

COUNSELOR SUPERVISION: A LIFESTYLE APPROACH

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COUNSELOR SUPERVISION

- Supervision is a relationship between a more senior clinician and an entering or junior supervisee. This relationship is usually outlined in a supervisory contract with the purpose of providing guidance and training in applying clinical skills in counseling. (Bernard & Goodyear, 1998; Haverson, 1999).
- Models of Supervision
 - Psychotherapy-based models
 - Developmental models
 - Social role models
 - Integrationist models

SUPERVISION USING LIFESTYLE

- Why Individual Psychology Applied to Supervision
 - Wide variety of techniques & focus of equality & respect (Carr & Carr, 1994)
 - Connections on training & social interest (Watts & Trusty 1993) no significant relationship between Social Interest and Counselor Effectiveness
 - Supervision using the Four Goals of Malheur (Carr & Carr 1994) - focuses supervision on interpreting the behavior and private logic of the client with the four goals
 - Style of Counseling (Lemberger & Dulshede, 2006) emphasizes helping the supervisee understand a personal style of counseling based on lifestyle
 - Respectfully Curious Inquiry/Therapeutic Empowerment (RCITE; Miller, Cramer, & Winget, 2006) emphasized a style closely related to Adler's original concepts of therapy
 - Supervisee reactivity to the counseling process (Tobin & McCurdy 2006) uses birth order, lifestyle, early recollections and encouragement to help supervisees examine their personal reactivity to counseling sessions.
 - Supervision with IDPI and Adlerian supervision (Boisbevier, Bonnell, Polony, & Watts 2013) exploring private logic, evaluating mistaken goals, exploring early recollections related to counselor competency interventions focus on education and reorientation in the IDPI stages.

PERSONALITY AND LIFESTYLE

- Personality
 - Allport (1937) organizational scheme emphasizing traits
 - Murray (1938) Many different aspects to observing personality (descriptions, complexes, needs, themes)
 - Cattell (1957) distinguished between surface and source traits and divided traits into: (Ability, Temperament, Dynamic)
 - Mischel (1973) self-regulatory systems
 - Digman, (1990); Goldberg, (1993); Costa & McCrae, (1990) five-factor models of traits
- Lifestyle -
 - Lifestyle is the psychosocial schemata and personal epistemology (Lemberger & Dollardhide, 2006)
 - Lifestyle is synonymous with personality (Kern, Wheeler, and Curlette, 1997)

PERSONALITY – MEASURED AND NARRATED

- McAdams (1985) Personality can be gleaned from client stories
- McAdams & McClean (2003) Three Levels of Personality
 - Measured as compared to the norm group (differences or sameness) – Traits
 - Secondary traits or attributes (e.g., coping resources, adaptive strategies) – Goals and Motives
 - Narrated stories (idiographic, autobiographical memories, embedded in context) – Life Story

MEASURED LIFESTYLE: THE BASIS-A

- Basic Adlerian Scales of Interpersonal Success – Adult Form
 - 65 Items
 - When I was a Child ...
 - 5 Main scales
 - Belonging/Social Interest; Going Along; Taking Charge; Wanting Recognition; Being Cautious
 - Built on the concepts of Social Interest & the Four "Mistaken Goals" (Dreikurs)
 - 5 Sub-scales
 - Harshness; Entitlement; Liked By All; Perfectionism (Striving for); Soltness

BELONGING/SOCIAL INTEREST

- BSI
 - Measures the general feeling of belonging and connectedness to the family of origin
 - Scores are calculated by adding the times for BSI
 - Raw scores are converted to t-scores for comparative scaling
 - High scores () associated with gregarious, outgoing, comfortable in social settings
 - Moderate scores () comfortable in social setting but not outgoing or reluctant to relate
 - Low scores () less comfort in social settings, may withdraw

GOING ALONG

- GA
 - Measures rule following and adhering to social moorays
 - Scores are calculated by adding the times for GA
 - Raw scores are converted to t-scores for comparative scaling
 - High scores () associated with high reliance on following social and contextual rules
 - Moderate scores () comfortable with knowing and following social and contextual rules
 - Low scores () challenges and questions authority and social convictions

TAKING CHARGE

- TC
 - Measures the general comfort and need toward leadership
 - Scores are calculated by adding the times for TC
 - Raw scores are converted to t-scores for comparative scaling
 - High scores () associated with comfort and striving to become a leader; have influence
 - Moderate scores () comfortable in leading and influencing other; but less striving
 - Low scores () low striving to lead, may avoid leadership roles

WANTING RECOGNITION

- WR
 - Measures the general need for positive feedback and attention
 - Scores are calculated by adding the times for WR
 - Raw scores are converted to t-scores for comparative scaling
 - High scores () associated with a high need for positive recognition from social milieu
 - Moderate scores () comfortable with less feedback and accepts constructive feedback
 - Low scores () little reliance on feedback from others, relies on self-judgment

BEING CAUTIOUS

- BC
 - Measures the general feeling sensitivity and anxiety in social settings
 - Scores are calculated by adding the times for BC
 - Raw scores are converted to t-scores for comparative scaling
 - High scores () associated with high sensitivity to social cues and increased stress & anxiety
 - Approach Strategies
 - Withdraw Strategies
 - Moderate scores () moderate sensitivity to social cues
 - Low scores () low amount of sensitivity and stress by social settings an relationships

