

A Typical Career Counseling Process



Career Development Guidelines for High School Students

1. Self-Knowledge

- Understanding the influences of a positive self-concept
- Skills to interact positively with others
- Understanding the impact of growth and development

2. Educational and Occupational Exploration

- Understanding the relationship between educational achievement and career planning
- Understanding the need for positive attitudes toward work and learning
- Skills to locate, evaluate, and interpret career information
- Skills to prepare to seek, obtain, maintain, and change jobs
- Understanding how societal needs and functions influence the nature and structure of work

3. Career Planning

- Skills to make decisions
- Understanding the interrelationship of life roles
- Understanding the continuous changes in male-female roles
- Skills in career planning

Career Planning Considerations for High School Students

1. Georgia Department of education
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Guidance-and-Counseling-Overview.aspx>



PCRN PERKINS COLLABORATIVE
RESOURCE NETWORK

2.
<http://cte.ed.gov/initiatives/career-pathways-systems>
3. The Federal Resources Playbook for Registered Apprenticeship EMPLOYMENT AND TRAINING ADMINISTRATION UNITED STATES DEPARTMENT OF LABOR
<https://www.doleta.gov/oa/federalresources/playbook.pdf>
4. Helpful Websites for College/Career Guidance
<http://www.career.fsu.edu/techcenter/>
<http://www.sa.psu.edu/career/>
<http://www.career.ucsb.edu/>
www.mymajors.com

Career Counseling Assessments

For a fee Assessment Websites

- <http://www.cpp.com/products/strong/index.asp>
- <http://www.self-directed-search.com/>
- <http://www.cpp.com/products/mbti/index.asp>

No-Fee Assessment Websites

- University of Waterloo Career Services – cdm.uwaterloo.ca/step1.asp
- CareerKey – careerkey.org/cgi-bin/ck.pl?action=choices
- University of Missouri Career Center - <http://career.missouri.edu>
(Select *Career Interests Game*)
- iSeek Skills Assessment – iseek.org/careers/skillsAssessment
- Motivational Assessment of Personal Potential - www.assessment.com
- ACT DISCOVER – act.org
- Kuder Career Planning System - www.kuder.com
- Self-Directed Search - www.self-directed-search.com

School Based Career Development

- **Harrison High School College and Career Center
4500 Due West Road, Kennesaw, GA 30152**

http://www.harrisonhigh.org/Career_Tech

<http://www.cobblearning.net/hoyacc/>

Mission Statement

Partnering with patients as they walk down a path that promotes self-esteem, confidence, problem solving, and career building; unlocking their potential in hope for a promising tomorrow.

Professional & Personal Calling Statement

The term counseling can, if not put in its proper perspective, easily come off as one who have all the answers. This is farthest from the truth. I like most counselors stand in humble submission knowing that many answers aren't easily come by. That what is seen on the surface is only in part a segment of the truth. There is a vast amount of ambiguity that will first need to be sifted through. One statement I embrace is this, "everyone's life makes sense in context." Getting a full understanding of the context and with the client, putting it in proper perspective is most important. In and of myself, this is a daunting task. Yet, because of my personal belief system as a Christian, I am always encouraged that there is nothing too hard God.

Many therapists won't explore the realm of spirituality and religion but would rather keep it separate from the counseling process. Indeed, many practitioners are hesitant to broach the topic of their clients' religious or spiritual concerns, lest they be seen as inappropriately mixing counseling with spiritual-religious matters, which many view as the domain of the clergy, not of the counselor. With the development of the central importance of the multicultural dimensions in counseling, religion, and spirituality is now given increased attention, as a requisite, for more deeply understanding a client's cultural background. This is a practice I welcome. Since spirituality is a big part of the lives of so many, I feel it unethical not have as a option, if the client so choose, the ability to approach the subject in connection with what a client is being seen for.

As a therapist, it is not my right to impose my beliefs on my client. I exercise my right to be me by praying sometimes before I see a client and sometimes afterward. I think it is import that I model the behavior of autonomy in hope that my clients will feel free to do the same. And that the relationship we share will be of mutual respect.

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Resource Bibliography for Clients

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Christen, C., & Bolles, R. N. (n.d.). *What color is your parachute? for teens: Discover yourself, design your future, and plan for your dream job.*

Gebhard, N. (n.d.). *Roadmap: The get-it-together guide for figuring out what to do with your life.*

Goins, J. (n.d.). *The art of work: A proven path to discovering what you were meant to do.*

Lore, N., & Spadafore, A. (2008). *Now what?: The young person's guide to choosing the perfect career.* New York: Fireside.

The Resume: Advertise your professional qualifications. (1985). Salem, Or.: State of Oregon, Employment Division, Dept. of Human Resources.

Salvador, E. U. (2011). *Step-by-step resumes: Build an outstanding resume in 10 easy steps!* Indianapolis, IN: JIST Works.

Zichy, S., & Bidou, A. (2007). *Career match: Connecting who you are with what you'll love to do.* New York: AMACOM, American Management Association.

Zunker, V. G. (2006). *Career counseling: A holistic approach.* Belmont, CA: Thomson/Brooks-Cole.