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Series Preface

Tony Rousmaniere and Alexandre Vaz

We are pleased to introduce the Essentials of Deliberate Practice series of training books. We are developing this book series to address a specific need that we see in many psychology training programs. The issue can be illustrated by the training experiences of Mary, a hypothetical second-year graduate school trainee. Mary has learned a lot about mental health theory, research, and counseling techniques. Mary is a dedicated student; she has read dozens of textbooks, written excellent papers about counseling, and receives near-perfect scores on her course exams. However, when Mary sits with her clients at her practicum site, she often has trouble performing the counseling skills that she can write and talk about so clearly. Furthermore, Mary has noticed herself getting anxious when her clients express strong reactions, such as getting very emotional, hopeless, or skeptical about counseling. Sometimes this anxiety is strong enough to make Mary freeze at key moments, limiting her ability to help those clients.

During her weekly individual and group supervision, Mary's supervisor gives her advice informed by empirically supported counseling techniques and common factor methods. The supervisor often supplements that advice by leading Mary through role-plays, recommending additional reading, or providing examples from her own work with clients. Mary, a dedicated supervisee who shares tapes of her sessions with her supervisor, is open about her challenges, carefully writes down her supervisor's advice, and reads the suggested readings. However, when Mary sits back down with her clients, she often finds that her new knowledge seems to have flown out of her head, and she is unable to enact her supervisor's advice. Mary finds this problem to be particularly acute with the clients who are emotionally evocative.

Mary's supervisor, who has received formal training in supervision, uses supervisory best practices, including the use of video to review supervisees' work. She would rate Mary's overall competence level as consistent with expectations for a trainee at Mary's developmental level. But even though Mary's overall progress is positive, she experiences some recurring problems in her work. This is true even though the supervisor is confident that she and Mary have identified the changes Mary should make in her work.

The problem with which Mary and her supervisor are wrestling—the disconnect between her knowledge about counseling and her ability to reliably perform counseling—is the focus of this book series. We started this series because most counselors experience this disconnect, to one degree or another, whether they are beginning trainees or highly experienced clinicians. In truth, we are all Mary.

To address this problem, we are focusing this series on the use of deliberate practice, a method of training specifically designed for improving reliable performance of complex skills in challenging work environments (Rousmaniere, 2016, 2019; Rousmaniere et al., 2017). Deliberate practice entails experiential, repeated training with a particular skill until it becomes automatic. In the context of counseling, this involves two trainees role-playing as a client and a counselor, switching roles every so often, under the guidance of a supervisor. The trainee playing the counselor reacts to client statements, ranging in difficulty from beginner to intermediate to advanced, with improvised responses that reflect fundamental counseling skills.

To create these books, we approached leading trainers and researchers of major therapy models with these simple instructions: Identify 10 to 12 essential skills for your therapy model where trainees often experience a disconnect between cognitive knowledge and performance ability—in other words, skills that trainees could write a good paper about but often have challenges performing, especially with challenging clients. We then collaborated with the authors to create deliberate practice exercises specifically designed to improve reliable performance of these skills and overall responsive treatment (Hatcher, 2015; Stiles et al., 1998; Stiles & Horvath, 2017). Finally, we rigorously tested these exercises with trainees and trainers at multiple sites around the world and refined them based on extensive feedback.

Each book in this series focuses on a specific therapy model, but readers will notice that most exercises in these books touch on common factor variables and facilitative interpersonal skills that researchers have identified as having the most impact on client outcome, such as empathy, verbal fluency, emotional expression, persuasiveness, and problem focus (e.g., Anderson et al., 2009; Norcross et al., 2019). Thus, the exercises in every book should help with a broad range of clients. Despite the specific theoretical model(s) from which counselors work, most counselors place a strong emphasis on pan-theoretical elements of the therapeutic relationship, many of which have robust empirical support as correlates or mechanisms of client improvement (e.g., Norcross et al., 2019). We also recognize that therapy models have already-established training programs with rich histories, so we present deliberate practice not as a replacement but as an adaptable, transtheoretical training method that can be integrated into these existing programs to improve skill retention and help ensure basic competency.

About This Book

This book in the series focuses on career counseling skill development and is designed to help you feel more confident and supported when working with a range of career counseling clients. We encourage you to approach career counseling from a stance of curiosity and care. While this book delves into various career counseling techniques and skills, remember to draw upon your broader therapeutic skills as well, such as active listening, offering emphatic statements, and engaging with a genuine response.