HELPS SCALES

- H - Measures a tendency toward pessimism or faking bad
- E - Measures the expectation of one's needs being satisfied
- L - Measures a need for being liked by others and positive comments about contribution
- P - Measures a striving to make meaningful contributions (conscientiousness)
- S - Measures a tendency toward optimism or faking good

USING THE BASIS-A IN SUPERVISION

- Administration (20 to 30 minutes)
- Scoring (self-scoring)
- Interpretation (self-interpretation - brief descriptions in the assessment)
 - Supervisor descriptions
 - Companion to supervision content sessions
 - Self-awareness guide
 - Parallel process tool

OVERUSE / UNDERUSE CONCEPTS

- | | |
|---|---|
| <ul style="list-style-type: none"> • BSI – High <ul style="list-style-type: none"> - Relates easily to client - Helps client feel comfortable - High energy - May tend to talk more in session - May overpower clients that score low in BSI - Attempts to control supervision sessions | <ul style="list-style-type: none"> • BSI – Low <ul style="list-style-type: none"> - Clients may feel uncomfortable with amounts of silence from counselor - Self-reflective - Lower energy - May seem less engaged in supervision |
|---|---|

OVERUSE / UNDERUSE CONCEPTS

- | | |
|---|---|
| <ul style="list-style-type: none"> • GA – High <ul style="list-style-type: none"> - May rely on steps and maps for treatment - High reliance on supervision directions - Easily confused by subtle difference in treatment needs - May need extra structure - Asks many questions looking for concrete answers from supervisor | <ul style="list-style-type: none"> • GA – Low <ul style="list-style-type: none"> - May disregard standard protocols and policies - May join with low GA clients in questioning social mores - Questions supervisor and policies - Interprets ethical codes from own perspective |
|---|---|

OVERUSE / UNDERUSE CONCEPTS

• TC – High

- Shows positive self-reliance and decision making
- May control session content and direction
- May interpret client content with authority
- High energy in supervision and directive toward supervisor

• TC – Low

- Over-reliance on client directing the session and establishing goals
- May not interrupt when appropriate
- Avoid teaching and modeling interventions for the client
- Appears withdrawn in supervision

OVERUSE / UNDERUSE CONCEPTS

• WR – High

- May provide high doses of encouragement
- Rely on positive social cues and feedback from client
- May strive for friendship with client or supervisor
- Experiences discouragement with constructive feedback from supervisor

• WR – Low

- Does not draw attention from the client
- May not recognize when to use encouragement
- Less skill in providing encouragement
- Open to feedback and direction from supervisor
- May engage in self-directed supervision

OVERUSE / UNDERUSE CONCEPTS

• BC – High

- Experiences anxiety in sessions
- Ability to quell client emotions
- May sense emotions before client is ready to disclose
- May experience betrayal from client concerning goal attainment
- Reliance on emotions in supervision

• BC – Low

- Comfortable in session
- Ability to remain low affect in sessions
- May not respond to specific emotional content
- Open to feedback in supervision without high emotionality

OVERUSE / UNDERUSE CONCEPTS

- **H** – High
 - May be negative or "realist"
- **E**
 - High need to have own needs met
- **L**
 - High need for positive results
- **P**
 - Conscientious and thorough
- **S**
 - Relies on positive encouragement
- **H** – Low
 - Less negative
- **E**
 - Open to meeting others needs
- **L**
 - Less reliance on external encouragement
- **P**
 - May need more structuring
- **S**
 - Less encouragement focused

USING A CAREER NARRATIVE INTERVIEW IN SUPERVISION

THE SUPERVISEE'S STORY AS LIFESTYLE

CAREER DEVELOPMENT, COUNSELOR SUPERVISION, AND LIFESTYLE

- Supervisors have a responsibility to provide career development activities for supervisees (ACES & NCDA, 2000).
 - Supervisors are a good source of career information (Johnson, 2007)
 - Supervisors are in a good position to facilitate development of supervisees professional identity (Stoltz, Barclay, Reysen, & Degges, 2012)
- Supervisees come to clinical practice with an occupational image of a counselor (Stoltz et al.) or idealized views (Skovholt & Ronnestadt, 2003)
 - Moderate disharmony create growth (Savickas, 2002)
 - Strong disharmony can create developmental issues

STORYING THE PERSONAL OCCUPATIONAL IMAGE

- Career Construction Interview (CCI) – Savickas, (1998, 2012)
 - Addresses childhood favorite heroes, activities, hobbies, book or movies themes, personal mottos, preferred/non-preferred high school subjects, and early childhood recollections
 - Themes emerge from the supervisee's narrative that promote understanding of career identity and adaptability
- The Image of the hero in the CCI represents identity and can signal occupational image dissonance within the CIT
- The CCI can be used to help the CIT resolve occupational image dissonance
- Once identity conflicts and career adaptability are conceptualized the supervisor and CIT work together to edit the personal narrative, emphasizing strengths

IDENTITY

- Heroic Images vs. Present Work Experiences
 - CIT in Heroic Images
 - CIT in work context
 - What is the problem being solved?
 - How does the hero solve problems?
 - How does the hero relate to others?
 - How is the CIT like the hero?
 - How is the CIT different?

