Chapter 16
THE EMERGENCE OF MORE DYNAMIC COUNSELLING METHODS

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As we move into the 21st century there is little doubt that social and labour market changes (globalisation, demographic shifts, advances in technology and information processing) have created a very different type of workplace (Amundson, Jang, & To, 2004; Feller, 2003; Herr, 1999). In the middle of the 20th century there seemed to be many jobs and lots of possibilities for anyone with skills and a good work ethic. This was followed by a period of imbalance in the 1980s and 1990s during which there seemed to be too many workers and too few jobs. This downturn created more contract workers and also changed the attitude of many people towards work. The psychological contract between workers and employers changed with the downturn and workers realised that they must assume greater responsibility for directing their own career development. And now we find ourselves changing again, this time driven by fears that there won't be enough skilled trades or professional workers to compete effectively in a global market place. These changes have helped to set a new agenda for many governments and companies. There is now a greater focus on learning, a desire to look more closely at prior learning assessment, and increased interest in a more global economy and the movement of workers from one country to another.

In the face of all these changes career counsellors are learning to value a more dynamic, imaginative and flexible approach to career counselling (Amundson, 2003a, Bright, Pryor, Wilkenfeld, & Earl, 2005; Feller, Russell, & Whichard, 2005; Duncan, Hubble, & Miller, 2004; McMahon & Patton, 2002). Counsellors often find themselves dealing with a broader range of clients with more complex issues. They also find themselves working in a context where they need to adopt a lifelong career guidance perspective (Amundson, 2006).

As part of an exploration of the way in career counselling is changing this chapter will start by examining and questioning some of the underlying traditions and conventions of career counselling, and then based on this foundation, will move on to a broader discussion and description of some of the dynamic counselling methods that are emerging. There are many dynamic counselling approaches that could

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J.A. Athanasou, R. Van Esbroeck (eds.) *International Handbook of Career Guidance*,

be explored, but this chapter will focus on metaphors, storytelling and some of the more paradoxical questioning methods. These methods all focus on different ways of changing perspective so that people can develop new ways of seeing themselves and their problems. They enable clients to build new possibilities and realistically assess the viability of various options (Pryor, Amundson, & Bright, in press).

The Underlying Traditions and Conventions

There are many traditions and conventions associated with career counselling that need to change in order to support a more active and dynamic counselling approach. Some of these traditions include the physical space that is available for counselling, the standard way that time is organised, the exclusive focus on the individual, the artificial separation of personal and career issues, and the over reliance on verbal methods of inquiry (Amundson, 2002). Many clients come to counselling because in some way they feel "stuck", they are dealing with a crisis of imagination. To create new perspectives counsellors must be prepared to be more imaginative and innovative in their counselling approach (Bloch, 2005; Bright & Pryor, 2005).

A traditional counselling room usually includes a couple of chairs facing one another in a small space. This structure helps to determine the type of interpersonal exchange that occurs, the assumption being that little physical movement will be required and that the discussion will be primarily verbal in nature. More dynamic counselling methods expand the use of physical space and encourage counsellors to make use of hallways and other larger spaces. For example, if a counsellor is using a brief/solution oriented approach (De Shazer, 1985; Friedman, 1993) they might ask their clients to "walk their problems," starting at one end of the hallway with the problem and then moving to the other end where there is a solution. With this process there is the opportunity to physically identify some of the steps along the way. There also is the suggestion that people can shift their vantage point so that they are looking at problems from a position of success (the solution end of the hallway). This infusion of physical activity into standard counselling exercises helps to create a more powerful and memorable experience for many clients.

The allotment of time for counselling also tends to follow a very traditional pattern. Each session usually has a standard set of time (anywhere from 20 minutes to 50 minutes) and sessions often occur on a weekly basis. A general expectation is that most clients will come for three to six sessions. While this standardisation helps with timetabling it is not necessarily the best structure for all clients. For example, in working with indigenous clients McCormick and Amundson (1997) found that many people would prefer one longer session – a personal workshop with involvement from other community members. When clients do not respond well to the structure they are often labelled as resistant. With one "resistant" client one of the authors (NA) tried lengthening the time of the session and this was all that was necessary. There can be some real advantages to using more flexibility when scheduling client sessions.

