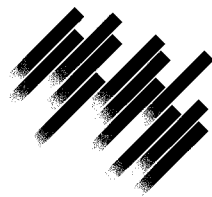




United Nations Educational, Scientific and Cultural Organization

Handbook on career counselling

A practical manual for developing, implementing
and assessing career counselling services
in higher education settings



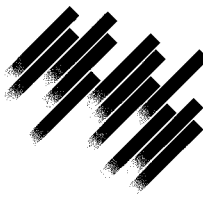
*Follow-up to the World Conference
on Higher Education
(Paris 5-9 October 1998)*

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Published in 2002
by the United Nations Educational,
Scientific and Cultural Organization
7, place de Fontenoy, 75352 Paris 07 SP

(ED-2002/WS/09)

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Foreword

Within the framework of activities undertaken as part of the follow-up of the World Conference on Higher Education (WCHE, Paris, 1998), UNESCO has decided to produce, in cooperation with its partners, a series of reference tools for all those who are involved in the reform and revitalization of higher education systems and institutions.

The first of the series, the *UNESCO Higher Education Indicators Study – Accountability and International Cooperation in the Renewal of Higher Education*, was published in 2001. Prepared in cooperation with the Commonwealth Higher Education Management Service (ACU-CHEMS), the study poses clear questions which illustrate how Member States and other partners can measure their progress in the implementation of WCHE orientations and lists existing performance indicators now in use and indicates where others need be further developed.

Other studies on key higher education issues (legislation, student affairs and services, women in higher education etc.) will be published shortly.

The present study, entitled *Handbook on Career Counselling*, is a practical manual for higher education institutions wishing to start a career-counselling centre or to strengthen their services to students in this area.

UNESCO thanks the International Association for Counselling for its valuable contribution to the production of this useful and comprehensive handbook.

Komlavi F. Seddoh
Director
Division of Higher Education

From the authors

This handbook is written in a way that is practical and is intended to be a guide for starting a career-counselling centre within a post-secondary setting.

The ideas contained in this handbook are relevant to both young and older adults. These ideas may also be adapted to other settings such as secondary schools or community agencies that focus on assisting people with career concerns.

Efforts were made to address a diversity of cultural contexts and the authors are aware that each of us is somewhat limited to the lenses of our own cultural experiences. A number of individuals and organizations have therefore been consulted to increase the applicability to various cultures. This handbook contains a general organizational framework as well as some specific knowledge. Individual countries are encouraged to adapt and revise the ideas and concepts to fit their own realities and contexts.

The writing team would like to thank the project affiliates for their contributions to this handbook. Special thanks to Margot Griffiths who field tested this handbook and provided feedback on its practical value.

It is hoped that this handbook will provide a starting point for higher education centres that are considering introducing career-counselling services to assist their student population.

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Introduction

Sampson, Watts, Palmer and Hughes (2000) highlight the importance of a collaborative effort between countries in considering the application of career theory to different cultural contexts. Stead and Harrington (2000, p. 323) state: 'The world is fast becoming a global village and the problems surrounding work in one country are often issues in other countries. Unemployment, career indecision, career decision making, work adjustment, and career education, among others, need attention in all countries.' Herr (2000) reviews various career issues that are now shared across nations involving globalization and restructuring of the workforce. Aluede (1996) considers the restructuring in Nigeria and the issues of unemployment and underemployment, which are due, in part, to rapid urbanization. Considering the similarities of career concerns globally, national and international collaboration regarding issues of career development is becoming increasingly important (Herr, 2000).

This handbook has been produced in the context of 'a global village'. One of the primary assumptions of the authors is that similar career concerns as well as career aspirations are shared across countries. Therefore, many of the career counselling strategies as well as the career counselling theories that are currently used have practical utility across cultures. However, it is also important to note that substantial variance also exists across countries and regions due to a number of factors, such as socio-economic conditions, religion, cultural traditions and many other factors. Thereby, either limiting or expanding the career counselling and career development process of individuals is a reflection of these factors.