EXPLORING IDENTITY

- Who did you admire when you were a child?
 - Teacher – caring and supportive
 - Aunt – got out of that small town
- I noticed on your phone that you have a picture of what appears to be a superhero. Would it be safe to say that you admire him/her now?
 - Actually, yes. Xena is really cool. She fights for good and helps those that cannot help themselves.
- That is a difficult question. As a gay male in the rural south I felt very isolated and different.
 - Teacher – caring and supportive
 - Aunt – got out of that small town

EXPLORING INTERESTS & VALUES

- What magazines, websites, TV shows?
- Favorite Book or Movie?
- "I read a lot about technology. I like learning about technology and how to help others with using technology."
- I really enjoyed "A tale of Two Cities". The main character, Charles Darnay, always tried to fight for the poor. I liked that he had a social justice perspective.

EXPLORING SELF-EXPRESSION

- What activities do you enjoy?
- I like helping others with technology. It is like solving a puzzle and I can usually get the problem fixed.
- I enjoy talking with friends and having coffee.

WHAT ADVICE DO YOU GIVE YOURSELF

- What is your favorite motto or saying?
- "I really like the slogan used for the Royal Dutch Football Association: "Gay! There's nothing queer about it."
- I just like this, because I felt so different for so long as a child. I wish that I knew this back then.

EXPLORING SKILLS AND INTERESTS

- What were your favorite school subjects?
- What ones were your least favorite or disliked?
- I enjoyed math because I could get the problem solved. It always had an elegant answer that was derived from logic.
- I also enjoyed English and history. It helped me escape.
- I hated gym class and social times. I felt lonely much of the time.

EXPLORING THE PREOCCUPATION

- Give me three early memories from a time preferable before the age of 10.
- Now give me a headline for each memory
- It was Thanksgiving and one of my uncles is a big hunter. I was about 9 and he starts making fun of me because I won't go out with my cousins and shoot the pellet gun. I left the room a started to cry.
 - Boy Persecuted for Compassion
- I was in school and I always liked to talk with the girls in my class. On the playground one boy, the bully, started making fun of me for being girly and not playing sports. I just walked away and felt angry and hurt.
 - Outcast for Other Interests

CONSTRUCTING THE THEMES

- Wanting to solve problems
 - Technology
 - Math
- Wanting to help others
 - Xena
 - Teacher
- Isolation
 - ERs
 - Family & Social Influences
- Identity
 - Social Justice
 - Overcome
 - Superpower/heroic
- Adaptabilities
 - Persistent
 - Self-confident
 - Challenge seeking
- Life Preoccupation
 - Isolation
 - Seeking a place to Belong

IDENTITY AND LIFESTYLE

- I seek belonging by helping others. I am persistent and confident that I can be helpful.
- I can use my persistence to develop patience and trust in the counselling process. I can belong by walking beside; there is heroism in allowing others to fight their battle and being their support.
- Learning
 - Over use of heroism can lead to disempowerment and make people dependent and isolated

Career Style Interview
(Savickas, 1998)

In using this semi-structured interview, try to write down the client's exact words for the specific questions. It is helpful to prompt the client for clarification and ask meaningful follow-up questions, however you do not want to lead the client or get to far away from the client's story that is being constructed from the interview questions.

- Rapport Building
- How can I be of use to you?
- **(Underlying question: What do you need? What task(s) is/are the issue(s)? What adaptability dimension(s) is/are the issue(s).**
-
- Allow the client to answer this question determining what may be the issues that you will work on in these sessions. Additionally, be listening for themes and lifestyle indicators concerning ways of moving through life.
- Listen for:
 - What challenges this client?
 - What frustrates this client?
 - What are the client's strengths and problem solving strategies?

The Semi-structured Interview

1) Who did you admire when you were growing up? Who would you like to pattern your life after?

Underlying questions

a) **What is your self-concept?**

Underlying Process

a) **Exploration and attachment.**

Focus on what the client describes as the challenge for the role model and how the role model overcame the challenge. Do not focus on the who, but on the what and how of the role model. Fictitious role models are also important as they each carry the story of struggle and triumph.

List 3 heroes or role models?

Follow-up questions help to clarify themes and develop lifestyle movement.

1a) What did you admire about each of these role models?

1b) How are you like each of these persons?

1c) How are you different from them?

2) What magazines do you read regularly? What do you like about them? What TV shows do you really enjoy? Why? Tell me about your favorite movie or book.

Underlying Question:

What environments do you prefer? (Listen for Holland Codes)

Underlying Process?

Understanding how the world is organized? Also gives information concerning how much the client knows about the world of work. Provides a good base for providing career and world of work information in later sessions as well as referral to world of work resources for educational development.

3) What do you like to do with your free time? What are your hobbies? What do you enjoy in those hobbies?

Underlying Question:

What are you getting ready to do?

Underlying process:

Implementing developing aspects of the self-concept.

4) Do you have a favorite saying or motto? Tell me a saying you remember hearing.

Underlying Question:

What steps are you taking (or therapy are you trying) to address your preoccupation?

Underlying Process:

This is the client's self-directed efforts and movement to address the issues. Indicates processes of change (TTM, Prochaska, 1979) being used to address the issues. Listen for change talk (Miller & Rollnick, 2002). This technique also gives insight into the client's problem solving strategies and perceived challenges.

5) School Subjects

Underlying Question:

What talents do you like to exercise and avoid? Why

Underlying Processes:

What are the differing aspects of the self-concept? Helps to determine salience of preferences and dislikes in work roles and environments.

a) What were your favorite school subjects? Why?

b) What subjects did you loath or dislike strongly? Why?