The expectation of dialogue patterns within sessions also follows some rather predictable patterns. While counsellors have learned to use silence at times there still is a general expectation that the dialogue with the counselling session will be continuous. There are times when it can be helpful to break the session into segments. Between each segment there can be 2 or 3 minutes for reflection. This reflective time can be helpful for both the counsellor and the client. With the additional reflective period there are more opportunities for changing direction when this is warranted.

In describing the individual counselling process there usually is the expectation that the client and counsellor are meeting directly with one another without involvement of others. While this may fit for many situations there also are times when it might be advisable to invite others to the counselling session. As with the indigenous example, there are other situations where it can be helpful to have input from family members and from the broader social community. With many dual career families it is easy to see how career is more than just an individual matter. There also are times when parents can play a role in the career counselling process. Amundson and Penner (1998) have developed and researched a procedure for situations where young people are willing to allow their parents to be part of the counselling process. With this process parents are put in the role of observers. They watch the counselling discussion that occurs and are only invited to provide their opinion after some discussion and exploration has occurred.

Another shift in process is the growing acceptance of the fact that good career counselling involves an integration of personal and working life issues (Arthur, Inkson, & Pringle, 1999). Career interventions at their core help people to focus on the development and use of their talents throughout each stage of their lives. There is an emphasis on empowerment and helping people to "make meaning of their life experiences and translate that meaning into appropriate occupational and other life role choices." (Niles & Harris-Bowlsbey, 2002, p. 1). The infusion of general life issues into career counselling helps to create a perspective that is broadly based and in touch with the real issues of people.

Lastly, there is the issue of expanding problem solving to include verbal, visual and physical methods. The earlier discussion on space included some mention of how more physical methods can be implemented. With the visual, it is helpful to structure the room in such a way there is easy access to a flip chart, a white board, or just some paper and pens. With a flip chart close at hand there is a natural tendency to start drawing and making lists on the paper. This small structural change helps to create a very different process where there is often a greater awareness of metaphors and the tools close at hand to start working with these visual images. One of the visual images (see Fig. 16.1) that has been quite useful in the beginning stages of counselling has been a career wheel to describe the various components of career counselling (Amundson, 1989; Amundson & Poehnell, 2003). The wheel is helpful as a way of discussing with clients the various elements that need to be explored before moving to the centre, the career options. One of the goals of counselling is to fill in the various parts of the wheel and discuss how these elements all point towards certain career options. Integrating the information helps to pinpoint some career possibilities.

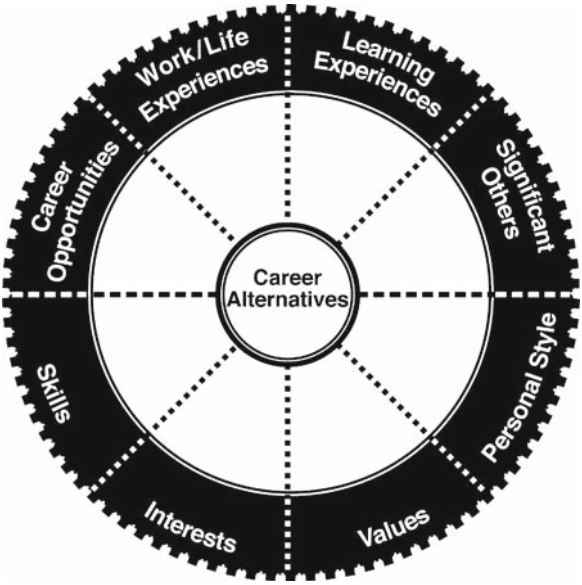

Fig. 16.1 Career Wheel (From Career Pathways by Norman Amundson and Gray Poehnell, Copyright 2003, Ergon Communications. This material is used by permission of Ergon Communications)

There are undoubtedly many additional traditions and conventions as well as exercises that could be mentioned. Certainly the use of A-V equipment and the internet might be an area that could be explored further. Young and Valach (1996) in a research context use processes where they play back segments of earlier discussions between parents and youth. This could be expanded with the right technology and become a regular part of the counselling process. There are many different processes that might evolve in line with technological advances. What is important here is that counsellors step back and critically look at how they might have taken some of these processes for granted. It is not that everything needs to change, it is simply that we all need to be more critical and strategic about the various forms of counsellor-client engagement.