The career development field is continually growing and changing to reflect the current career realities of individuals. There are various assumptions that provide the foundation for career counselling. For the purpose of clarity, as well as transparency, these assumptions will be considered. Secondly, various career definitions are provided although the individual definitions may vary from one country to another. Finally, an example of a career framework applicable to the multicultural context across developing countries is provided.

Assumptions, definitions and theory

There are various assumptions underlying the practice of career counselling. These include the following perspectives:

1. People have the ability and opportunity to make career choices for their lives. The amount of freedom in choices is partially dependent upon the social, economic, and cultural context of individuals.
2. Opportunities and choices should be available for all people, regardless of sex, socio-economic class, religion, disability, sexual orientation, age, or cultural background.
3. Individuals are naturally presented with career choices throughout their lives.
4. People are generally involved in a wide range of work roles across their lifespan. These roles include both paid and unpaid work.
5. Career counsellors assist people to explore, pursue and attain their career goals.
6. Career counselling basically consists of four elements: (a) helping individuals to gain greater self-awareness in areas such as interests, values, abilities, and personality style, (b) connecting students to resources so that they can become more knowledgeable about jobs and occupations, (c) engaging students in the decision-making process in order that they can choose a career path that is well suited to their own interests, values, abilities and personality style, and (d) assisting individuals to be active managers of their career paths (including managing career transitions and balancing various life roles) as well as becoming lifelong learners in the sense of professional development over the lifespan.
7. The reasons why individuals enter particular occupations vary according to the amount of importance placed on personal preferences, such as interests, or external influences, such as labour market trends or parental expectations.

8. Career decision-making is not something that happens only once in a person's life but, rather, it is an ongoing process that might take place at any age.

9. All forms of work are valuable, and contribute to the success and well-being of a society.

Definition of terms

There are many different terms used across the world in the field of careers guidance and counselling. For the purpose of this guide each of the terms is defined below.

Counselling

Actively listening to an individual's story and communicating understanding, respect and empathy; clarifying goals and assisting individuals with the decision-making process. Counselling is a mutual relationship between a counsellor (a professionally trained helper) and a client (a consumer of counselling services).

Career counselling

A largely verbal process in which a counsellor and counsellee(s) are in a dynamic and collaborative relationship, focused on identifying and acting on the counsellee's goals, in which the counsellor employs a repertoire of diverse techniques and processes, to help bring about self-understanding, understanding of behavioural options available, and informed decision-making in the counsellee, who has the responsibility for his or her own actions (Herr & Cramer, 1996).

Career

The interaction of work roles and other life roles over a person's lifespan including both paid and unpaid work in an individual's life. People create career patterns as they make decisions about education, work, family and other life roles.

Career development

The total constellation of economic, sociological, psychological, educational, physical and chance factors that combine to shape one's career (Sears, 1982).

Career theories

There are many career theories that may be helpful in providing a framework for career counselling. Over the past hundred years, a range of theories has underpinned, and continues to inform, the practice of career counsellors. The following have contributed to the theoretical understanding of professionals over the last twenty years: E. Ginzberg, J. D. Krumboltz, B. Law, K. Roberts, D. E. Super and A.G. Watts. There are countless others who have written about career and have contributed to the current understandings of career counselling. Further information can be found regarding various career theories in books such as *Career Counseling Techniques* by Brown and Brooks (1991), *Career Guidance and Counseling through the Life Span* by Herr and Cramer (1996), *Theories of Career Development* by Osipow & Fitzgerald (1996), *Career Development and Systems Theory* by Patton & McMahon (1999), and *Rethinking Careers Education and Guidance- Theory, Policy, and Practice* by Watts, Law, Killeen, Kidd and Hawthorn (1996).

One example of a framework that may be useful across cultures is Patton and McMahon's (1999) framework of career development (see Appendix D, used with the permission of Patton and McMahon). Patton and McMahon highlight the importance of society and the environment along with individual differences such as gender, values, sexual orientation, ability, disability, interests, skills, age, world-of-work knowledge, physical attributes, aptitudes, ethnicity, self-concept, personality, beliefs, and health (p. 157). They discuss the interaction of the individual with the social system including educational institutions, peers, family, media, community groups, and the workplace (p. 159). These interact with the environmental-social system that includes geographical location, political decisions, historical trends, globalization, socio-economic status, and the employment market (p. 160).

