

The Life Design Group Guide



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The Life Design Group Guide
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This guide is intended to assist career counselors with developing skills in facilitating the Career Construction Interview (CCI) in a group setting. The processes and materials in this manual are suggestions and should not be considered a recipe or formula for success. Eventually, career counselors will develop a personal style for use of the CCI with groups. The manual is intended for training and as an on-going reference guide.

The Life Design Group Guide

PURPOSE

The purpose of this Guide is to provide a group-based framework for life design career counselors as they aid clients in co-constructing, deconstructing, and re-authoring their career narrative and designing a life. This guide contains procedures for leading groups of individuals in deconstructing and constructing themes uncovered in the narrative of group participants. In addition, the guide provides a method by which the practitioner can facilitate – and clients can build – readiness to re-author their narrative and design a life.

Users of this Guide should be well acquainted with the theory of life design (Savickas, 2015; Savickas et al., 2009), career construction theory (Savickas, 2011, 2013), the dimensions of career adaptability, and the career construction interview (CCI; Savickas, 2011; 2015). In addition, we recommend users of this Guide refer to a companion guide, *The Life Design ThemeMapping Guide* (Stoltz & Barclay, 2015), which is located on the Vocopher website (<http://vocopher.com/>).

Client responses to the CCI prompts reveal themes and difficulties that are at all *levels of change* identified by Prochaska and Norcross (2010). A commonly detected level of change is maladaptive cognitions that interfere with positive self-concept and dampen the client's abilities to perceive real skills and strengths. Additionally, CCI responses might reveal symptom/situational constraints, interpersonal conflicts, family/systemic difficulties, and intrapersonal difficulties. Helping clients restructure cognitions, express family and interpersonal conflicts through catharsis, and understand self-concepts clearly enables clients in becoming more resilient in the face of challenges, which in turn, nurtures career adaptability.

Zunker (2008) made a strong case for integrating career and mental health counseling. Use of the CCI embraces this perspective using Super's (1990) concept of adaptability and social roles as the point of integration. Career counselors using the CCI must be skilled in helping individuals work through all levels of change (Prochaska & Norcross, 2010). Because this may be a new perspective for some career counselors, we sought to integrate the CCI with a group method that adds structure for providing group participants with a community for self-growth and discovery.

USES

The *Life Design Group* (LDG; Barclay, Stoltz, & Wolff, 2011; Barclay & Stoltz, 2016a, 2016b) originated in a higher education setting with the goal of meeting the needs of undergraduate students who were struggling to articulate an academic program of study or a career trajectory. We believe career counselors will find the LDG appropriate and helpful in additional settings.

Career counselors will find this Guide helpful whenever they are working with clients from a narrative perspective, especially using the career construction interview (CCI). This guide is useful with emerging adults (18-25), adults, career transitioners, and others struggling with gaining meaning and movement in their careers and lives. The process described within this guide is useful with individuals, groups, such as the LDG (Barclay, Stoltz, & Wolff, 2011; Barclay & Stoltz, 2016a, 2016b), or as a classroom writing assignment, such the *Career Narrative Project* (Barclay, 2009; Barclay & Wolff, 2012).

CONCEPTS FOR USE IN LIFE DESIGNING WITH GROUPS

This guide contains several elements important to life design counseling.

Career Construction Interview Prompts/Questions

The guide includes the prompts/questions of the CCI (Appendix A). These questions guide the counselor and client in the co-construction of the client's narrative. The micro-narratives of each question include elements that the counselor and client will use to construct the client's emerging narrative. As a way to assist career counselors in building the narrative and related meaning from these micronarratives, we have included specific categories career counselors can use to organize elements and various aspects of the micronarrative. We labeled these categories as *coding categories and cues*.

Coding Categories/Coding Cues:

Coding categories and cues represent elements of identity and adaptability. As clients respond to the CCI questions, they will provide clues into aspects of identity and aspects of the adaptability dimensions of *concern*, *control*, *curiosity*, and *confidence*. The career counselor records the responses and, later, deconstructs these responses into the coding categories to help form the themes for the new narrative. The goal is to listen for the client's self-making process (i.e., *actor*), understand how the client directs the self-construction (i.e., *agent*), and in what ways the client explains the self-construction process (i.e., *author*). The actor character forms through modeling others, the agent enacts movement of the actor into educational and vocation endeavors, and the author narrates the client's process for integration of actor and agent. In this narration, the client reveals identity, career themes, and "a character that addresses their preoccupations and solves their problems" (Savickas, 2013, p. 166). We recommend users of this Guide refer to Savickas (2013) for a more developed understanding of the client as actor, agent, and author.