The Counselling Relationship

There was a time in middle of the 20th century when most counsellors sat on one side of the desk and clients on the other. The power dynamics in this type of relationship were very obvious – counsellors clearly occupied the dominant position. Counsellors through their information and position power were clearly in the dominant position. Carl Rogers (1951, 1961, 1980) and others challenged this relationship structure and

suggested that a more egalitarian relationship be established. Removing the desk was one form of moving toward a more collaborative and equal relationship.

In describing this more collaborative relationship Rogers suggested that there were three essential conditions: genuineness, unconditional positive regard, and empathic understanding. These relational building blocks became the foundation for most theory and practical counsellor training. Theorists such as Egan (1998) took this further and created practical learning strategies for developing empathic skills.

These core conditions are undoubtedly central to any successful counselling relationship. At the same time, there is a question as to whether there are any additional conditions that should be added to this list. In exploring some of the reflections of Carl Rogers (see Boy & Pine, 1990) there are other words such as "flexibility" and "openness" that Rogers uses to describe his process. To be flexible one has to be adaptable and to be willing to accept changes. Earlier there was discussion about clients coming with a crisis of "imagination". Creative problem solving requires a certain degree of flexibility and adaptability in order to be able to look at the problem from different angles and "think outside the box". As well, counsellors need to come to sessions with an attitude of "openness", a willingness to suspend judgement and to follow one's natural curiosity. Hansen and Amundson (2006) referred to a sense of stillness, wonder and openness; a willingness to suspend judgement and follow one's natural curiosity.

The initial steps in relationship building are often regarded as an open ended process where people discuss events from every day life. While this certainly represents a natural way of building a relationship, there also are other more dynamic methods that can facilitate relationship building. *The Favorite Things Activity* (McCormick, Amundson, & Poehnell, 2002) for example, starts by having people make a list of some of the things that they enjoy in life (from all aspects of life). After making the list the activities are discussed and analysed with respect to the following questions:

1. How long has it been since they did these activities?
2. What costs are involved with each of these activities?
3. What proportion of the activities is planned or spontaneous?
4. What proportion of the activities is done alone or with others?
5. In what ways do the activities involve the mind, the body, emotion or the spirit?

In discussing these activities there is an opportunity for some self disclosure by the counsellor (finding common ground). This activity also leads to a more holistic view of the client and some of the interests and strengths that can be built upon, and provides clues as to the types of metaphors that might be used in a meaningful way with the client at some future point in the counselling process.

The importance of a strong counselling relationship (sometimes called the counselling alliance) to counselling outcome is something that has considerable research support (Horvath & Symonds, 1991; Lambert, 1992; Martin, Garske, & Davis, 2000). Also, as researchers have sought some common factors in counselling process there has been a general recognition that the relationship plays a key role in all forms of counselling and therapeutic processes (Bertolini & O'Hanlon, 2002).

Illustrations of Dynamic Counselling Methods

Metaphors

Metaphors are the ways in which we understand and experience situations in terms of their connections to other events. For example, someone might describe feelings of elation with a metaphor such as "feeling on top of the world." Lakoff and Johnson (1980) stated that "our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature" (p. 3). Pistole (2003) went on to say that metaphors help us to open up possibilities, to highlight experiences and also to develop coherence and meaning for our experiences. Metaphors help to bring order and structure to situations that might seem confusing. They also are able to give expression to some underlying feelings and thoughts. For example, people may express the feeling of frustration with any of the following metaphors: "I feel like I'm banging my head against a wall," "I feel like I'm spinning my wheels," "I feel like I'm up a creek without a paddle." Each of these expressions is different and help to clarify what exactly is being felt in any given situation.