Patton and McMahon's (1999) ideas provide one example of a career framework that can be used to explain the career development process to students, as well as explaining the place of various career theories (i.e. trait and factor, developmental, social learning, etc.) and their relationships to each other. Counsellors are encouraged to learn about other career frameworks/ theories and to utilize the ideas that are most relevant to their own cultures.

People, tools and process

Components of a career counselling centre

There are various aspects to consider when setting up a career counselling centre, including the people who might work there, the tools and resources that can be made available to students, and the process or method of career counselling. There may be variations depending on whether the centre is in a university, a college, a technical school, or other higher education facility. It is important to take into consideration the specific needs of the student population. Regardless of the context, it would be beneficial for the centre to be affiliated with related academic and/or research departments, in order to connect it with the mainstream of university/college/technical school activity. This would also facilitate dialogue between members of the centre and the broader institutional community, to the benefit of both.

Holland, Magoon, and Spokane (1981) highlight the importance of the following for individuals: (a) exposure to occupational information; (b) cognitive rehearsal of vocational aspirations; (c) acquisition of some cognitive structure for organizing information about self, occupations and their relations; and (d) social support or reinforcement from counsellors or workshop members.

In order to assist students with career concerns, it is helpful to have various research tools available as well as individuals with specialized training who are familiar with the process of career counselling. The ideas provided in this handbook reflect options and possibilities. It is not necessary to implement all of the suggestions at once in order to establish a service that provides career assistance to students. If a career counselling centre is just getting started, some resources and ideas may be easier to implement while others require a greater investment of time and/or financial resources. For example, at the beginning stages, students might learn about job shadowing, résumés and interviews, or community members may be invited to come as guest speakers to talk about their jobs. These tasks are easier to implement than, for example, developing a thorough system of occupational information. The latter is a more complex task that may be developed over time (see Appendix C for an example of a letter where a

counsellor was involved in encouraging the beginnings of a career programme).

Resources

It is important for a career counselling centre to have specific resources available for students so that they can access information independently to help them in their career decision-making. The amount of resources available depends partly on the budget of the career counselling centre as well as the availability of such resources. Some examples of helpful resources are noted.

Books

The kinds of books that could be purchased include those that provide information about different types of jobs, such as educational requirements, amount of pay and descriptions of the work. It is important that the information be up to date.

Videos

Videos can be made available on various career topics for students to watch. Videos are particularly useful on the topic of interviewing skills, where students can watch examples of how to answer questions in a job interview situation. If the recording equipment is available, it is also useful to videotape students as they practise interviewing skills. They can observe themselves as the video is played back and learn what went well and what needs to be altered in their behaviour.

Well-classified information on careers/ jobs

It is useful to have a classification system of jobs where specific jobs that are related have been grouped together. This kind of a system allows individuals to expand their options when they are researching job possibilities. In countries where this kind of a classification system does not exist, career counsellors may consider creating this type of a system using classifications from other countries as a guide. It is important that this type of information be up to date, relevant, easily accessible, and reflective of the nature of the work world and current possibilities for students. For example, many books and resources are written in a way that assumes a

person will pursue one occupation throughout his or her working life. This is not reflective of the reality in many countries and there should be information provided on a variety of options including self-employment, part-time work, contract work and managing career transitions.

Career tests / assessments

In career counselling, career tests and assessments are often utilized to provide information regarding a variety of areas, such as interests or personality style. Unfortunately, many of these assessments do not translate well cross-culturally due to differences in cultural values and norms. However, there may be assessments available that have been developed or translated to fit the cultural context. It is beyond the scope of this paper to provide information regarding these kinds of instruments. It may be worth while to investigate the possibilities of incorporating formal or informal assessments into career programming.

