONS TO UNDERSTAND A CLIENT'S PROBLEM

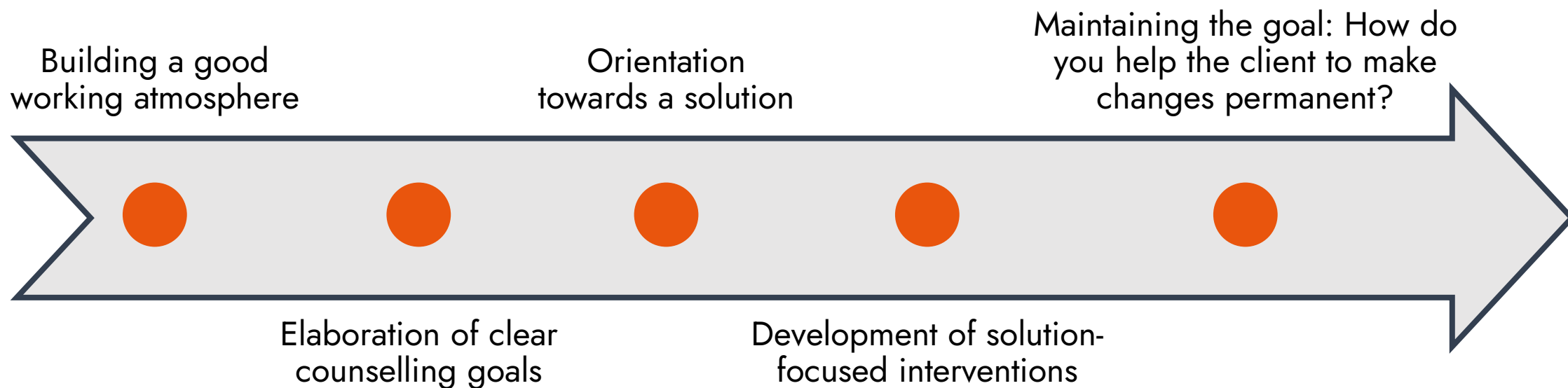
1. Current scenario *What problems should I work on?*
2. Preferred scenario *What do I need or want instead of what I have?*
3. Strategies *What do I have to do to get what I need or want?*
4. Act *How do I put all of this into practise?*

# Solution-oriented consulting

- Change without deeper self-insights
- Motivating clients to set their own goals
- Problems are something normal
- Complex problems do not always require complicated solutions
- Search for exceptions
- Hindsight is not essential for problem-solving
- Even small changes have lasting effects
- If it moves forward, don't stop; if it doesn't, move on to something else!



# Phases of solution-orientation



# ISM as operative counselling

Phase 1	Search behaviour for information <u>before</u> the decision	<p><b>Level 1:</b> Information on the definition of the situation</p> <p><b>Level 2:</b> Generation of alternative courses of action</p> <p><b>Level 3:</b> Evaluation information; criteria</p>
Phase 2	Resolution with a personal commitment (Commitment)	<p><b>Level 4:</b> Information to reduce the spoilt for choice</p> <p><b>Level 5:</b> Information on implementation paths and opportunities (action space)</p>
Phase 3	Realising and coping with resolution (Cognitive dissonance)	<p><b>Level 6:</b> Information on the interpretation of discrepancies between desire and reality</p> <p><b>Level 7:</b> Information on how to realistically assess the opportunities and risks of electoral change</p>



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