Clients often use metaphors in discussing their situations and it can be helpful to highlight some of these metaphors. One of the metaphors that is common in our culture in discussions of career is that of the "journey." The career journey might take the form of a pathway, navigating a river or perhaps, climbing a mountain. By exploring the image in greater detail new insights start to emerge. For example, climbing a mountain starts with a decision that this is something that you want to do. Then there are preparations that need to be made. Moving forward is never in a straight line and sometimes you need to move backwards before you can make progress up the mountain. There also might be some guides that need to be in place. And then there is the timing for the journey. Often it cannot be accomplished in a day, but requires ongoing commitment and perseverance. There are base camps that might need to be established and lastly there is the final ascent and realisation of the goal. And then, of course, there are always other mountains that need to be climbed and so it goes. By analysing the journey in this way it is possible to isolate various facets of the problem and then to think about what types of decisions and actions might be necessary. One of the advantages of discussing career problems in metaphoric terms is that it allows clients to step outside the parameters, or pressing concerns, of the problem and to look at their options in a different way.

In addition to just talking about a problem it can be helpful to make a drawing of the metaphor and then use this image as a focus for discussion (Amundson, 1988). Having a flip chart and some coloured felt pens in the counselling room can be a great way to get this started. In pursuing this addition it is important to stress that this is not an exercise in fine artistic expression. All that is happening is that we are trying to get an image from which to work. This is particularly helpful for people who are visual thinkers, and less inclined or able to explore a problem verbally. However, others may be resistant to drawings because of earlier experiences and if this becomes too much of an issue then it is important to put this aside and

return to working with activities that they are more comfortable with (Stone & Amundson, 1989).

The development of a metaphor should be a collaborative effort between the counsellor and client. While usually the starting point comes from a metaphor that the client initiates this does not always have to be the case (Babits, 2001). Counsellors can also suggest metaphors and then work together with clients for further development. For example, an emotional roller coaster metaphor has been used with unemployed clients to discuss some of the ups and downs associated with job search (Borgen & Amundson, 1987). With the *Starting Points* career assessment program, a road map model with roadblocks and stopovers is used to describe the various employability dimensions that characterise the unemployment experience (Borgen & Amundson, 1996; Westwood, Amundson, & Borgen, 1994). The opening exercise with this program begins with the roller coaster model and a discussion of emotion. Following this there is a goal setting exercise using the road map metaphor where people choose between various points on the journey that is, Readiness, Career Exploration, Skill Enhancement, Job Search, Job/Work Maintenance. Building on this initial foundation there is then a self esteem building exercise. The self esteem enhancement then leads to a review of goal setting (the road map) and to action planning. It is interesting to note that in some cases the goals change when people begin to feel better about themselves.

It can also be helpful to add a physical element to metaphors as a way of making the images come to life. For example, take a simple activity like throwing a ball back and forth. Imagine that on one side you have a person looking for work and on the other side you have employers looking for workers. If you look closely at the process you see that both parties need to stretch themselves in order to catch the ball. If there is insufficient stretching then very few balls get caught. Another metaphor that has also proven to be effective involves the use of the "backswing" to describe how change occurs (Amundson, 2003b). A backswing is needed to generate the power to move an object forward. Whether using a broom, a hammer, or a golf club, the backswing is a key part of the process. The same applies to counselling, in order to move forward you often first need to move backwards. This backward motion is short term, focused, and it is designed to build energy. The backswing leads to contact and then the follow through ensures a good result. Several problems can be understood using this metaphoric image. Some people want to get going but for a variety of reasons may not take the time to build their positive energy. Others enjoy the backswing so much that they never get to the point of contact and moving forward.