Use the coding categories and cues to capture and organize the client's narrative. You might not hear all of the categories in client responses, but record those you do hear verbatim. Although the categories provided in this guide might be present across the narrative, the categories cannot represent all aspects. Career counselors will consider and add additional categories, as needed, when working with clients. We recommend LDG counselors refer to Stoltz and Barclay's (2015) *Life Design ThemeMapping Guide*.

Proto-narratives

Proto-narratives represent clients' experiences that they organize within their story. Typically, proto-narratives contain recurrent content or themes across the story (Ribeiro, et al., 2011). Clients will present these proto-narratives, which represent the client's assumptions about the world or interpretations of implications of meaning to the client (i.e., frames of reference or worldview). Career counselors will record and summarize these thematic elements (proto-narratives) in the space provided at the end of each CCI question coding section. We provide users of this guide with a description of each of the three proto-narrative positions at the beginning of each CCI question coding section in the *Life Design ThemeMapping Guide* (Stoltz & Barclay, 2015). Refer to Appendix B for excerpts from the *Life Design ThemeMapping Guide*.

Career Adaptability

Savickas (2013) defined *career adaptability* as “an individual’s psychosocial resources for coping with current and anticipated vocational development tasks, occupation transitions, and work traumas that, to some degree large or small, alter their social integration” (p. 157). There are four dimensions of career adaptability across which career clients discuss experiences or story elements: *concern* (i.e., future orientation; preparing for the future), *control* (i.e., the ability to self-modulate emotional experiences), *curiosity* (i.e., interest in seeking new experiences and career information), and *confidence* (i.e., self-efficacy and confidence in approaching novel situations).

Savickas (2013) explained the attitudes and beliefs, competence, coping behaviors, and career problems clients might be experiencing in each of the dimensions of career adaptability. Later, Stoltz and Barclay (2015) developed a continuum of career adaptability for each of the four dimensions that they believed described the intermediate level of *competence* more fully (Appendix C).

Identity and Self

Savickas (2011) makes a clear distinction between the concepts of *identity* and *self* within the framework of career construction theory. He explained *identity* as the way individuals think of themselves relative to social roles. Clients develop identity through an internal process of merging the psychological self and a social context. Clients form their identities in conjunction with the social settings in which they place their understanding of themselves. This is an internal process that clients undertake themselves. Clients’ constructive *identity* fluctuates and adjusts with various social experiences.

Self is different in that constructing a self is an external process and a process in which others collaborate. *Self* requires words, experiences, and social experiences. Savickas (2011) summarized by describing *self* as “an emergent awareness that is culturally shaped, socially constituted, and narrated by language” (p. 17). He quoted Vygotsky (1978), who wrote, “There is nothing in mind that is not first of all in society” (p. 142).

GROUP WORK AND THERAPEUTIC FACTORS

The intention of the Life Design Group is to assist clients, in a peer supported environment, in exploring aspects of identity, adaptability, and meaningfulness generally focused on work life and how clients use their work life to design purposeful living. Group work includes several therapeutic factors (Yalom, 2005) that career counselors employ during the group process. These processes enhance the therapeutic effects of the CCI, and group members benefit from the input and support of the group.

Users of this Guide should be skilled at facilitating groups and performing group work. As part of this group process, facilitators will ask participants about early recollections. Initial screening for group participation should include assessment of early childhood trauma that may interact with the gathering of early recollections and subsequent group activities. Although exempting those with traumatic experiences from the group is not necessary, career counselors should take precautions to ensure these issues will not dominate group discussions.

Life Design Group Structure and Process

Getting Started

Setting: Higher education; private practice; workforce development; high school career development initiatives, criminal offender career focused groups, women's shelters, adolescent offender and alternative schools.

Group Members: 6-8

Facilitators: Preferably two, although one is sufficient

Facilitators should have training and experience in career counseling and be intimately familiar with career construction theory (Savickas, 2011, 2013), the career construction interview (CCI; Savickas, 2011), the theory of life design (Savickas, 2015; Savickas et al., 2009), and the dimensions of career adaptability. Having two counselors is ideal; one conducts the CCI with participants while the second records responses on a whiteboard.