In addition to encouraging your ongoing development of fundamental counseling skills, the exercises in this book will guide you in delving into your client's goals for career counseling, uncovering their innate skills, exploring their values, dissecting their decision-making styles, and examining the multifaceted impact of their cultural and familial backgrounds. Furthermore, you will find valuable guidance on seamlessly integrating career assessments into your counseling sessions, devising personalized homework assignments tailored to your client's unique needs, and skillfully addressing

challenging issues such as client ambivalence and skepticism within the context of career counseling sessions.

Each exercise is designed to help you apply a diverse array of career counseling skills through focused practice sessions and ongoing feedback. This deliberate approach is intended to bolster your confidence and proficiency in working with clients who present a wide range of concerns. In this book, we adopt deliberate practice methods to support experiential—learn by doing—training opportunities. The described methods and stimuli can facilitate practicing a range of important career counseling skills. In addition, it supports fine-tuning the “how” of intervention delivery, including in a flexible manner across diverse career counseling scenarios. Importantly, this book is not intended to replace core coursework and exposure to foundational career counseling theories and principles of practice. Rather, this book is intended to augment other common training components.

Thank you for including us in your journey toward career counseling expertise. Now let's get to practice!

Introduction and Overview of Deliberate Practice and Career Counseling

CHAPTER

1

I (J. M. T.) remember my first day as a graduate student at a career counseling practicum site like it was yesterday. As I sat in my office, waiting with anticipation for my first client, I read through his intake form—a nontraditional, first-generation international college student with mounting bills, a tight graduate student stipend, a new baby, and little emotional and academic support from his graduate program and advisor. He was considering withdrawing from his graduate program but was very worried about disappointing his family—a family that had invested and sacrificed greatly for him to study in the United States. He didn't know what to do. And at the moment, neither did I. As I fumbled my way through our first session, I leaned on the general therapeutic skills I had learned through my counseling skills course—active listening, empathy, asking open-ended questions, unconditional positive regard, and instilling hope. They were great common factor skills, but they were skills that would only take me so far.

Our hope is that this book will serve as an invitation for you to build on the general counseling skills you've already been working to develop and to expand those skills to the world of career counseling. Many of the foundational skills you use every day when you work with clients (e.g., empathic listening, warmth, rapport building, cultural humility, promotion of hope) can be harnessed and seamlessly integrated with the 10 specific career counseling skills for which we will help you build self-efficacy within this book. Whereas some books focus on theories, this book focuses on skill development and is designed to be a complement to a career counseling theories book and articles in the field of career counseling. We have intentionally focused this book with ongoing invitations to practice your developing career counseling skills because we know that some of the best ways to become a more confident and comfortable career counselor involve the process of hands-on learning, engaging in deliberate, ongoing practice, and receiving consistent, clear, and tailored feedback on your developing skills (see Jashinsky & King, 2019).

In their qualitative study of school counselors' experiences in career counseling and their self-assessments of their capabilities to provide career counseling to their students, Morgan et al. (2014) noted a common theme that spanned across all their

participants: school counselors reported that they had learned many theories in their career counseling class, but felt a disconnect with their ability to apply relevant career counseling skills to their work with their students. And this lack of training and preparation created a gap that lowered their confidence in their career counseling abilities and impacted their ability to engage adequately with their students. Some of their participants even noted that they found themselves wishing their students wanted to talk about suicide or another subject matter in which they felt more competent rather than career counseling. The authors noted that all their participants experienced a sense of inadequacy and a lack of confidence in their capacity to provide effective career counseling to their students. They expressed frustration and attributed it to their perceived lack of skill-based training in their career counseling course. This issue is all the more concerning, as some participants also highlighted that, based on their experiences as school counselors now, career counseling was, perhaps, one of the most critical subject matter areas for school counselors in training.

This lack of confidence around career counseling may best be mitigated by learning specific skills, broken down into manageable pieces, practicing those skills again and again with mock clients in a low-risk environment, and receiving concrete and clear feedback along the way. We encourage you to approach the exercises in this book without expectations of perfection. Disregarding the fact that “perfection” is not a realistic expectation in any counseling sessions and the “perfect” session would look different with different clients and different counselors, if you already knew how to provide “perfect” career counseling session, there would be no purpose in taking a career counseling class, reading any career counseling books or articles, or practicing any skills. In fact, some of our very best learning comes from making mistakes. We expect that the first few times you try a new skill, you will fumble a bit—maybe even a lot. This is normal, and it’s actually a good sign; it means that you’re challenging yourself and you’re growing. In fact, it’s not just okay to make mistakes; it’s actually good to make mistakes (Metcalf, 2017)! When you make a mistake, we encourage you to treat it as you would a new painting you just created: Appreciate what you did well, look for areas of improvement and acknowledge any mishaps, sign your canvas by taking ownership of your work, and then? Begin again. Over time, with practice, support, and quality feedback, you will naturally grow in confidence and ease in these skills. Now that we’ve shared a brief rationale for deliberate practice as a meaningful way to enhance your career counseling skills, let’s spend a moment introducing you to the career counseling deliberate practice exercises you will practice in this book.