College and university calendars

Colleges and universities typically print calendars describing the programmes offered. It is useful to have local, national and international information regarding the various educational programmes that are available. These resources can also be accessed through CD ROM or the Internet.

Computer-based information

Career counsellors are increasingly utilizing internet resources and computer assisted guidance systems. Through the internet, individuals can easily obtain career information from around the world. In addition to the internet, there are also CD ROM or web-based career guidance systems that may be purchased. Website addresses are almost endless but a few examples are included below:

Examples of websites

Kirk (2000) considers the changes in career counselling practices due to the impact of the Internet. Kirk provides examples of career planning and job-hunting websites including the following:

www.myjobsearch.com

www.adm.uwaterloo.ca/infocecs/CRC/manualhome.html

www.bgsu.edu/offices/careers/process/process.html

Some examples of additional websites include:

United States: www.naceweb.org/about/default.cfm

Canada: www.cacee.com/index.html

Australia: www.gradlink.edu.au/gradlink/home.asp

Spain: www.gsystems.ari.es/fadaecal

In addition to providing access to the Internet for students, the career counselling centre may also decide to create its own website. On this website, information can be provided for students and other interested individuals. Frequently asked questions can be posted on the website as a reference for students (Crozier, Dobbs, Douglas, & Hung, 1998).

Journals

It is helpful to have journals available so that those working with students can inform themselves about new strategies, theories, and resources. Some examples of career journals include the following:

African Journal of Education

Australian Journal of Career Development

The British Journal of Guidance and Counselling

The British Journal of Education and Work

Canadian Journal of Counselling

The Career Development Quarterly

Career Guidance Study (Japan)

Career Planning and Adult Development Journal

The Counsellor: Journal of Counselling Association of Nigeria

Guidance and Counselling

International Journal for Educational and Vocational Guidance

Journal of Career Assessment

Journal of Career Development

Journal of Employment Counseling

Journal of Higher Education (India)

Journal of Organizational Behavior

Journal of Vocational Behavior

Journal of Vocational Education and Training

Nigerian Journal of Guidance and Counselling

Occupational Outlook Quarterly

South African Journal of Education

Oriencacion y Sociedad
(Argentina)

*South African Journal of Higher
Education*

School Counselling Study (Japan)

Format

Career counselling and advising can be done in different ways including working with students individually or in groups. When working with groups of students in the context of an ongoing career group, it is important to limit the group to approximately six to ten students so that they are comfortable with each other and feel free to contribute their questions and comments within the group. For this type of a group that guides students through the career exploration process, approximately three or four sessions are recommended lasting two hours each. For workshops that are primarily focused on disseminating information, the number of students in attendance can be increased.

General process

The usual process of career counselling involves facilitating greater self-awareness, linking individuals to resources containing labour market information, increasing awareness of options available (including further study/training opportunities, work shadowing/experience/volunteer work as stepping stones towards long-term goals), assisting with the decision-making process, and teaching job search strategies. Checklists can be useful in guiding students through this process. A checklist of steps that can be taken may be constructed and provided for students to help them in areas such as self-awareness and opportunity awareness. A checklist may include lists of questions or important points regarding areas to consider in career exploration (see Appendix D for a sample checklist). The various parts of the career process can be reviewed and explained to students (see Appendix E for the career development cycle — included with the permission of Counselling Services, UBC).

Self-awareness

When individuals are considering career options, it is useful to assist them in attaining greater self-awareness by asking about their interests, values,

and skills in order that they might better understand which jobs are suited to them and which ones are not a good match. Someone who is well-matched to the job is likely to be more motivated and successful in his/her work, and to enjoy the job more than the person who is poorly suited.

Labour market information

Individuals need to gather information about the kinds of jobs that are available to them. This kind of information may be found through books or websites, as well as through a labour market information service that tracks current labour market trends and opportunities in the region or country. Along with using books and websites or a labour market information service, students can talk to family members, potential employers, and members of the community to ask questions about work options available.