6) Take a moment and tell me the three earliest incidents you can recall from your childhood.

Underlying Question:

What are you trying to overcome as a life theme? What really bothers you? What matters to you? What is your preoccupation?

Underlying Process:

Employing the self-concept to resolve a core suffering or challenge.

ER1:

Headline 1: _____

ER2:

Headline 2: _____

ER3:

Headline 3: _____

Supervision

The Use of Occupational Images in Counselor Supervision

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Counselor supervision occurs during a critical stage when counselors-in-training (CITs) are actively developing their career self-concept as they adapt to professional life and responsibilities. This article provides an application of a narrative approach for supervisors helping CITs understand how their personal occupational images interplay with adjusting to the work environment. With this understanding, CITs are able to identify aspects of the professional career image that they want to develop and portray in their pursuit of a career in counseling.

Keywords: counselor supervision, career development, counselors-in-training

An underresearched yet critical component of counselor development that arises in counselor supervision is assisting counselors-in-training (CITs) who question the decision to become a counselor (Huhra, Yamokoski-Maynhart, & Prieto, 2008; Lamb, Baker, Jennings, & Yarris, 1982; Ronnestad & Skovholt, 2003; Stoltenberg & McNeill, 2010). Ronnestad and Skovholt (2003) found in a cross-sectional and longitudinal qualitative study of therapists that trainees question their suitability for the profession throughout their training. According to the Association of Counselor Education and Supervision and the National Career Development Association (ACES & NCDA, 2000), counselor training programs are to facilitate CITs' personal career development, and, then, supervisors are expected to provide ongoing feedback and developmental experiences to help CITs understand more fully their career development.

Counselor supervisors are direct sources of career information, and helping CITs adjust to the work environment and negotiate the tasks of career development is an appropriate role for supervisors (ACES & NCDA, 2000; Johnson, 2007). We posit that career theories can be integrated into counselor supervision to help CITs manage work adjustments and career self-concept development. This article describes using a semistructured interview technique during supervision of CITs that integrates existing constructivist and developmental career theories and research (i.e., Gottfredson, 2005; Savickas, 2002, 2005, 2011; Super, Savickas, & Super, 1996). This technique may be useful for addressing developmental issues in supervision.

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Developmental Issues in CIT Supervision

According to Stoltenberg and McNeill (2010), counselor development occurs within a four-level model. At the earliest level, counselor supervisees are expected to question their career choice and ability to function in a professional role. They may experience performance anxiety, a focus on the self, and lower awareness of the client. At this level, trainees may also vacillate in their commitment to work and express frustration and self-doubt. Using a similar four-stage developmental model, Ronnestad and Skovholt (2003) described Phase 3 CITs (advanced students in practicums or internships) as feeling pressure to both adjust to and achieve in their professional life. In this phase, CITs have high internal standards and strive to be the perfect counselor: They seek higher levels of skill attainment and role models because they want to know how to do counseling “right” (Ronnestad & Skovholt, 2003). Therefore, CITs may focus more on emulating and comparing themselves with seasoned counselors than on attending to client needs.

Super (1957) described a similar developmental phenomenon in a life-span, life-space theory. He called this experience “changing cultures” (p. 102) as adolescents leave the family and move into the world of adult work. Although not adolescents, CITs are engaged in a parallel process of negotiating the transition from the familiarity of the academic environment to the less predictable world of clinical work. Self-doubt and false self-understanding may accompany the CIT’s attempts to crystallize a more accurate professional counselor self-concept. Frequently, CITs hold idealized images and fantasies of the profession (Skovholt & Ronnestad, 2003), but the realities of the workplace may generate *occupational image dissonance* (i.e., when the realities of a career role do not align with the CIT’s idealized images or fantasies of the profession).

Whereas *moderate disharmony* (Savickas, 2002), or mismatches between image and work reality, produces variations in development, it is necessary to help individuals refine and deepen their personal and professional understanding. In contrast, *strong disharmony* (Savickas, 2002) equates to unusual patterns of development that require more intense intervention. Truell (2001) found that CITs often express difficulty with congruence between being themselves and being a professional, a fear of judgment by supervisors, and efforts to emulate supervisors. This suggests a need for a deeper exploration of personal images concerning their chosen profession. Truell also found that CITs desired more personalized contact and support from faculty and supervisors to help them explore anxiety and frustration in a more personal context.

The CIT’s personal story, or “the grand narrative” as Super et al. (1996, p. 135) termed it, can reveal specific life themes that foreshadow perception of and adaptation to career development tasks. Case studies (e.g., Savickas, 1998; Taber & Briddick, 2011; Taber, Hartung, Briddick, Briddick, & Rehffuss, 2011) show support for the existence and relevance of these themes for career development. By increasing CITs’ awareness of personal images and abilities to adapt, supervisors are able to help CITs develop positive work adjustments (Savickas, 2002).

To understand CITs' unique self-concept, one should bear in mind that career self-concept develops over time. Gottfredson (2005) described it as a four-stage process that lasts from early childhood into adulthood. During these stages, Gottfredson described individuals as using a combination of circumscription and compromise to establish self-concept and preferred career choice. Integrating Gottfredson's and Super et al.'s (1996) theories provides a framework through which CITs are viewed as engaging in experiential compromise (refining self-concept through personal work experiences) during their practicum, internship, and prelicensure periods. Thus, CIT occupational images are important to explore in supervision.