While metaphors are extremely useful as a way to expand understanding they also have their own limitations. It is always important to keep in mind that they are just a representation of an event, and should not be confused with the event itself. Also, metaphors suggest a particular perspective and there are times when we could benefit from multiple perspectives. Combs and Freedman (1990) made an interesting observation in this regard. They suggested that when people only have one metaphor this limits their creativity. By adding more metaphors there is more choice and flexibility and this leads to an increase in creativity. In order to expand creativity and develop multiple perspectives it may be helpful to explore a range of metaphors.

Inkson (2004) has proposed a series of what he calls archetypal career metaphors as one way of expanding our metaphoric possibilities. The metaphors identified by Inkson are as follows: legacy – career as inheritance; craft – career as construction; seasons – career as cycle; matching – career as fit; path – career as journey; network – career as encounters and relationships; theatre – career as role; economic – career as resource; and narrative – career as story. While these images are certainly compelling, there are many other images that could be considered. For example, one could look at career as anomaly, breakthrough, calling, dance, aesthetic, garden, a kaleidoscope, a ladder, management, puzzle, quest, stages, venture, and so on (Amundson, 2006). Some of these additional images fit well with current career theory and practice, particularly with contemporary focus on career uncertainty, spiritual direction and holistic integration (Amundson, 2005).

Whatever the images that are used to view career, it can be helpful to use the strategy proposed by Inkson and Amundson (2002) to explore a series of career images. With this process clients are asked to start by exploring their initial image (similar to what has been described earlier) and then to consider their career by using other metaphoric possibilities. Given time restrictions usually the focus is on two or three extra images. In many situations it is interesting to let the client choose one of the extra images and then to have the counsellor do the same. This collaborative effort helps to expand perspectives and often leads to new insights. To illustrate this process consider a case where a young woman, Kristina, started by choosing an image of a journey down the river as her career metaphor. As part of this journey she was enjoying the leisurely pace of the boat ride. However, she was now facing a situation where the water was moving faster and there appeared to be some rapids ahead. The increased speed and the threat of rapids had left her with a sense of panic and loss of control. As we worked through the image it became clear that she needed to develop some additional skills (build a stronger boat) and find the courage to continue to move forward (having the right support system was a big help). Moving to another image she chose the picture of a dance and through this exploration realised that it was not all about her and her boat, she needed to respond to the shifting challenges she was encountering (both of the river and her dancing partner). The counsellor focused on another image, that of inheritance or legacy. This additional exploration helped her to realise that completing the journey was important to her, it was part of her legacy. As part of her contribution she needed to get past the rapids and realise her true sailing potential. With each new image there is new understanding and the possibility to expand one's options.

Storytelling

Our stories (also called narratives) help us to interpret and make sense of the world (Cochran, 1997). As such, stories are an essential part of interpreting and understanding career experience (Young & Collin, 1992; Thrift & Amundson,

2005). Stories involve plots and characters and generate emotion through the poetic elaboration of symbolic material (Gabriel, 2000). Stories have the power to change our thinking and our emotions and to move us to action. The starting point for many people coming to counselling is to describe their situation by telling their story. As people tell their story they organise the various events into a coherent whole. The main benefit comes from having another person (the counsellor in this case) listen to the story that is being told. The sense of "being heard" by someone is very powerful and helps to validate the person and create a sense of "mattering" (Dixon Rayle, 2006; Schlossberg, Lynch, & Chickering, 1989).

Given the power of the story one would assume that this would be a foundation for most counselling relationships. Unfortunately, based on our experience, this is not necessarily the case. Many counsellors, in their rush to solve problems, cut stories short and move to advice giving. This is a real problem for some cultural groups where the telling of the story is considered to be an essential part of the process. Indigenous groups, for example, place a heavy emphasis on finding one's life/career story (McCormick, Amundson, & Poehnell, 2002). Stories are appreciated for their rich imagery and their spiritual significance.

Stories also play an important role within counselling. Savickas (1997), for example, uses early childhood memories (stories) to identify basic career/life themes. He also uses stories about significant others and role models to identify patterns. As clients become aware of the dynamics within their stories they are in a better position to start re-telling the stories and also creating new stories for themselves.