Decision-making/ setting goals

In making a decision about the kind of work to pursue, it is important to integrate self-awareness with labour market information to arrive at the best fit for the person. It is often useful to engage in a discussion and weigh the costs and benefits of the various choices. Setting both short-term and long-term goals is also a useful activity for students to engage in.

Job search

Individuals may need assistance with job search strategies such as writing a résumé and cover letter, learning interview skills, and knowing where to look for jobs that are advertised as well as those jobs that are not advertised.

Facilities

The career counselling centre requires space for the career library, a group room for workshops and groups, and individual offices for career counsellors and career advisors. Ideally, it would also be equipped with one to several computers for Internet access.

Personnel

The personnel who would be employed in a career counselling centre would include career counsellors, career advisors, peer advisors, and a receptionist. Countries differ in the terminology and training requirements of various roles. There is also a vast difference across countries regarding the regulation and professional standards of career counselling and guidance. The terms that are utilized in this manual are not necessarily representative across countries.

The work of career counsellors, career advisors, and peer advisors may overlap in many ways. Each role is defined to show the various tasks that individuals are involved in to provide career programming for students. In addition to these roles, there is also the need for someone to perform book-keeping tasks, as well as someone available with knowledge of computers who can help to keep the computers working well.

Career counsellors

Career counsellors should have specialized training in career counselling and career development. They may also have additional training in personal counselling as well as in group counselling. They may facilitate career development groups for students or counsel students individually. Counsellors can assist students in various areas. Some examples include increasing self-awareness, decision-making, goal-setting and establishing a plan of action.

Career advisors

Career advisors should have specialized training and be able to provide specific information to individuals such as how to put together a résumé and cover letter, what to expect in a job interview, how to find a job, and how to use the resources in the career counselling centre. They may conduct workshops about these topics to groups of students as well as to advise students individually.

Peer advisors

Peer advisors are student volunteers that have been trained to assist others in obtaining the information that they need. They are informed about all of the centre resources available and are able to provide guidance in how to

use the resources and which materials might be most useful for each student coming into the centre. Peer advisors are also able to help individuals with low literacy skills to obtain the information that they need.

Receptionist

A receptionist should be available to answer questions, arrange individual appointments for career counsellors or career advisors, and to register people for groups or workshops.

Links with the community

A career counselling centre needs to have links with the community. There are various kinds of links involving liaison with schools, employers, alumni, family and personal friends. For example, alumni may be invited to speak to current students about their career paths. Another example includes inviting parents to come to the university to take a tour of the career counselling centre or to take part in a meeting with their son or daughter and the career counsellor. Liaising with potential employers is a key role of many career counselling centres in order to assist students to obtain work during their training or after graduation. There are many ways to build links with the community and this community involvement enriches the experience of students.

Parents, extended family, and personal friends

Parents and other family members can be an important source of support for students making career decisions. Family members can be actively involved in assisting with career choices. Personal friends are also possible resources for students and can help provide support and feedback.

Post-secondary links with high schools and elementary schools

Another way of linking with the community is to visit high schools and elementary schools to present information about career counselling and the various occupational options that are available to students.

Outreach Workshops and Presentations

Workshops can be conducted in the community in order to reach a greater number of people to teach and inform them about topics related to career development. Practical information may be disseminated this way such as hands-on workshops to show people how to create a resume or a discussion of the kinds of questions that may be asked in an interview.

Recruiting

Employers may be interested in advertising jobs and recruiting students while students are still pursuing their post-secondary training. Employers may wish to post jobs available and to conduct interviews at the campus. This process is beneficial for both the employers and the students in obtaining a complementary match of employer and employee. The employers have the opportunity to select from a number of eligible candidates and students have a chance to apply for various work positions before completing their training.

Work experience

Links with the community can also be established through various types of work experiences. Ideally, these experiences would be complementary to the educational programmes that students are involved in and would allow students to incorporate their knowledge from classes into the workplace. These work experiences might include co-operative programmes, apprenticeship, job shadowing, volunteer work or mentorship. Another area where students might obtain information about different types of work is through job fairs.