Creating a Personal Occupational Image

Developing an occupational image involves asking specific questions of the CIT. We recommend the Career Story Interview (CSI; Savickas, 1998, 2011), which addresses childhood heroes, hobbies, favorite activities, preferred and nonpreferred high school subjects, and early recollections. Savickas (1998, 2002, 2005) supported the process of developing the client's life stories and interweaving stories to build a career narrative. Themes emerge from the narrative that can expand personal awareness regarding an individual's unique personality traits and developmental challenges. These insights help the client work toward greater career adaptability. Taber and Briddick (2011) and Taber et al. (2011) presented case studies using the CSI that documented improvements in client self-understanding of identity and personal attributes that constituted the client's career adaptability. Similarly, Reid and West (2011), in a qualitative study on youth in transition, conducted CSIs and noted increases in participants' self-learning and control.

Applied to counselor supervision, the CSI process can facilitate CIT career development and help resolve occupational image dissonance. For example, the first CSI question explores heroes or people of great importance from the client's childhood. The supervisor listens for personality traits of the hero and ways in which the hero faces adversity. These elements reflect resources CITs may have incorporated into their personal career construction. Because individuals establish these internal models on the basis of social values and norms, they take these personal heroic traits and incorporate them into their self-concept. The supervisor uses follow-up questions such as "How are you like this hero?" "How are you different from this hero?" and "What is the hero overcoming in this story?" to deepen understanding of the CIT's self-concept. The CIT's perceptions are the most important area of focus because they indicate the problem-solving resources of the CIT. (For a complete list of CSI questions, see Savickas, 1998, 2011.)

The conflict between the CIT's current occupational position and the image of the hero represents occupational image dissonance and is a key component in understanding the personal self-concept themes for the CIT. Savickas (2002) stated that conflicts in the client's narrative represent the difficulties or challenges that the individual holds as a *life theme*. Adler (1937) stated that early recollections were consistent with the individual's idiosyncratic belief system. Thus, the conflict represents the CIT's challenges and relates

to the emerging professional self-concept as it interacts with professional work. The character in the narrative is symbolic of the CIT's individualized epistemology and represents specific challenges. These scripts become the narrative in context and are open to revision (Clark, 2002). The supervisor works through the remaining CSI questions using clarifying questions and statements as needed.

Once the CSI is completed and life themes are revealed, the CIT and supervisor coconstruct the present-day dilemma, or conflict, using the images and story that have been generated. After gaining an understanding of the current conflict and the CIT's career adaptability, they can work together to rewrite the CIT's personal narrative using the CIT's strengths. They can develop new scenes with alternative endings. The next section provides a review of the dimensions of career adaptability that allow CITs to make positive work adjustments.

CITs and Career Adaptability

Savickas (2005) defined career adaptability as a person's psychological assets for coping and penchant to address career development issues. He explained that clients often have undeveloped or untapped resources in career adaptability. Savickas et al. (2009) discussed career adaptability using four dimensions: concern, control, curiosity, and confidence. These are helpful in understanding the CIT's difficulties with career transitions during practicum and internship. Undeveloped aspects or unused resources in any of these dimensions may lead to specific adjustment problems.

Concern

Concern is the dimension that represents the CIT's temporal interest and attention to his or her professional development. Supervisees lacking concern may appear indifferent and show little interest in investing time in their professional development. For example, they may be reluctant to engage in additional clinical training or educational opportunities to extend their knowledge and skills. Creed, Fallon, and Hood (2009) found that decision making had a significant effect on career concern. Self-exploration showed a lesser effect, but the results supported the notion that inadequate self-exploratory processes and troubled decision making can affect career concern dramatically. Creed et al. suggested that helping build decision-making skills and supporting self-exploration are important in supporting career concern.

Exposing the CIT to the existence of diverse work settings may engage the CIT's personal career fantasies. Supervisors and CITs can process these fantasies (Skovholt & Ronnestad, 2003) and occupational images, and the supervisor can point out adaptability dimensions that would help the CIT to adjust to various work environments. Emphasizing the CIT's personal resources through use of the CSI should increase interest and concern in professional development.

Control

Control refers to the level of self-determination the CIT experiences in deciding his or her future as a professional. The ability to create positive

changes within the self and the environment, based on environmental demands, exemplifies the dimension of control. Creed et al. (2009) found that control, operationalized by impulse control and goal setting, was an important variable in the second-order factor of Career Adaptability. Additionally, using hierarchical regression analysis, Duffy (2010) determined that a sense of control mediated an individual's career adaptability. He summarized that a high sense of control led to higher career adaptability.

Ronnestad and Skovholt (2003) asserted that advanced trainees seek positive feedback from supervisors yet strive to be autonomous. The increased stress and constant self-evaluation that take place at this stage can lead to self-doubt and may cause CITs to question their effectiveness and career choice. Similarly, Savickas (in press) explained difficulty with control as "confusion, procrastination, or impulsivity."

Examples of difficulties in this dimension include CITs doubting their ability to have positive effects on their clients, avoiding adjustments to work demands, and not attending to developmental transitions. Helping CITs understand their internal images and how these affect their self-assessment and self-control is a means of helping CITs develop control. Pointing out CITs' strengths and helping inventory their personalized assets is a critical process in supporting growth in control. Aligning these strengths to the image of their hero is a positive association. Encouraging CITs to explore ways that they can influence their work environment (e.g., advocacy) by making positive contributions is another method for developing control.