Supplies: Whiteboard or flip chart; markers

If using a flip chart, remove 6-8 sheets and tape to a wall to create a space similar to a whiteboard.

Organizing the Life Design Group

Prior to conducting the LDG career counselors should consider any assessments needed to accompany the group process. We suggest using career and mental health assessments that both assist counselors in measuring the effects of the LDG and assist clients in gaining self-knowledge that furthers life designing. We suggest standard protocols for designing research and program evaluations for group processes.

Screening group members is an important aspect of group counseling. Prior to facilitating the LDG, career counselors should screen all potential participants to assess for fit with the intention and purpose of the group. As part of this group process, counselors will ask participants about early recollections. Initial screening for group participation should include assessment of early childhood trauma that may interact with the gathering of early recollections and subsequent group activities. As we mentioned earlier, exempting those with traumatic experiences from the group is not necessary, yet counselors should take precautions to ensure these issues will not dominate group discussions. In addition, those potential members who exhibit serious mental health concerns might benefit from individual or group counseling focused on those identified mental health concerns prior to participating in the LDG process. After assessing compatibility with the group, counselors can proceed to provide informed consent information to the participants and secure the signature of participants on the appropriate informed consent form. Minors will need to offer assent; secure parental or guidance consent as required under state law (American Counseling Association [ACA], 2014).

Facilitating the Life Design Group

Group Session #1

Having explained the purpose and procedure of the group to participants (including confidentiality parameters), ask for a volunteer who is willing to participate in the career construction interview (CCI). Depending on the personality traits and comfort level of this first volunteer, he or she may be anxious and uncertain about what the CCI procedure might entail. We encourage facilitators to utilize their counseling and interpersonal skills training to create a safe environment and help the group member feel at ease.

Instruct the remaining group members to listen quietly as the career counseling facilitator interviews the volunteer. Counselors might want to provide group members with the *Life Design ThemeMapping Guide* theming sheets (Stoltz & Barclay, 2015) so members can record CCI responses from the volunteer's interview. Group members can use the *Life Design ThemeMapping Guide* for identifying themes within and across the CCI responses.

While the career counseling facilitator conducts the CCI with the volunteer group member, the second counselor (or a group member if a second counselor is unavailable), records the responses on the whiteboard (see Figure 1) so that all remaining group members and the volunteer can visualize the responses (from this point forward, we will refer to this person as the *Recorder*). We recommend drawing a column for each of the CCI questions; thus, the Recorder can organize the responses according to each question. In addition, recording the responses in this manner begins the *Life Design ThemeMapping* process (Stoltz & Barclay, 2015).

To begin the LDG process, the counselor asks the volunteer the first CCI question regarding how the counselor and group members can be useful to the client in designing a life. Both the counselor and the Recorder should record the answers verbatim. Follow-up questions could be useful in helping to narrow and focus the client's needs. The counselor proceeds through the remaining CCI questions following the recording of responses and follow-up questions procedure. After the volunteer provides three early recollections (ER), the career counselor invites "headline" suggestions from group members for each ER. Every headline should include a verb. This promotes group interaction and makes this more of a group experience. After group members offer possible headlines, the client either chooses the one that represents the experience best or offers one that more closely matches the ER experience. The Recorder writes the client headlines on the whiteboard (see Figure 2).

Constructing and Conveying the Narrative

Upon completing the CCI questions and asking any follow-up questions, the counselor gives the group a 10- to 15-minute break. This gives time for the counselor and co-counselor to review the narrative data and begin to construct the story elements for presenting the story to the client. Useful resources for this process include *Career Counseling*, by Mark Savickas (2011), the *Life-Design Counseling Manual* (Savickas, 2015), the *Life Design ThemeMapping Guide* (Stoltz & Barclay, 2015), and the *Portrait Summary* ("MCS Summary", page 13) of the *My Career Story* workbook (Savickas & Hartung, 2012). Once the group reconvenes, the counselor reminds group members that they are not to offer advice or suggestions until asked (e.g., early recollection

headline suggestions). The intention for this part of the group process is for the client to hear and interact with his or her personal story without input from the group.