Co-operative programmes

Co-operative programmes are a joint venture between a post-secondary institution and an employer so that the student engages in course work followed by a work experience with an employer in the community. This work may be paid or unpaid and it may last from several days to several months. The work experience is connected to the students' area of study. After the work experience, the individual usually continues with more course work. At the end of his/her education, he/she has both education and work experience to offer future employers.

Apprenticeship

Apprenticeship is typically a formal arrangement where a student must pursue a particular amount of supervised work experience along with educational training before he/she receives the certification to practise in a specific occupational area. It is similar to a co-operative programme but a co-operative opportunity is typically optional for students while apprenticeship is usually mandatory. For example, fields such as auto mechanics often require apprenticeship.

Job shadowing

Job shadowing is helpful when students are exploring whether or not they might like a specific type of job. When a person job shadows, he/she accompanies someone working in a job to better understand the kinds of tasks that they do throughout a day. The person might assist with the work or observe the work that is done.

Volunteer work

Volunteer work is unpaid work and it is usually done on a part-time basis. It is useful for those individuals who have had very little work experience in the past. It is also helpful for people who are considering entering a particular field of work and would like to gain some experience in that area. Other people might participate in volunteer work in order to contribute to their community or to help a cause that they believe is important. Sometimes, volunteer opportunities are advertised but individuals can also approach employers to ask whether they might be involved in volunteering in order to build work experience.

Mentorship and role models

Students may find it helpful to consider mentors or role models. A mentor is generally someone who serves as a guide for a student. For example, if a student is planning to be a medical doctor, he/she might connect with an experienced medical doctor in the community and meet with this person occasionally for consultation regarding the work of being a medical doctor. A student learns from a mentor through the sharing of experience, advice, and learning by example.

Role models are similar to mentors. Role models are people that demonstrate positive qualities and are good examples of individuals that students may desire to imitate. A student may have many role models that reflect the various life roles. For example, one role model might be a good example of a dedicated worker and another person might be a good example of a caring parent. Mentorship implies a process more similar to an informal type of apprenticeship.

Job fairs

Job fairs can be organized by post-secondary institutions or by the community. A job fair is a large event where many employers are invited to participate. The employers represent their companies and they are available to talk with interested students about the company. The employers may or may not have jobs available at the time of the job fair. Individuals go to a job fair to find out about many different companies and to gather more information from the employers about jobs that may be available when they complete their training. Job fairs also present the opportunity to link students with resources that enhance their job search skills. In cases where employers are hiring, they may conduct brief interviews with students. Job fairs provide a cost-effective way for both employers and prospective employees to meet each other.

Job fairs can also be considered in areas where there is a problem of unemployment. In these cases, career counsellors and career advisors from the university may join with employers to help educate people about self-employment or training options.

Implications

The implications of providing the resources discussed in this manual vary somewhat according to cultural contexts. It is expected that students would find the resources beneficial in assisting them with the career development and job search process. However, there are also other important considerations. The process of career decision-making in this context might increase career choices and opportunities for students. Generally, this is a positive benefit of the process but some students might choose, for example to leave their villages and family farms for work in an urban setting. These kinds of decisions may have implications for immediate and extended family members as well as for the future of the village or farm.

Limitations

This handbook provides a starting point for developing a career counselling centre within a higher education facility. There were a number of suggestions provided by the project affiliates that are beyond the scope of this manual. However, they are ideas that are worthy of further consideration for future projects. These ideas have been included in Appendix F.

Closing thoughts

The aim of this handbook is to provide some practical guidance on starting a career counselling centre in a higher education setting. The field of career counselling and guidance is continually shifting and changing to reflect the changes in society and in the world of work. Readers are encouraged to contact any of the members of the writing team or the project affiliates for further clarification or assistance as needed.

Some closing advice that was provided by Margaret Dane includes the following:

1. Collaborate with others in the field and share information, sources, expertise, experience, practice and quality standards.
2. Develop strong links with employers.
3. Recruit the best staff you can get and keep developing them — allocate tasks appropriately.