Overview of the Deliberate Practice Exercises

The main focus of the book is a series of 12 exercises that have been thoroughly tested and modified based on feedback from trainers and trainees. The first 10 exercises each represent an essential career counseling skill. The last two exercises are more comprehensive, consisting of an annotated career counseling transcript and improvised mock counseling sessions that teach practitioners how to integrate all these skills into more expansive clinical scenarios. Table 1.1 presents the 10 skills that are covered in these exercises.

Throughout the exercises, trainees work in pairs under the guidance of a supervisor and role-play as a client and a career counselor, switching back and forth between the two roles. Each of the 10 skill-focused exercises consists of multiple client statements

TABLE 1.1. The 10 Career Counseling Skills Presented in the Deliberate Practice Exercises

Beginner Skills	Intermediate Skills	Advanced Skills
1. Exploring your client's skills	4. Exploring your client's cultural and familial influences	7. Feedback on career assessments
2. Exploring your client's values	5. Discussing the benefits of career counseling	8. Exploring underlying themes in assessments
3. Exploring your client's decision-making styles	6. Setting session goals	9. Addressing client ambivalence and skepticism
		10. Assigning homework in career counseling

grouped by difficulty—beginner, intermediate, and advanced—that calls for a specific skill. For each skill, trainees are asked to read through and absorb the description of the skill, its criteria, and some examples of it. The trainee playing the client then reads the statements, which include presenting challenges, the client's goal for career counseling, their attitude toward career counseling, and their strengths. The trainee playing the career counselor then responds in a way that demonstrates the appropriate skill. Trainee career counselors will have the option of practicing a response using the one supplied in the exercise or immediately improvising and supplying their own.

After each client statement and career counselor response is practiced several times, the trainees will stop to receive feedback from the supervisor. Guided by the supervisor, the trainees will be instructed to try statement-responses several times, working their way down the list. In consultation with the supervisor, trainees will go through the exercises, starting with the least challenging and moving through to more advanced levels. The triad (supervisor–client–career counselor) will have the opportunity to discuss whether exercises present too much or too little challenge and adjust up or down depending on the assessment.

Trainees, in consultation with supervisors, can decide which skills they wish to work on and for how long. Based on our testing experience, we have found practice sessions last about 1 to 1.25 hours to receive maximum benefit. After this, trainees become saturated and need a break.

Ideally, career counselor learners will both gain confidence and achieve competence by practicing these exercises. Competence is defined here as the ability to perform a career counseling skill in a manner that is flexible and responsive to the client. Skills have been chosen that are considered essential to career counseling and that practitioners often find challenging to implement.

The skills identified in this book are not comprehensive in the sense of representing all one needs to learn to become a competent career counselor. Some will present particular challenges for trainees. A short history of career counseling and a brief description of the deliberate practice methodology is provided to explain how we have arrived at the union between them.

The Goals of This Book

The primary goal of this book is to help trainees achieve competence in core career counseling skills. Therefore, the expression of that skill or competency may look somewhat different across clients or even within a session with the same client.

The career counseling deliberate practice exercises are designed to achieve the following:

1. Help career counselors develop the ability to apply the skills in a range of counseling situations.
2. Move the skills into procedural memory (Squire, 2004) so that career counselors can access them even when they are tired, stressed, overwhelmed, or discouraged.
3. Provide career counselors in training with an opportunity to exercise the particular skill using a style and language that is congruent with who they are.
4. Provide the opportunity to use the career counseling skills in response to varying client statements and affects. This is designed to build confidence to adopt skills in a broad range of circumstances within different client contexts.
5. Provide career counselors in training with many opportunities to fail and then correct their failed response based on feedback. This helps build confidence and persistence.

Finally, this book aims to help trainees discover their own personal learning style so they can continue their professional development long after their formal training is concluded.

Who Can Benefit From This Book?

This book is designed to be used in multiple contexts, including in graduate-level courses, supervision, postgraduate training, and continuing education programs. It assumes the following:

1. The trainer is knowledgeable about and competent in career counseling.
2. The trainer is able to provide good demonstrations of how to use career counseling skills across a range of counseling situations, via role-play and/or video. Alternatively, the trainer has access to examples of career counseling being demonstrated through counseling videos.
3. The trainer is able to provide feedback to students regarding how to craft or improve their application of career counseling skills.
4. Trainees will have accompanying reading, such as books and articles, that explain the theory, research, and rationale for career counseling and each particular skill. Recommended reading for each skill is provided in the sample syllabus (Appendix C).