After reminding the group about confidentiality, the facilitating counselor begins by asking the volunteer member about questions or concerns. Next, the counselor uses the MCS Summary (Savickas & Hartung, 2012) and the whiteboard to re-tell the client's story. The career counselor compiles key words, emotions, and themes generated from the whiteboard to create the micro-stories for each section of the MCS Summary (e.g. Preoccupation, Self, Setting). Both counselors collaborate with the volunteer group member to identify themes and, all the while, solicit feedback from the volunteer member as to accuracy and meaning. The Recorder begins identifying and connecting themes and patterns contained in the CCI responses. This process is very literal; the Recorder circles common words and draws a line between the circles to connect the words. We encourage the use of colored markers to emphasize the commonalities and themes (see Figure 3). What is imperative throughout this process is that the volunteer participant understands these themes and patterns from his or her perspective and attaches personalized meaning to those themes. Counselors can make tentative guesses (e.g., "Could it be...?"); however, the narrative and associated meaning belongs to the volunteer group member. The career counselors continue collaborating with the volunteer participant to identify and understand how the developed themes both generate barriers and provide direction to the client's career trajectory. Using all of the coding cues and proto-narrative position information from the client career construction interview responses, the practitioner will begin to collaborate with the client to build a success formula (Savickas, 2011). The success formula is a statement of identity by the client. Refer to Appendix B for more information regarding the success formula.

Group members are witnessing this process, and they are noting specific responses and associated personal emotional reactions or learning they might be experiencing while watching the interview. The counselor should direct and remind group members to use the interview as a way to monitor themselves and their personal reactions to the volunteer's story. The purpose for the members is not to comment nor engage in interpreting the volunteer's story, but to use this as a reflective exercise to enhance self-learning. Offering encouraging and supportive statements is appropriate, but providing advice or suggestions is not part of the LDG group process. Group members might have significant emotional experiences or might feel compelled to ask specific questions during the interview. This may be appropriate and advance group processes; however, the counselor has the responsibility to moderate interactions between group members and the volunteer during the interview.

Once the counselor facilitators and the volunteer complete the *ThemeMapping* process, the counselor and volunteer group member collaborate to join these micro-stories into a new narrative that they apply to the volunteer group member's presenting concern (response to the opening question CCI #1). The career counselor invites the group member to comment and reflect on the story and how the story assists the member in moving forward from this point. Then, the counselor invites the other group members to provide encouragement and support for the client based upon their experience as a group member and witnessing the CCI process.

Upon completion of the CCI interview and process with the first volunteer, the facilitating counselor asks group members to consider going next, not to ponder the questions during the

time proceeding the next group session, and not to rehearse answers for the experience. The counselor should explain to group members that authenticity and honest reactions to the questions tend to provide the most productive and coherent stories for use in the CCI. The counselor concludes by getting a volunteer for the next group meeting and closing the group session. The closing should include a confidentiality statement reminding group members that processing material outside the group is contrary to group guidelines and can promote discord in the group.

The following is an example of a SAMPLE PARTICIPANT and the process of recording the CCI responses:

SAMPLE PARTICIPANT CCI responses.

Q1 – I suppose I need help with feeling so depressed and confused about my life. I just do not know which direction to go in. My family wants an engineer, and I am good at math. However, I feel no passion, my grades are declining, and I have trouble getting excited about my major. I really do not know what to do.

Q2 – Role Models

There was this Pastor at my church when I was young. Pastor Ryan. He was friendly, passionate, a good communicator, and had strong conviction. I am like him in that I am friendly, a good communicator, and I long for a strong conviction. I am unlike him, though, because I am not religious, and I am uncommitted. (For example purposes, we include only one of the three role models.)

Q3 – Favorite magazines, television shows, websites

I like to keep up with my friends on Facebook and Snapchat. I enjoy reading about history and looking up historically famous people. I really like listening to old speeches, especially political ones on YouTube. I also like reading about current events using news sites like CNN, Huffington Post, and the Economist. I keep up with what is going on in the world of politics and social issues. I really like talking about political and social issues with my friends. They get a little annoyed when I do not agree that we can make a difference.

Q4 – Favorite book or movie

John Gresham wrote that book “A Painted House”. It was about this poor family that did cotton farming. The young boy grew up in the family and witnessed a murder. He did not tell anyone because he was threatened by the murder. It tore him apart and finally he let his dad know. He was so scared, but he did what was right and everything worked out okay for them. I thought it was just a really good message, how you see bad things and then have to go through fear before you tell loved ones.