Appendix: Resources and contacts

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C: Letter of reflection on the Handbook

From January to April, 2001, I was a visiting lecturer at Tumaini University in Iringa, Tanzania. I also served on a committee to develop curriculum for a proposed Masters degree programme in Counselling Psychology.

The United Republic of Tanzania is a country where counselling of any nature is a new concept. My role at Tumaini University was to introduce this concept and help in the development and understanding of what counselling means. To do this, I explored with Tanzanians their existing experience and understanding of counselling — within the family, community, or church context. I presented an overview of what counselling is, and very importantly in this culture, what counselling is not. I taught basic counselling skills to theology and education students, and did some counselling in the community, with the help of a translator, who was also a trained counsellor.

Introducing the principles of counselling in a university setting naturally included an exploration of career counselling, and I found your document very helpful. It is extremely accessible. I was able to use it to focus and streamline our discussion around the essential components of a career centre. While Tumaini University is a long way from developing such a centre, your document provided guidance and hope, by helping faculty realize that it is within their reach. Computer technology remains a challenge, and financial resources are scarce, however, the document provided inspiration and was helpful in setting priorities. Stressing that any beginning has merit was important. A peer programme was discussed, with plans for a career day, focusing on résumés, interviewing skills and networking. A good beginning that fostered the promise of things to come.

The strength of the document, for me, lies in its relative brevity. It was extremely useful to have important elements elucidated, without extensive literature reviews and explanations of theoretical underpinnings. It achieves the rare combination of being both thorough and succinct. I used the document at Tumaini University, and in teachers' college, and found it adaptable to both. It is extremely clear and well written. When introducing a concept for the first time, it was most helpful to have the broad brush stroke this document provides, without sacrificing depth.

Tanzanians have a strong appreciation for the need to develop self-awareness. They are facing the challenges of health problems, urbanization and inadequate infrastructure with the belief that change must begin on the individual level — with support for individual growth and development. I was very excited to be a part of beginning discussions on enhancing the human potential in the United Republic of Tanzania, and found your document invaluable. Thank you so much for sharing it with me.

Margot Griffiths

D: Career framework



The individual system



The social system



Environmental-societal system

E: Checklist

Career exploration/ job search checklist

Self-awareness:

1. What are my values?
2. What are my skills and abilities?
3. What are my interests?
4. What is my personality style?
5. What other life roles are important along with my job or occupation?
6. What are the family and cultural influences on my career path?