The exercises covered in this book series were piloted in training sites from 16 countries across four continents (North America, South America, Europe, and Asia). This book is designed for trainers and trainees from different cultural backgrounds worldwide.

This book is also designed for those who are training at all career stages, from beginning trainees, including those who have never worked with real clients, to seasoned career counselors. All exercises feature guidance for assessing and adjusting the difficulty to target the needs of each individual learner precisely. The term *trainee* in this book is used broadly, referring to anyone in the field of professional mental health who is endeavoring to acquire career counseling skills. For further guidance on how to improve multicultural deliberate practice skills, see the book *Deliberate Practice in Multicultural Therapy* (Harris et al., 2024).

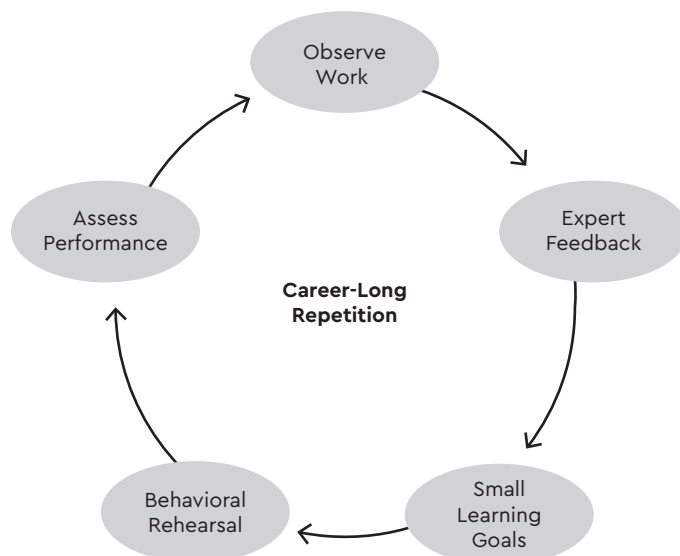
Deliberate Practice in Counseling Training

How does one become an expert in their professional field? What is trainable and what is simply beyond our reach, due to innate or uncontrollable factors? Questions such as these touch on our fascination with expert performers and their development. A mixture of awe, admiration and even confusion surround people such as Mozart, da Vinci, or more contemporary top performers such as athletes Serena Williams, Michael Jordan, or Caitlin Clark and chess virtuoso Garry Kasparov. What accounts for their consistently superior professional results? Evidence suggests that the amount of or time spent on a particular type of training is a key factor in developing expertise in virtually all domains (Ericsson & Pool, 2016). Deliberate practice is an evidence-based method that can improve performance in an effective and reliable manner.

The concept of deliberate practice has its origins in a classic study by K. Anders Ericsson and colleagues (1993). They found that the amount of time practicing a skill and the quality of the time spent doing so were key factors predicting mastery and acquisition. They identified five key activities in learning and mastering skills: (a) observing one's own work, (b) getting expert feedback, (c) setting small incremental learning goals just beyond the performer's ability, (d) engaging in repetitive behavioral rehearsal of specific skills, and (e) continuously assessing performance. Ericsson and his colleagues termed this process deliberate practice, a cyclical process that is illustrated in Figure 1.1.

Research has shown that lengthy engagement in deliberate practice is associated with expert performance across a variety of professional fields, such as medicine, sports, music, chess, computer programming, and mathematics (Ericsson et al., 2018). People may associate deliberate practice with the widely known "10,000-hour rule" popularized by Malcolm Gladwell in his 2008 book *Outliers*, although the actual number of hours required for expertise varies by field and by individual (Ericsson & Pool, 2016). This, however, perpetuated two misunderstandings. First, that this is the number of

FIGURE 1.1. Cycle of Deliberate Practice



Note. From *Deliberate Practice in Emotion-Focused Therapy* (p. 7), by R. N. Goldman, A. Vaz, and T. Rousmaniere, 2021, American Psychological Association (<https://doi.org/10.1037/0000227-000>). Copyright 2021 by the American Psychological Association.

deliberate practice hours that everyone needs to attain expertise, no matter the domain. In fact, there can be considerable variability in how many hours are required.

The second misunderstanding is that engagement in 10,000 hours of work performance will lead one to become an expert in that domain. This misunderstanding holds considerable significance for the field of counseling and psychotherapy, where hours of work experience with clients has traditionally been used as a measure of proficiency (Rousmaniere, 2016). Research suggests that the amount of experience alone does not predict practitioner effectiveness (Goldberg, Rousmaniere, et al., 2016). It may be that the quality of deliberate practice is a key factor.