Q5 – Saying or motto

Try not to become a man of success, but rather try to become a man of value ~ Mark Twain

Q6 – Early Recollections

I remember that my dad took the family to eat in a restaurant. We were very poor and rarely when out to eat. I guess the waiters knew we were poor, because we did not get serviced and my dad finally got upset. However, instead of asking for service, my dad said we had to leave. We left and I remember wondering why he did not stand up to the waiters and manager. I always felt embarrassed because I wanted him to fight for us. He never really stood up to others. I felt really helpless. Headline: Poor Family Refused Service. (For example purposes, we include only one of the three Early Recollections.)

Figure 1. Whiteboard Display of SAMPLE PARTICIPANT CCI Responses.

Q1 – Presenting Concern	Q2 – Role Models	Q3 – Activities / Environments	Q4 – Story (Book or Movie)	Q5 - Motto	Q6 – Early Recollections (with a focus on verbs and headlines)
<p>I'm depressed; confused</p> <p>I feel directionless; passionless</p> <p>I'm worried about my grades</p>	<p>Pastor -Friendly</p> <p>-Passionate</p> <p>-Good communicator</p> <p>-Strong conviction</p>	<p>Facebook</p> <p>Snapchat</p> <p>History & historically famous individuals</p> <p>Old political speeches on YouTube</p> <p>CNN, Huffington Post, & the Economist</p> <p>Current political & social events</p>	<p>The Painted House</p> <p>-Poor/farming</p> <p>-Crime (murder)</p> <p>-Secret – felt threatened/torn</p> <p>-Courage/brave in telling dad; was the “right” thing to do – was okay to do</p> <p>-Must go through fear to share secrets with others</p>	<p>Mark Twain</p> <p>-Man of value more important than man of success</p>	<p>Dad</p> <p>We were dining out; a rarity</p> <p>Lack of service</p> <p>Dad left rather than confront</p> <p>I felt embarrassed; helpless</p> <p>H/L: Poor family refused service</p>

Figure 2. Use of Colored Markers for Emphasis for SAMPLE PARTICIPANT

Q1	Q2 - RM	Q3 – Activities	Q4 - Story	Q5 - Motto	Q6 - ER
Depressed	Pastor	Facebook	The Painted House	Mark Twain	Dad
Confused	Friendly	Snapchat	Poor/farming*	Man of value more important than man of success	Dining out – rarity*
Directionless	Passionate	History & historically famous individuals	Crime (murder) Secret – felt threatened/torn**		Lack of service (due to being poor?)*
Passionless	Good Communicator	Old political speeches (YouTube)	Courage/brave in telling dad “right” thing to do – was okay		Dad left rather than confront**
Grades	Strong Conviction	CNN, Huffington Post, & the Economist	Must go through fear to share secrets with others		Embarrassed; helpless**
		Current political & social events			Poor family refused service

Note: Use of colored markers helps with identifying themes across the responses. In this sample, each of the colors represents a different theme:

Themes of emotions

Themes of Sex/Gender self?