The process of identifying patterns within stories can be facilitated by using activities such as "achievement profiling" (Amundson & Poehnell, 2003). With this method clients are encouraged to describe in detail an achievement from any part of their life. For example, someone who enjoys basketball might describe a time when their team won an important game. Building on this interest, the counsellor would ask them to fully describe the game in question. Some of the questions that might be used are as follows:

1. What makes this activity stand out for you?
2. What was your role in achieving the success?
3. Were others involved? What roles did they assume?
4. What did you like and dislike about the activity?
5. What personal characteristics and attitudes helped you to be successful?
6. How did you prepare for this event?
7. Do you see any ways in which this activity might relate to other things in your life?

Once the full story has been generated the counsellor and client work together to identify some of the important aspects of the story. Continuing with the example of the basketball game, this event might illustrate qualities such as hard work, athletic ability, a willingness to put considerable time and effort into preparation, being able to work with a team, being creative in play selection, competitiveness, and the ability to overcome obstacles. These qualities are transferable to many new situations and also serve to build self-esteem.

Stories can be easily exchanged between counsellors and clients through all aspects of the counselling process. While the major focus in counselling should always be upon the client's story, there also are some instances where counsellors can provide other inspirational stories. Denning (2001) described what he calls the "springboard story." These stories can come from the counsellor's personal experience or from other sources. The stories are used to provide some additional perspectives on a situation.

Up to this point we have been focusing on the many positive aspects of storytelling. There also can be some limitations. Sometimes clients can be overwhelmed by problems and begin to focus exclusively on their negative stories. Solution focused counsellors would suggest that there is a need to interrupt excessive negative storytelling and ask for other more positive stories that create a better balance (De Shazer, 1985; Friedman, 1993; O'Hanlon & Weiner-Davis, 1989).

Overall, stories represent an important part of the career counselling process. Clients need to be encouraged to tell their stories and also learn how to adjust and develop new dynamic stories that build confidence and emphasise possibility and optimism.

Paradoxical Methods

Some theorists such as Gelatt (1989) and Mitchell, Levin, and Krumboltz (1999) have introduced concepts such as "positive uncertainty" and "planned happenstance" to explain processes of career decision making. These paradoxical notions suggest very different ways of working with career exploration and problem solving. There is a movement here to move away from "either-or" thinking to an approach that acknowledges and accepts ambivalence and flexibility (i.e., a "both-end" approach). Chaos theory also fits well here and places an emphasis on understanding how patterns and new forms of order emerge from environments where there appears to be disorder and unpredictability (Bloch, 2005; Pryor & Bright, 2003).

Helping people to increase flexibility often requires an expansion of cognitive frameworks. This may involve the presentation of new information but there are many instances when this is not enough to enact change. People have an uncanny ability to hang on to ideas even in the face of contradictory evidence. One way to deal with this is to use a process that starts by letting people explain their rationale for the ideas that they hold. Even the most self-defeating concepts have at their core some reasons for these beliefs. After fully hearing the story new possibilities often emerge. Take for example Melanie, a 36 year old woman who believed that she was too old to go back to school and learn anything new. She had been working for the airlines in the travel industry and with downsizing had lost her position. Initially she had thought that this would not be a problem but soon discovered otherwise. Her confidence was soon shattered and she found herself riding an "emotional roller coaster" (Borgen & Amundson, 1987). Going

back to the earlier idea of a "crisis of imagination" she could not extend her job search beyond the travel agency and she certainly was not open to further educational study. In articulating the reasons for this belief it became clear that she had many bad educational experiences studying in a traditional classroom. She was not prepared to go down that road again. In exploring her interests, however, it became clear that she loved to learn. The main problem was that education, for her, was not about learning, it was about sitting in desks, doing tests, and focusing on materials that were not of interest. Once she could more closely connect her interests to a more flexible and relevant educational process she was ready to begin a retraining process. This retraining led to exciting new work possibilities that were more closely aligned with her interests.