Practitioner scholars, recognizing the value of deliberate practice in other fields, have called for deliberate practice to be incorporated into training for mental health professionals (e.g., Bailey & Ogles, 2019; Hill et al., 2020; Rousmaniere et al., 2017; Taylor & Neimeyer, 2017; Tracey et al., 2015). There are, however, good reasons to question analogies made between career counseling and other professional fields, such as sports or music because by comparison, career counseling is so complex and free form. Sports have clearly defined goals, and classical music follows a written score. In contrast, the goals of career counseling shift with the unique presentation of each client at each session. Counselors do not have the luxury of following a score.

Instead, good counseling is more like improvisational jazz (Noa Kageyama, cited in Rousmaniere, 2016). In jazz improvisations, a complex mixture of group collaboration, creativity, and interaction are coconstructed among band members. Like career counseling, no two jazz improvisations are identical. However, improvisations are not a random collection of notes. They are grounded in a comprehensive theoretical understanding and technical proficiency that is only developed through continuous deliberate practice. For example, prominent jazz instructor Jerry Coker (1990) listed 18 skill areas that students must master, each of which has multiple discrete skills including tone quality, intervals, chord arpeggios, scales, patterns, and licks. In this sense, more creative and artful improvisations are actually a reflection of a previous commitment to repetitive skill practice and acquisition. As legendary jazz musician Miles Davis put it, "You have to play a long time to be able to play like yourself" (Cook, 2005, p. 112).

The main idea that we would like to stress here is that we want deliberate practice to help career counselors become themselves. The idea is to learn the skills so that you have them on hand when you want them. Practice the skills to make them your own. Incorporate those aspects that feel right for you. Ongoing and effortful deliberate practice should not be an impediment to flexibility and creativity. Ideally, it should enhance it. We recognize and celebrate that career counseling is an ever-shifting encounter and by no means want it to become or feel formulaic. Strong career counselors mix an eloquent integration of previously acquired skills with properly attuned flexibility. The core career counseling responses provided are meant as templates or possibilities, rather than "answers." Please interpret and apply them as you see fit, in a way that makes sense to you. We encourage flexible and improvisational play!

Simulation-Based Mastery Learning

Deliberate practice uses simulation-based mastery learning (Ericsson, 2004; McGaghie et al., 2014). That is, the stimulus material for training consists of "contrived social situations that mimic problems, events, or conditions that arise in professional encounters" (McGaghie et al., 2014, p. 375). A key component of this approach is that the stimuli being used in training are sufficiently similar to the real-world experiences so that they provoke similar reactions. This facilitates *state-dependent learning* in which

professionals acquire skills in the same psychological environment where they will have to perform the skills (Fisher & Craik, 1977). For example, pilots train with flight simulators that present mechanical failures and dangerous weather conditions, and surgeons practice with surgical simulators that present medical complications. Training in simulations with challenging stimuli increases professionals' capacity to perform effectively under stress. For the career counseling training exercises in this book, the "simulators" are typical client statements that might actually be presented in the course of counseling sessions and call on the use of the particular skill.

Declarative Versus Procedural Knowledge

Declarative knowledge is what a person can understand, write, or speak about. It often refers to factual information that can be consciously recalled through memory and often acquired relatively quickly. In contrast, procedural learning is implicit in memory and "usually requires *repetition of an activity*, and associated learning is demonstrated through *improved task performance*" (Koziol & Budding, 2012, p. 2694, emphasis added). Procedural knowledge is what a person can perform, especially under stress (Squire, 2004). There can be a wide difference between their declarative and procedural knowledge. For example, an "armchair quarterback" is a person who understands and talks about athletics well but would have trouble performing it at a professional ability. Likewise, most dance, music, or theater critics have a high ability to write about their subjects but would be flummoxed if asked to perform them.

The sweet spot for deliberate practice is the gap between declarative and procedural knowledge. In other words, effortful practice should target those skills that the trainee could write a good paper about but would have trouble actually performing with a real client. We start with declarative knowledge, learning skills theoretically and observing others perform them. Once learned, with the help of deliberate practice, we work toward the development of procedural learning, with the aim of counselors having "automatic" access to each of the skills that they can call on when necessary.

Let us turn to a brief theoretical background on career counseling to help contextualize the skills of the book and how they fit into the greater training model.

Overview of Career Counseling

"So . . . what do you do?" In some cultures, this is often one of the first questions asked when meeting someone new—as common, perhaps, as asking how someone is doing or what their name is. But underneath that question lies an important reality; for many, their identities—even their worth—are linked with their job titles. They define who they are by what they do.

This enmeshment—or lack thereof—between a person's job title and their personal identity can create significant identity dissonance. When people do not feel that the two are aligned, when they lose their jobs, when they fail at work, or when they don't get that promotion they've been working so hard for, those experiences can create conflicts that commonly bring clients into our offices.