Themes of personality characteristics

Themes of social endeavors

Success/Status

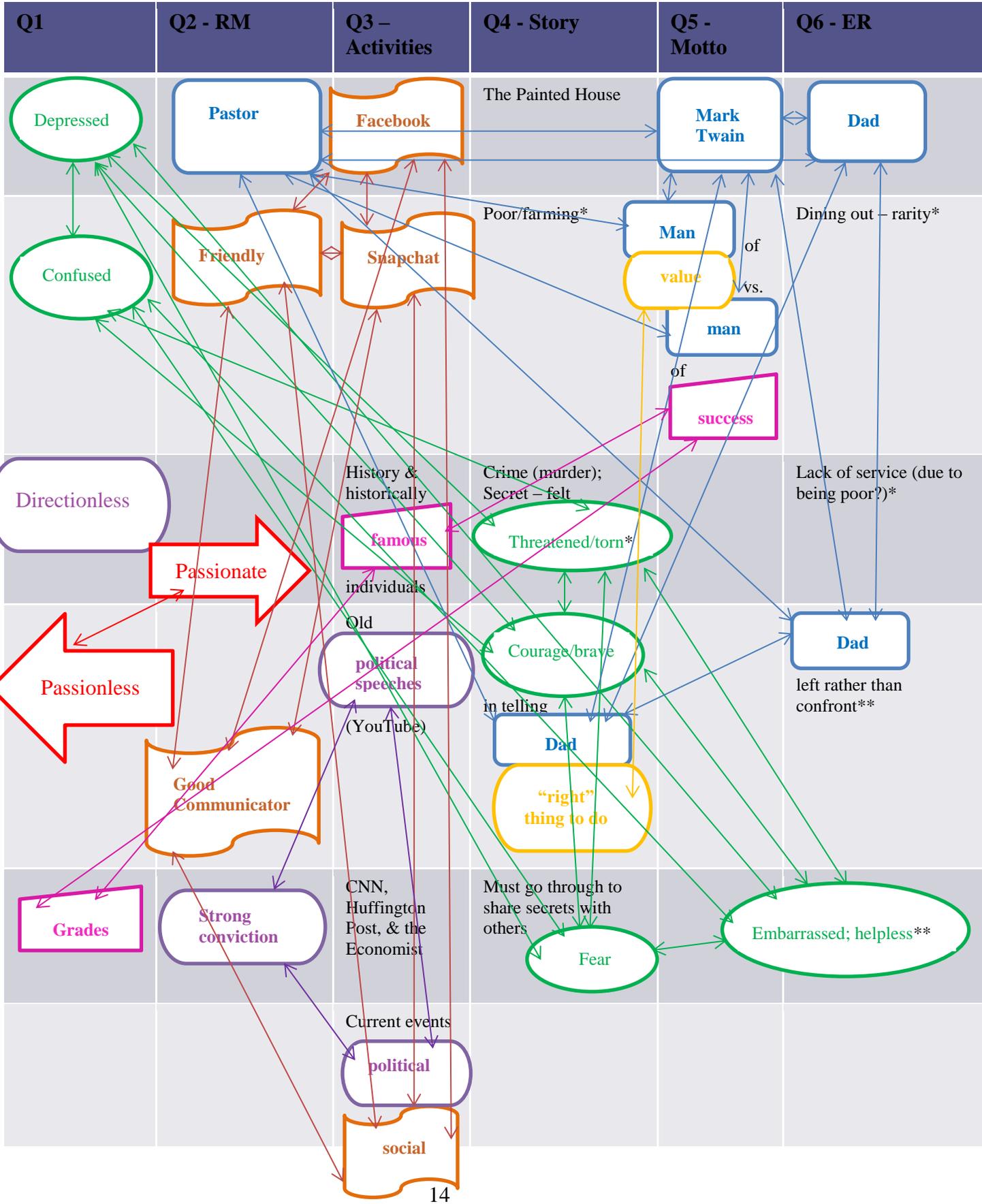
Themes of conviction/commitment

Themes of morals/values

Verbs

*Poor; undeserving?

**unwilling/uncomfortable speaking up for



As illustrated in Figure 3, the *ThemeMapping* process involves making connections between the themes that emerge from participant responses. The Recorder begins this process by making observations with the participant and making tentative guesses about possible connections and meanings. If using two career counseling facilitators, both might engage in the process, but both must remember this is the participant's narrative, and only the participant can define the meaning attached to identified themes. Gradually, the counselor facilitators invite the other group members to participate in the discussion by noting themes they heard during the interview.

Group Session #2-6/8

The second group session proceeds as the first did; however, the focus shifts to a different group participant. Each group meeting proceeds in like fashion until every group member has participated in the career construction interview and the *ThemeMapping* process.

The final group meeting does not involve an interview; rather, career counseling facilitators will use the last group meeting as a debriefing session. This time will allow group member to discuss their experience as both a group participant and a CCI interviewee. In addition, participants might want to discuss the possible implications of group participation, in particular, how engaging in the CCI process was helpful to them in connection with the original identified goals from the CCI question #1. Finally, career counselors might use part of this last meeting to administer appropriate post-group inventories or assessments.

Alternative Life Design Group Procedures

Two group sessions per member

Career counselors might want to allow two group sessions per group member. Counselors can use the first member session for conducting the CCI and the second member session for allowing additional time and space for the group member to discuss his or her reflections between the two sessions. In addition, the career counselor(s) and the group member can utilize the second session for deconstructing, constructing, and re-authoring the narrative.