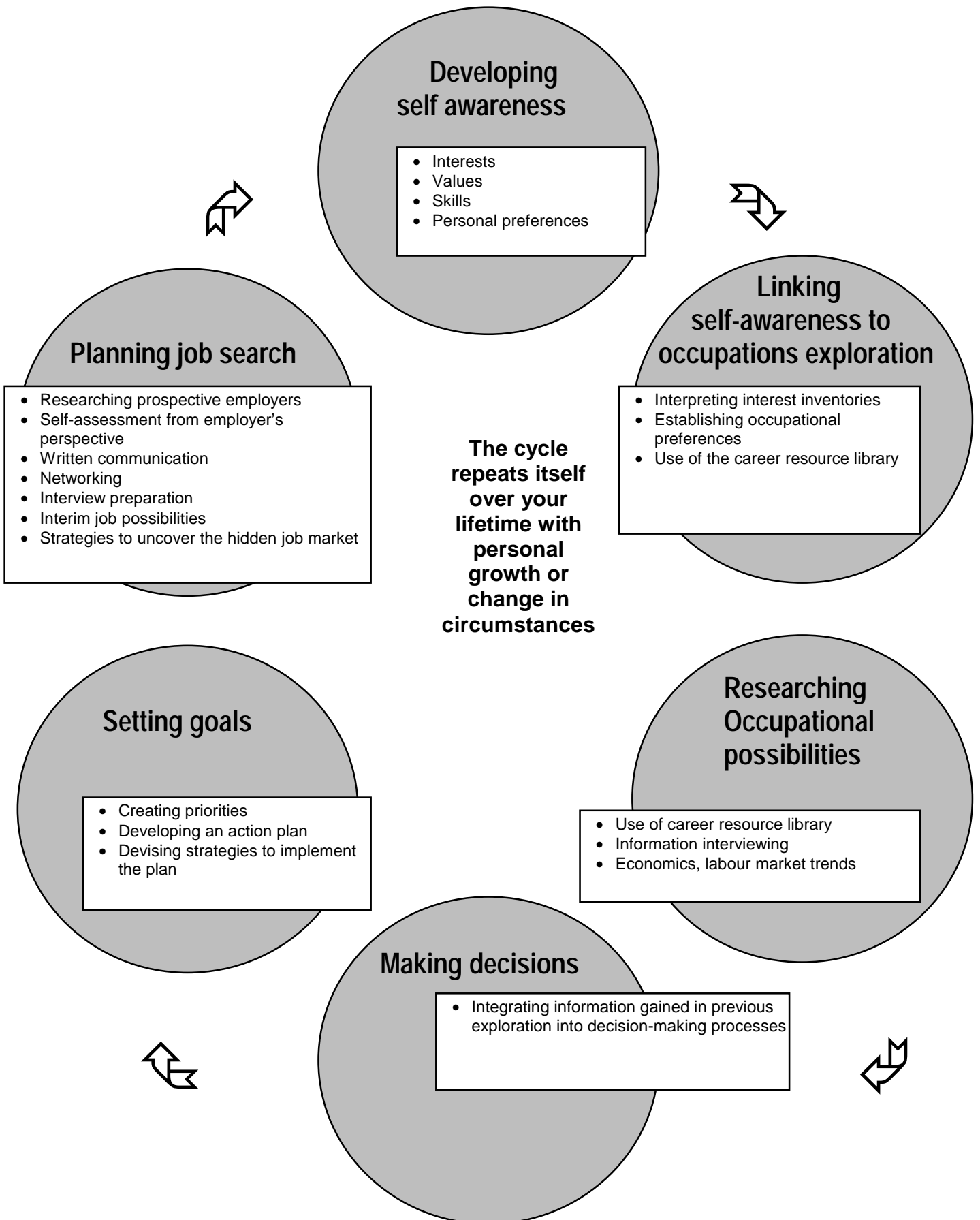
Opportunity-awareness:

1. What kinds of occupations and jobs am I suited for?
2. How much do I know about these different fields (job description, amount of pay, working conditions, opportunity for advancement, whether there is a demand for this field, the types of tasks performed, etc.)?
3. What are my options (possibilities: further study/training, work shadowing/ work experience/ volunteer work as a stepping stone towards long-term employment)?
4. What are my short-term and long-term goals?
5. How do I make decisions about these options?

Job search:

1. Do I have an up-to-date résumé and cover letter?
2. What do I need to know about going to a job interview?
3. How well do I network with others who may be potential employers?

F: Career development cycle



G: Next steps

Future research areas

1. The development of a curriculum for career counsellors tailored to universities in developing countries where there is no specific training offered in this area. Alternatively, providing access to distance counsellor education programmes.
2. In countries where unemployment is high, students may be drawn to work that appears to have a high labour market demand, or for the purpose of money or prestige. When students realize that the work is not well suited to them, they drop out of the training or the occupational field. Further research may consider how to educate students regarding the value of choosing a suitable occupational field, how to encourage students to follow through with their training, and how to teach individuals to consider self-employment/ entrepreneurial ideas in areas where unemployment is high.
3. How to develop a classification system of occupational fields in countries where it is difficult to access this type of information.
4. How to develop a labour market information service that will monitor labour market trends, including regional and national areas of growth and decline.
5. How to bridge the gap between generations where university students studying in an urban setting have parents who live in a rural setting and are illiterate.
6. How individuals living in rural locations may gain access and education in utilizing resources such as the Internet.
7. Compiling a list of website addresses of worldwide career sites.
8. Developing and/or adapting career assessment and testing instruments that are appropriate for the cultural context of specific countries.
9. Developing/adapting professional standards of practice for career counselling in developing countries.

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