However, enmeshment is just one of many reasons people may find themselves in need of career support and a metaphorical lifeline. In some cultures, where "workaholicism" is admired and respected, burnout and poor health become constant companions (Abramson, 2022; American Psychological Association, 2021; Andreassen, 2014) and can lead to significant distress if not addressed (Maslach & Leiter, 2016; Papathanasiou,

2015). In addition, research by other scholars suggests that the pressure to find one's "calling" can leave college students feeling uneasy, confused, and indecisive (Duffy & Sedlacek, 2007).

The issues people experience today are issues people experienced decades, even centuries ago as well. As one example, the economic depression of 1873 had an impact on many Americans, including Frank Parsons, who lost his job after his employer fell into bankruptcy. In 1908, Parsons, who is often referred to as the "father" of the vocational guidance movement, created the Vocation Bureau of Boston to assist others who were unemployed and were looking for a career. From his experiences and the vocational program he created arose the first principles of vocational choice; Ralph Elbertson identified five of Parsons's principles in Parsons's (1909) book, and Jones (1994) has since identified five additional principles from Parsons. Three key components of the first career development theory include the following: (a) a thorough self-understanding of one's skills, interests, goals, resources, and barriers and their causes; (b) an understanding of particular career paths (e.g., the needs of an employer and requirements for success, the advantages and disadvantages of specific careers, opportunities within other careers); and (c) what Parsons's termed "true reasoning," or decision-making and career planning based on knowledge of oneself and knowledge of careers (Parsons, 1909, p. 5). Exploring these three areas set the foundation for numerous career theories that have since followed.

The good news that we know decades later is that career counseling works. Research suggests that career counseling can have both short-term and long-term positive effects for clients (Perdrix et al., 2012). One key ingredient of career counseling success may be the counselors themselves. Whiston (2020) summarized both historical and recent meta-analyses on the components of effective career counseling. Among the findings summarized by the author, many studies suggest that the support clients feel from their career counselors plays an integral role in the usefulness of career counseling (see also Whiston et al., 2017).

While we're talking about support, we would like to acknowledge that trainees often worry that they should be the expert and should have all the answers to solve their clients' problems. We want to gently remind you that it is not your responsibility to solve your client's problems but rather to collaborate with them to engage in meaningful reflection; to create an open space for clients to share their experiences, thoughts, and feelings; and to invite them on a journey together to explore future options. The exercises in this book are designed to help you do just that. We have gathered in this book skills that build on decades of research (see Soares et al., 2022) that highlight common career counseling tasks—tasks such as exploration of skills, values, and personal interests; job search training; career decision-making training; and more.

In addition to gaining comfort and familiarity with common career counseling tasks through the 10 exercises in this book, approaching career counseling with a multicultural orientation through cultural humility, cultural comfort, and cultural opportunities (Davis et al., 2018) is particularly crucial. We invite you to take one practical first step by committing some time to self-exploration. Consider your earliest career hopes and dreams; your past career experiences; biases and assumptions you hold about different careers; the ways in which mentors have shaped you thus far; the messages you've received from friends, family, and your salient cultures surrounding the topic of careers; careers you've felt were "off limits" for you and why; how society has shaped your career path and what careers were or felt attainable; and events that have shaped your educational and career decisions. The more you are aware of your own history, biases,

assumptions, and experiences, the less your story will inadvertently bleed into your sessions with your clients.

Career Counseling Skills in Deliberate Practice

Now that we've discussed the relevance of careers in everyday life, provided a brief history of career counseling, and discussed the importance of multicultural orientation and self-reflection, let's situate career counseling skills in the context of deliberate practice itself. In this next section, we delve into the three categories of skills in this book and discuss each skill in more detail so that you will know what to expect from this book and how these exercises help you.

Categorizing Career Counseling Skills

The 10 career counseling skills in this book are categorized in two ways. The first way they are categorized is by their perceived difficulty level. Three of the skills are categorized as "beginner" skills, three additional skills are categorized as "intermediate," and four of the skills are categorized as "advanced."

The second way the skills are categorized is by their relevant themes. The first three beginning skills focus on fostering personal insight and self-exploration. These skills will enable you to better understand who your client is, what's important to them, and how they approach a range of situations and life decisions. The following four intermediate skills concentrate on guidance and goal setting. Within these four skills, you will learn how to explore the impact of your client's cultures and family on their education and career decisions, you will learn how to discuss with verbal fluency why career counseling could be useful for your client, and you will learn how to set personalized session goals with your client. Collaboratively crafting session goals will create greater focus and clarity for your career counseling sessions and will build a roadmap for your interventions and even future homework assignments for your client. The final three advanced skills focus on integrative skills. These will support you in tying career assessment results together, linking themes across assessment findings, listening to the client's underlying messages and addressing their concerns, and assigning homework tailored to each client's specific needs. As a career counselor, you may provide group counseling as well. Many of the skills you will learn can be adapted and used in group career counseling sessions as well.