Curiosity

CITs manifest curiosity through their questioning and experimentation. Ronnestad and Skovholt (2003) described trainees in Phase 3 as having a focus on perfection in carrying out work tasks. They reasoned that this may cause CITs to be extremely conservative and reluctant to innovate. A lack of exploration and experimentation by CITs signals a deficiency in curiosity. Savickas (in press) defined a lack of curiosity as having unrealistic expectations and visions of the work world and the self. Stumpf and Hartman (1984) noted that unrealistic career outlooks could lead to negative career experiences. Examples of a lack of curiosity include boredom, disinterest, and reluctance to experiment with new concepts or techniques with clients.

Helping CITs question routines and dig deeper into session content and the meaning of their work is an appropriate intervention to develop curiosity. Dialoguing with CITs about their fears of making mistakes and brainstorming ways to recover from blunders can promote experimentation and learning. Savickas (in press) stated that developing curiosity includes experimenting with possible selves in various situations. Drawing out career fantasies and occupational images, using the CSI, and discussing these as actual characteristics of professional counselors is a way of matching the CIT to the profession.

Confidence

Confidence is the CIT's self-assessed efficacy and ability to solve problems. A lack of confidence may lead to inhibition, anxiety, and withdrawal.

Ronnestad and Skovholt (2003) pointed out that CITs recognize the importance of training by comparing themselves with seasoned counselors. The Phase 3 CIT is looking up the developmental ladder at more advanced role models. This can generate self-doubt and frustration. Solberg, Good, Fischer, Brown, and Nord (1995) emphasized confidence as an important variable in career search outcomes. Additionally, counselor educators have expounded the importance of counselor self-efficacy as a variable in helping CITs to feel more competent in executing counselor behaviors (Kozina, Grabovari, Stefano, & Drapeau, 2012; Larson et al., 1992; Lent, Hill, & Hoffman, 2003). Examples of a deficit in confidence in CITs may include avoiding implementation of new strategies or interventions, being doubtful of one's abilities to function as a counselor, and expressing fear and anxiety regarding risk taking or confrontation.

Savickas (in press) stated that helping career clients recognize their problem-solving abilities and prior successes in typical activities helps build career confidence. Inviting supervisees to inventory their contributions and strengths is a primary way to build confidence. Connecting these strengths to the heroes from the CSI narratives can help the CIT see a personal contribution and asset.

In conclusion, these four dimensions of career adaptability are personalized to each CIT. Having techniques for assessing and working with these dimensions is an important aspect of the career counselor role that supervisors may need to use with their CITs. An essential aspect of understanding CITs' career adaptability is gaining insight into personalized themes of work and images of themselves as a worker. The supervisor accomplishes this through use of the CSI.

Using Occupational Images in Supervision: A Hypothetical Case

Shakia is a 37-year-old African American woman who taught for 5 years before she decided to enter a school counseling program. She and her partner have three children and live in a rural area. As a regular part of supervision, Shakia's supervisor used the CSI narrative questions to help gain a clearer understanding of her career identity and adaptability. This case presents portions of the original interview session and how the supervisor and Shakia applied the narrative data to her development as a school counselor. (*Note.* In the following dialogue, our reflections are presented in italics, and breaks in the transcript or additional information are indicated with bracketed commentary.)

Shakia entered the counseling program with her undergraduate teaching credential in secondary education. Prior to earning her undergraduate degree, Shakia had been in treatment for substance abuse issues. This was a long-standing challenge for her because she began to dabble in drugs while still in middle school. In her Family Counseling class, she created a genogram of her family of origin that illustrated a maternal lineage of drug abuse and addiction that began with her mother's generation, absent fathers, and chaotic family relationships that were marked with violence. Shakia brought

the genogram to supervision as a way to illustrate the origin of some of her misgivings about her ability to help others. After Shakia shared her story, the supervisor segued into the CSI questions.

Supervisor (S): What would you like to address in this time we have to discuss your career construction?

Shakia (CIT): I want to be really sure about my career choice. Sometimes I don't feel like I'm really being effective with the students. I want them to succeed in school and not make the kinds of mistakes that I made at their age. But I don't feel like I am making much of a difference, and I feel useless. I see you and other counselors really being able to help the kids, and I want to be like that, too. I just can't figure out how to "do it right." *(Although her feelings are developmentally appropriate at the beginning of her clinical experiences, Shakia is expressing lowered confidence as part of her career adaptability. She is comparing herself with other counselors and sees herself as ineffective.)*

S: Who were your role models when you were young? These roles models can be real or fictional characters.

CIT: That's easy—first and foremost, my grandmother! She was the one constant in my life and was always there to offer me guidance, even when I wouldn't listen. I miss her so much. . . . I often look back and feel like I let her down. She died a couple of years before I got my life straightened out and finished my undergrad degree. She would have been so proud of me.

The second was a cartoon character—is that OK? I was crazy about that dog, Scooby Doo. I really loved all the adventures he and his friends got into and how they solved riddles and problems for people. I thought it would be fun to be so carefree yet helpful to others.