Time Constraints

In many settings, career counselors might have limited time for conducting group sessions. If time constraints exist, career counselors can have group members complete the *My Career Story* workbook (MCS; Savickas & Hartung, 2012) prior to group sessions and processes in session. The counselor would still focus on one group member per week; however, the session would focus more on deconstructing, constructing, and re-authoring the client's narrative rather than conducting the interview.

APPENDICES

APPENDIX A

The Career Construction Interview (CCI)

The Career Construction Interview (CCI)

1. How can I be useful to you as you construct your career?
2. Keeping in mind that the person might be real or fictional, whom did you admire when you were growing up? Tell me about him or her.

Follow-up questions/prompts:

How are you like this person?

How are you unlike this person?

3. What magazine, television shows, or websites do you read, watch, or visit on a regular basis?

Follow-up questions/prompts:

What do you like about these?

What is it that attracts you to these?

4. Tell me about your favorite book or movie.
5. Tell me a favorite saying or motto.

Follow-up questions/prompts:

Tell me about the significance of this saying for you

6. I am interested in three early recollections about things you recall happening to you when you were approximately six years old or younger.

Follow-up questions/prompts:

What is the most salient moment in this memory?

Describe the emotion you are experiencing in this memory

If I were going to publish this memory in tomorrow's newspaper, what would be the title, and please include a verb?

For full understanding of the purpose of, and how to facilitate, the CCI, refer to Savickas (2011, 2013, 2015). Also useful is Taber, B. J., Hartung, P. J., Briddick, H., Briddick, W. C., & Rehfuss, M. (2011).

APPENDIX B

Excerpts from the
Life Design ThemeMapping Guide
(Refer to the *Guide* for detailed instructions)

Life Design ThemeMapping Guide

CCI Question 1 – Coding Guide for STATEMENT OF THE PROBLEM

To begin the session, ask the client, *How can I be useful to you today in constructing your career?* Listen to responses that answer the following questions:

- What is the difficulty for the client?
- How does this difficulty fit into the developmental and temporal context for the client?
- Are there emotional reactions to the problem?
- What are the tensional states concerning the problem?

GOAL: Defining the problem or task

STATEMENT OF THE PROBLEM

CCI Question 1 – Client Responses

How can I be useful to you today in constructing your career?

Client Problem Statement (record verbatim): _____

Follow-up Question and Notes: _____

Deconstructing the Narrative. Record client’s narrative to each coding cue verbatim.

Life Design ThemeMapping Guide

CCI Question 2 – Coding Guide for ROLE MODELS

CCI question #2 concerns the client's role models, those individuals or fictional characters the client admired when growing up. Focus on the *characteristics* of role models rather than *whom* the client admired. Listen to responses that answer the following questions:

- What personality traits, attitudes, and values did the role model possess?
- What are challenges for the role model and what are the role model's problem-solving strategies?
- What are the client's idealized problem-solving strategies?

GOAL: Identifying aspects of the client's self-concept

ROLE MODELS

CCI Question 2 – Client Responses

Name three individuals/characters (real or fictional) you admired when you were growing up. (record verbatim): _____

ROLE MODEL #1

What did you admire about this role model? _____

Tell me in what ways you are like this role model. _____

How are you different from this role model? _____

ROLE MODEL #2

What did you admire about this role model? _____

Tell me in what ways you are like this role model. _____

How are you different from this role model? _____

ROLE MODEL #3

What did you admire about this role model? _____

Tell me in what ways you are like this role model. _____

How are you different from this role model? _____

Life Design Thememapping Guide

CCI Question 3 – Coding Guide for PREFERRED ENVIRONMENTS

This question refers to the client's favorite magazines, television shows, and websites. Listen for vocational interests and preferred environments (RIASEC), self-expression needs, and the client's understanding of how the world is organized (e.g., how the client taking interests to the world of work), and the purpose of work to fill client values

GOAL: Identifying major interests

PREFERRED ENVIRONMENTS

CCI Question 3 - Client Responses

What three magazines, media, television shows, and/or websites do you read/visit regularly? (record verbatim): _____

Tell me what you enjoy about that magazine: _____

Tell me what you enjoy about that television show: _____

Tell me what you enjoy about that website: _____

Deconstructing the Narrative. Record client narrative to each coding cue verbatim.

Life Design Thememapping Guide

CCI Question 4 – Coding Guide for LIFE PLOT

Instruct the client to tell about a current favorite book or story. Listen for resemblance to client's dilemma, character identification, efficacy, coping, character's view of the world, major problem-solving strategy, climax, challenge, values, life plot, strategy for action and movement; tension.