Comprehensive Exercises

In addition to the 10 career counseling skills introduced in this book, we also share two comprehensive exercises for you. Exercise 11 provides you with an annotated career counseling practice session transcript. This exercise will allow you to visualize the 10 skills integrated and in action. Then, after practicing each of the skills through the 10 exercises provided and reviewing an annotated career counseling session transcript, you will have the opportunity to practice integrating the career counseling skills you have developed through improvisational role-plays of more extensive career counseling sessions. This final exercise, Exercise 12, will support you by increasing your confidence in incorporating the skills you have developed across this learning experience in comprehensive career counseling sessions. The more you practice, the more natural and fluid your sessions will become.

The Career Counseling Skills Presented in Exercises 1–10

Now that we've discussed a brief overview and rationale for the exercises, let's delve into a brief description of each skill.

Beginner Exercises

Exercise 1: Exploring Your Client's Skills. Through this exercise, you will boost your confidence in helping clients integrate their skills into their current or future career. You will also collaborate with your client to identify potential career paths that align with and capitalize on their skill sets.

Exercise 2: Exploring Your Client's Values. In addition to exploring skills, you will also learn how to help your client explore their values. In this exercise, you will assist them in examining ways they could integrate those values more intentionally in their current job or use those values to inform future vocational or avocational decisions (e.g., using values to narrow down potential career paths or to inform questions a client could ask during job interviews, exploring hobbies that could help your client align their values in life outside of work).

Exercise 3: Exploring Your Client's Decision-Making Styles. The topic of decision-making has gained significant research attention as an important construct in career counseling (Soares et al., 2022). By completing Exercise 3, you will learn how to help clients who are stumped and stalled by indecision. Rather than beginning by suggesting solutions to their indecision, you will explore what they have tried thus far to attempt to address their uncertainty. You will then work with your client to brainstorm a task to address their indecision.

Intermediate Exercises

Exercise 4: Exploring Your Client's Cultural and Familial Influences. Exercise 4 invites you and your client to delve into the cultural and familial messages that have shaped your client's view of particular careers, your client's salient collective values, and the messages they have received through observing the career experiences of family members and others in their cultural community.

Exercise 5: Discussing the Benefits of Career Counseling. This exercise will help you become more comfortable discussing the ways in which career counseling could be beneficial for your client. The purpose and personal benefits of career counseling will necessarily differ, depending on each client's individual needs and presenting concerns. This skill is particularly helpful to address client ambivalence or skepticism, which we discuss in more detail in Exercise 9.

Exercise 6: Setting Session Goals. Utilizing this skill, you will be able to work collaboratively to create session goals that are tailored to your client's presenting concerns. This skill will help you build focus and direction in your sessions and will support you and your client in monitoring progress in career counseling.

Advanced Exercises

Exercise 7: Feedback on Career Assessments. After gaining confidence in exploring your client's skills, values, decision-making styles, and cultural and familial influences, you'll be ready to head into some of the more advanced career counseling skills. Exercise 7 focuses on providing feedback to your clients on their career assessment results. You will learn how to highlight a primary observation from your client's assessment results,

you will note important caveats about the limitations of assessment results that help contextualize any assessment report recommendations, and you will learn how to create space for your client to share their thoughts and reactions to their assessment results.

Exercise 8: Exploring Underlying Themes in Assessments. Exercise 8 builds on the foundational skills developed in Exercise 7. In Exercise 8, you will gain competence in uncovering underlying themes across your client's assessment results and will practice inviting your client to reflect on the underlying theme you pose.

Exercise 9: Addressing Client Ambivalence and Skepticism. In this exercise, you'll master the art of navigating some particularly challenging situations counselors face: client ambivalence and skepticism. This skill will empower you to engage with your clients effectively, bridging the gap in counseling and meeting them where they are. Rather than dismissing their feelings or attempting to persuade them otherwise, you'll learn techniques to ask open-ended questions that encourage clients to identify reasons career counseling could be beneficial.

Exercise 10: Assigning Homework in Career Counseling. This final skill will equip you to offer clients meaningful homework assignments that address their current concerns and align with their career counseling goals. We will introduce you to a variety of potential assignments for clients who wish to work on their career concerns beyond your counseling sessions. Through this exercise, you will become adept at creatively engaging your clients outside of the career counseling sessions. This will enable clients to maximize their career counseling experience and will motivate them to actively explore and shape their career decisions.