The last one is Coretta Scott King. I respected her so much for how she was able to carry on the lifework of MLK [Martin Luther King Jr.] after he died. So many people would not have been able to overcome the awful murder of a husband and then all of the negative stories about him after his death, but she was so strong, and she set a good example for others.

S: How would you say you are like each one of these role models? [Shakia discussed how she admired the strength of her grandmother and Coretta Scott King. She saw them as stalwarts in her chaotic environment, and she wants to be like them now by setting a good example for others. In addition, she continues to be adventurous, like Scooby, extolling a deep interest in helping others work out their problems.]

S: What magazines, TV shows, books, plays, or stories do you read regularly or find yourself returning to often?

CIT: Well, I don't have a lot of time to read much of anything except textbooks since I started the program! But when I was in undergrad, I read Harper Lee's *To Kill a Mockingbird* for the first time and went back to reread it a couple of times since then. I can see myself in this story.

I especially like how the kids in the book were mischievous, yet they helped to solve the crime. They were happy-go-lucky and always got into things. I always wished I could have been like that as a child. The neighborhoods we lived in were always so dangerous that you practically risked your life just going to school. It seemed like those kids in the book lived in a paradise! *(In this microstory, Shakia again focuses on helping others and being involved in problem solving. She is also expressing her need to be an effective member of a community.)*

S: What is your favorite saying or motto?

CIT: It's corny, but my partner made me watch *Star Wars* with him. I really had no interest in that kind of movie until I began to see the symbolism and deeper stories of the characters. Yoda, the little goofy guy, said to Luke, "Do or do not. There is no try." For some reason that stuck with me, and I use it often with the children. *(Shakia is expressing her advice to herself that can be paraphrased as "Do not use excuses to fail. Always seek to improve and never give up doing.")*

S: Now take a moment and give me three of your earliest memories from your childhood. Try to recall memories before the age of 10, if you can.

CIT: Well, my first memory is very vivid. I was about 5 years old, and I remember seeing my mother sitting on the sofa with her eyes kind of drooping. I couldn't understand what she was saying because she was slurring her words. I was really scared and uneasy. I didn't know it at the time, but she was drunk and high. I just knew she wasn't "normal," and I remember being afraid of her and not knowing what to do. I felt scared.

My second memory was when I was about the age of 7. My grandmother was furious with me because I went outside to play with a friend. In our neighborhood, I wasn't allowed to go outside alone without someone watching me. My grandmother was afraid of what might happen if I was left alone. I always wanted to be freer to explore, but she was so afraid for me. That evening, my friend and I went out anyway, even though I knew I would get in trouble. We just walked around and watched the people talking; some boys were playing basketball. I couldn't understand what my grandmother was so worried about. But man! When I got home, my grandmother really laid into me. I learned then that I was supposed to check in before I did anything.

My third memory is from when I was turning 9. It was my birthday, and my mother was leaving to go buy a cake and get me a birthday present. My grandmother gave her strict orders about what to get and gave her the cash to get it. When my mother returned, all she had was a cupcake and a paddle with a ball stapled to it. You know those toys. She had wasted the money on drugs and my grandmother was so upset. She just cried and cried and I remember trying to console her by telling her I didn't mind not having a cake and a present. But in my heart, I was angry at my mother for hurting Grandma. I really didn't care about my birthday.

S: Can you give a headline for each memory?

CIT: “Out-of-Control Mother Frightens Little Girl!” Then, maybe, “Exploring the Hood Leads to a Lot of Grief” and “Girl Comforts Heartbroken Grandmother.”

S: Just listening to your headlines makes me think that staying in control is really important for you and that maybe if you aren’t sure of the next step, you are afraid that you might be seen by others as “out of control.” Could it be that because you aren’t able to really “control” the kids to make the right choices, you are afraid people will see that as a negative reflection of your value? You mentioned that your favorite saying is “Do or do not. There is no try.” But when you are counseling the students, you really are doing all you can “do.” Only they can make the choice to work toward their goals. You are already “doing,” as Yoda advised.

From your favorite book and TV show, it sounds like trying to figure out other people and helping them solve their problems are essential to your career satisfaction. When you were young, “exploring” the neighborhood brought a negative response from your grandmother, but she was probably wise in trying to keep you safe. Exploring the counseling profession, helping students explore their options, and so on are all “safe” paths of exploration. You can try out new techniques, practice different theories, and work with the students in different ways until you find the one that’s right for you and your client. Internship is about learning and trying out new ways of being—it’s OK to make mistakes now. And it’s clear from much of what you said that helping others is important to you! From admiring your supportive and nonjudgmental grandmother to admiring the strength that Coretta Scott King showed, it seems clear that you would like to be that strong figure who supports others as they find their way. To me, it sounds as if counseling is a great fit for you! I think you need to be as supportive to yourself as your grandmother was to you. It’s OK to explore in the safety of a training program and remember that you, like Coretta Scott King, can be a powerful role model—especially to the students at the school. You are “standing true” by staying on this career path and remembering that the influence you have on others may not bear fruit until long after your work with them is over.

This first supervision session ended with a coconstruction of Shakia’s occupational image using her role models. Shakia and her supervisor constructed her image of a school counselor as a strong, stable woman who helps students to be successful in life, encourages students to avoid mistakes, and helps them seize positive opportunities. Shakia also imagines a school counselor as a carefree, fun, adventurous person who is skilled at solving problems.