GOAL: Identifying how the client brings self and identity to the projects and settings housed in client interests

Life Design Thememapping Guide

CCI Question 5 – Coding Guide for SELF-ADVICE

Ask the client to share a favorite motto or saying. The motto will reveal the client's perception of the world, the client's self-advice, and steps the client takes to address preoccupation(s). The favored motto or saying represents strivings for satisfying life.

GOAL: Identifying the advice the client uses to face life challenges

SELF-ADVICE

CCI Question 5 – Client Responses

What is your favorite saying or motto? (record verbatim): _____

Deconstructing the Narrative. Record client narrative to each coding cue verbatim.

Life Design Thememapping Guide

CCI Question 6 – Coding Guide for SELF-CONCEPT and PREOCCUPATION

Collect three early recollections from the client along with having the client establish a headline for each memory. Listen for type of event, tension, outlook on life as a guide in decision-making, descriptive themes for deconstructing, and how the client resolves a core suffering or challenge.

Who are the characters? What are the relationships, the setting, the mode of interaction, and the client's perception of the event? Listen for values, private logic, script, strategy, and emotions.

GOAL: Uncovering the preoccupation in the client's life story

SELF-CONCEPT and PREOCCUPATION

CCI Question 6 – Client Responses

Tell me three of your earliest recollections; what is the “snapshot” moment? How would you title this memory (include a verb)?

ER #1 (record verbatim)

Headline: _____

ER #2 (record verbatim)

Headline: _____

ER #3 (record verbatim)

Headline: _____

Deconstructing the Narrative. Record client narrative to each coding cue verbatim.

SUCCESS FORMULA CATEGORIES

Promoter Position Coding Guide

Using all of the coding cues and proto-narrative position information from the client career construction interview responses, the practitioner will begin to collaborate with the client to build a success formula (Savickas, 2011). The success formula is a statement of identity by the client. The success formula represents a “formula for success or their personal mission statement” (Savickas, 2011, p. 132). The success formula is the new Promoter-Position that the client will use to face challenges and setbacks. Career counselors and clients will want to use coding cues to identify *self-concept or identity, adaptabilities, environments, and client self-actualization*.

Clients can use the success formula/identity statement in the present and future to provide intent to movement and decision-making in their life and career. In addition, clients use the success formula/identity statement to author new choices (Meta-Position) that will provide movement (Promoter-Position) from the status-quo to new ways of viewing, engaging, and coping with the world. The client might choose to remain in an existing job or career; however, use of the success formula will aid the client in coping more effectively in that job or career. Finally, the practitioner and client can use the success formula/identity statement to address the problem articulated at the beginning of the career construction interview process.

GOAL: Transitioning pain into achievement; making-meaning; preoccupation to occupation

Adaptabilities _____

Environments _____

Self-actualization _____

APPENDIX C

Career Adaptability *Confidence* Continuum

Adaptability Dimension	Underuse of Competence	Competence	Overuse of Competence
Concern – future orientation	Indifference Apathy Pessimism Planlessness	Planful Optimistic Prepared	Anxiety Obsessiveness Uber-zealousness
Control – self regulation; intrapersonal self-discipline	Indecision Confusion Procrastination Immobility Helplessness	Balanced use of emotion and cognition in decision-making Conscientiousness Deliberate Organized Decisive	Impulsivity Aggressiveness Excessive busyness Disorganized
Curiosity –fit between oneself and the work world	Unrealism Naivety Inaccurate images of self	Systematic Exploration Inquisitive and reflective Information seeking Understanding of self to situation	Overstimulated Uber-curious (to distraction) Fantastical images of self
Confidence – self-efficacy concerning ability to execute a course of action successfully	Inhibition Thwarting of actualizing roles and achieving goals	Self-efficacy Skilled problem-solving Appropriate self-confidence Self-acceptance	Overinflated sense of self Overweening Supercilious Assuming too many roles

Career Adaptability Continuum © Stoltz, K. B., & Barclay, S. R. (2015). Expansion of Savickas, M. L. (2013). Career construction and practice. In R. W. Lent & S. D. Brown (Eds.). *Career Development and counseling: Putting theory and research to work*. (2nd ed., pp. 147-183). Hoboken, NJ: John Wiley & Sons.

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