A Note About Vocal Tone, Facial Expression, and Body Posture

Although we have briefly introduced you to the 10 career counseling skills in this book, we would be remiss if we didn't also touch briefly on the importance of our nonverbal communication and our tone as career counselors. Nonverbal communication plays a critical role in the counseling session and in one's ability to express themselves (Mitzkovitz et al., 2022). Counselors can improve their multicultural competence by paying attention to the nonverbal communication in a counseling session (Mariska & Harrawood, 2013).

So what does appropriate nonverbal communication look like in career counseling? We want to note at the outset that attending to microexpressions and nonverbal communication are equally as important in career counseling as they are in personal counseling. When providing career counseling, we encourage you to approach your clients with warmth, humility, empathy, open-mindedness, and curiosity. An open posture, expressing positive regard, appropriate eye contact (which, importantly, can vary from culture to culture; see Uono & Hietanen, 2015), nonverbal cues (e.g., nodding; displaying a responsive emotion facially, such as smiling or frowning), mirroring, and respecting your client's personal space, recognizing this may differ across cultures, are all important nonverbal skills to attend to in your sessions.

The Role of Deliberate Practice in Career Counseling Training

As noted earlier, research suggests that counselors frequently report feeling ill-equipped to provide career counseling, largely because career counseling classes often focus on career development theories but lack a focus on helping students build tangible career

counseling skills (Morgan et al., 2014). Deliberate practice offers a practical anecdote to address this common issue. The more you hone these skills through practice, the more at ease you will feel during your client sessions.

Overview of the Book's Structure

This book is organized into three parts. Part I contains this chapter and Chapter 2, which provides basic instructions on how to perform these exercises. We found through testing that providing too many instructions upfront overwhelmed trainers and trainees, and as a result, they skipped past them. Therefore, we kept these instructions as brief and simple as possible to focus only on the most essential information that trainers and trainees will need to get started with the exercises. Further guidelines for getting the most out of deliberate practice are provided in Chapter 3, and additional instructions for monitoring and adjusting the difficulty of the exercises are provided in Appendix A. **Do not skip the instructions in Chapter 2, and be sure to read the additional guidelines and instructions in Chapter 3 and Appendix A once you are comfortable with the basic instructions.**

Part II contains the 10 skill-focused exercises, which are ordered based on their difficulty: beginner, intermediate, and advanced (see Table 1.1). They each contain a brief overview of the exercise, example client–career counselor interactions to help guide trainees, a list of criteria for mastering the relevant skill, and step-by-step instructions for conducting that exercise. The client statements and sample career counselor responses are then presented, also organized by difficulty (beginner, intermediate, and advanced). The statements and responses are presented separately so that the trainee playing the career counselor has more freedom to improvise responses without being influenced by the sample responses, which should only be turned to if the trainee has difficulty improvising their own. The last two exercises in Part II provide opportunities to practice the 10 skills within simulated career counseling sessions. Exercise 11 provides a sample career counseling session transcript in which the career counseling skills are used and clearly labeled, thereby demonstrating how they might flow together in an actual career counseling session. Career counseling trainees are invited to run through the sample transcript with one playing the career counselor and the other playing the client to get a feel for how a session might unfold. Exercise 12 provides suggestions for undertaking mock sessions, as well as client profiles ordered by difficulty (beginner, intermediate, and advanced) that trainees can use for improvised role-plays.

Part III contains Chapter 3, which provides additional guidance for trainers and trainees. While Chapter 2 is more procedural, Chapter 3 covers big-picture issues. It highlights six key points for getting the most out of deliberate practice and describes the importance of appropriate responsiveness, attending to trainee well-being and respecting their privacy, and trainer self-evaluation, among other topics.

Three appendixes conclude this book. Appendix A provides instructions for monitoring and adjusting the difficulty of each exercise as needed. It provides a Deliberate Practice Reaction Form for the trainee playing the career counselor to complete to indicate whether the exercise is too easy or too difficult. Appendix B includes a Deliberate Practice Diary Form that can be used during a training session's final evaluation to process the trainees' experiences, but its primary purpose is to provide trainees a format to explore and record their experiences while engaging in additional, between-session

deliberate practice activities without the supervisor. Appendix C presents a sample syllabus demonstrating how the 10 deliberate practice exercises and other support material can be integrated into a wider career counseling training course. Instructors may choose to modify the syllabus or pick elements of it to integrate into their own courses.

Downloadable versions of this book's appendixes, including a color version of the Deliberate Practice Reaction Form, can be found in the "Resources" tab online (<https://www.apa.org/pubs/books/deliberate-practice-career-counseling>).