Another way to expand perspectives is to use the second order questioning process (Amundson, 2003a, 2003b). As before, this framework starts by allowing the person the opportunity to explain their reasons for the beliefs that they hold (called the confirming evidence). As a counter to this evidence, this method uses the solution focused idea of searching for exceptions (De Shazer, 1985; Friedman, 1993). While there may be many reasons for holding on to a particular belief, there also may be times when things turn out differently. For example, suppose that someone believes that they can't speak in front of groups. They may have many illustrations of how this has gone badly for them but there also may be times when they were able to speak effectively in a group situation. Following this exploration of the evidence, there are considerations of two other factors. There is the issue of development over time and how this idea became solidified. Continuing with the example of fear of speaking in front of groups, there is exploration of how this first developed and how it seems to be progressing. The other factor involves an enquiry about the perspectives of others. Is this something that other people agree with (and thus support) or are there some differing viewpoints? Again, the intent here is to explore whether there are alternate perspectives. After a full exploration of the issue the question is raised about the overall impact of continuing to hold the initial idea. If someone believes that they can't speak in front of groups this will invariably affect both their working and personal life. Given this impact, are they willing to consider changes and to work towards that end?

Sometimes all that is required to expand perspectives is to allow the full story to emerge. Mitchell et al. (1999) for example, described how people often have a tendency to ascribe their successes to luck or chance. While there undoubtedly is some involvement of fortunate circumstances this is often not the full story. In examining the underlying dynamics of events certain skills and personal attitudes often emerge, listed below are some illustrations:

1. Curiosity: the willingness to explore new learning opportunities.
2. Persistence: the ability to exert effort despite setbacks.
3. Flexibility: the ability to adjust responses to unexpected attitudes or circumstances.
4. Optimism: the belief in oneself and the willingness to view new opportunities as possible and attainable.
5. Risk Taking: the willingness to take action in the face of uncertain outcomes.

Mitchell et al. (1999) went on to say that in career counselling we should be encouraging clients to learn how to view unplanned events as opportunities for learning. They provide the following four step approach to furthering this process:

Step One: Normalise unplanned events.
Step Two: Use imagination to broaden perspectives
Step Three: Develop the skills and attitudes mentioned above.
Step Four: Focus on constructive ways to overcome roadblocks.

With the planned happenstance approach there is an emphasis on imagination, learning, and the development of skills and attitudes that position people for new opportunities.

From a chaos perspective the challenge is often to maintain hopefulness even in the midst of chaotic circumstances. This may require a shift from "probability" thinking towards more of a focus on "possibility" (Pryor et al., in press). For people who are willing to think "outside the box" there always are new possibilities that can emerge in even the most discouraging circumstances. Learning to challenge assumptions is one way of opening up new options. People may be limiting their choices because of constraining beliefs about gender, culture, disability, or age. Challenging some of these beliefs may open up a world of new possibilities.

Summary

Economic and social changes have created a much more fluid and unpredictable work environment. In helping clients to adjust to these changes career counsellors are increasingly learning to value a more dynamic, imaginative and flexible approach to career counselling. This is more than just expanding the "tool box," it is also learning to question some of the basic assumptions and structures underlying the career counselling process. Questions are being asked about the way to use space, how time should be allotted, how to vary dialogue patterns, the involvement of significant others, how to integrate life and career issues, and how to expand problem solving so that it includes verbal, visual and physical counselling methods. The answers to these and other questions is helping to shape a very different type of career counselling process.

There also is an exploration of the relational dynamics underlying the counselling process. In addition to the core conditions of genuineness, unconditional positive regard and empathic understanding there is the suggestion that "flexibility" and "openness" need to be added. This addition seems consistent with earlier counselling theory and also helps to support a counselling process where imagination and creativity are valued.

Lastly, there are illustrations of more dynamic counselling methods. Of particular note are different ways to use metaphors, stories and paradoxical questioning as part of the counselling process. These techniques help to expand perspectives and help to focus clients on their personal strengths and the pursuit of new possibilities.

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