In a supervision session a month later, Shakia shared that she was seeing a student who was in a situation similar to one from her own childhood. Shakia expressed a caring and empathic attitude but admitted that she was experiencing countertransference. She wanted to rescue the student from the

situation. During the supervision session, Shakia realized that she was acting like her grandmother when she tried to protect Shakia from the neighborhood. Shakia was trying to protect the student from her environment. This made her feel incompetent, and she began to doubt her abilities. The supervisor acknowledged this lack of career confidence and reminded Shakia that she held an image of a strong woman who could bear the burden of suffering and still proceed toward justice. That image was Coretta Scott King. Shakia and her supervisor discussed the likelihood that Shakia's overidentification with some clients might draw her toward the desire to rescue but that she would consciously draw on her strengths to be a supporter and advocate for the children she serves. These two competing images did not make her less effective; in fact, they each contributed to her willingness to "do" the right things to help her clients. This is also an example of the adaptability dimension of control because Shakia was able to regulate her emotional pull to save her client and still maintain an advocacy stance in her work.

In a later supervision session, Shakia shared a challenge she was experiencing at her internship site. The principal had asked her to counsel the all-star football player at the school. Shakia was surprised at the request because the football player appeared to have a "solid" life; he was a popular student who also did well academically. He seemed to have few barriers to success, in her view. At first, Shakia had difficulty taking this request seriously, but she scheduled and conducted a session with him. She realized after the session that she did not make much effort into exploring the student's difficulties. She took this problem to her supervisor, and they discussed her dilemma. Shakia admitted that she did not try hard to understand the student. She relayed that he was not very forthcoming with her and realized it was probably her fault. This demonstrated a lack of career curiosity in Shakia. Her supervisor noted that she would have to work with a range of issues as a school counselor and that each person has a unique set of difficulties that create personal suffering. Her supervisor used the role model of Scooby Doo and asked Shakia, "What would Scooby do in this situation?" Shakia smiled and began to nod her head yes as she realized that she may be biased against those who did not share her background. She was seeing for the first time that people with less traumatic family histories may still be suffering and that she could use her role models to heighten her curiosity and help these students explore solutions also. Shakia related that, like Boo from *To Kill a Mockingbird*, "I need to accept all people." Using her role models to crystallize her career identity helped her to accept her self-imposed limitations, and she began to use her natural career curiosity to broaden her concepts about the boundaries of human suffering.

In their final supervision session of the semester, Shakia's supervisor reminded her of her accomplishments and related the work they completed in coconstructing her career narrative. The supervisor reminded Shakia of her role models, especially Coretta Scott King, and told Shakia that she was strong like King and noted that she had worked hard to complete this phase of her training. As she faced the challenge of transitioning into a full-time

position, using her role models would remain important. The supervisor addressed Shakia's need to be watched to remain safe and reminded Shakia that she possessed needed resources and was never really alone in this profession. Shakia ended the session affirming that she was much more confident and had a strong sense of professional identity that she developed through her supervision sessions.

In summary, using the CSI questions during supervision can uncover intrinsic motivation and self-concept constructs that influence CITs' beliefs and ideas about their career choice. Supervisors can use the CSI to assess for career adaptability strengths and areas needing development. This career-focused interview allows CITs to uncover and construct themes that have influenced their decisions to pursue careers in counseling. In turn, CITs are enabled to move forward in their re-created self-image of who they want to be as a counselor.

Conclusion and Research Recommendations

The use of early childhood recollections and memories is a common element in counseling practice and career counseling (Savickas, 1998). Using the construct of career self-concept (Super et al., 1996) and Gottfredson's (2005) theory may assist CITs in gaining insight into their career motivation and vision for their professional lives. Savickas (1998, 2011) provided a semi-structured interview that aids making career decisions, making adjustments, and recognizing and addressing developmental tasks. Counselor supervisors have an opportunity to help CITs understand how their personal visions of important people or fictitious characters from their youth contribute to their construction of an occupational image. By relating that image to the world of professional counseling and focusing on the personal career adaptability dimensions, supervisors can assist CITs in developing stronger career identities within the profession.

Quantitative and qualitative techniques may be useful in evaluating the adaptability dimensions and use of the CSI in supervision. The Career Futures Inventory (Rottinghaus, Day, & Borgen, 2005), a tool for measuring career-planning attitudes, and the Career Adapt-Abilities Scale (Savickas & Porfeli, 2011), a measure of the dimensions of career adaptability, may be useful in supervision to examine changes after the CSI is administered. Assessing the association of career adaptability and CITs' skill development may be accomplished with counselor development instruments (e.g., Counselor Activity Self-Efficacy Scales; Lent et al., 2003).

One way to explore CITs' career adaptability from a qualitative perspective would be to use Rehfuss's (2009) future career autobiography. Rehfuss had CITs write a brief career narrative before and after a career intervention about what they envisioned for their career in 5 years. Rehfuss found that the narratives provided evidence of student development in terms of focus, career interest, and flexibility. He indicated that this technique showed differences between students along the lines of career adaptability. Similarly, supervisors could administer this question prompt prior to and

after implementing the CSI. The CITs' narratives could then be compared using qualitative procedures. Finally, collecting CITs' perspectives on the CSI interview process may reveal additional benefits of the procedure. A longitudinal design following CITs in their career path may reveal important aspects of career adaptability and occupational images that enhance the CIT's professional career development.

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