## Career Counseling: Which Approach?

## by MICHAEL L SELTENRIGHT

workers are increasingly aware of and interested in an effec-tive approach to career counseling. To be effective in their career counseling work, Student Personnel Workers need ed the issue of the actual effectiveness of various approaches to career counseling to know which career counseling technique is the most effective and reliable. Until recently research studies neglectconcern of Student Personnel Workers. Professional staff Career development for American students in the na colleges and universities is a major

idual, programmed self-instruction, and group counseling.

The study contained a 14 item vocational-educational was to investigate the relative effectiveness of three more specifically with the issue of career counseling techniques and actual effectiveness. The purpose of the study seling techniques and related effectiveness was the Magoon and Gilbert and Ewing study. "Magoon (1968) and Gilbert approaches to vocational-educational counseling. Danish, and Austin study was partially based on the Magoon and Gilbert and Ewing research but was concerned problem solving models which are based partially on counselor-client interaction." (Graff, Danish, and Austin counselor-client interaction." (Graff, Danish, and Austin p. 224) At Southern Illinois University, Graff, Danish, and Austin conducted a study entitled "Reactions to Three Kinds of Vocational-Educational Counseling." The Graff, and Ewing (1971) One of the initial studies to be concerned with counhave developed vocational-educational indiv-

only to those items initially checked.

Clients were randomly assigned to one of four administered after treatment with the client responding sought career assistance. In Part II the client related on a survey. In Part I the client checked the areas in which he Part I was administered prior to treatment, and Part II was five point scale the amount of assistance actually received.

groups. There were unity control group and ing of the individual approach, self-instruction, and group counseling and one control group. All expergroup counseling and one control group. All expergroup in the Kurder Preference Inventor group. The control group did not receive treatment after, differed from experimental group to experimental and counselor interpretation of aptitude and interest test scores as part of the treatment. Procedure, theregroup counseling and one control group. All experimental groups received the Kuder Preference Inventory There were three experimental groups consist-

> minutes. The counselors indicated that they focused of counselor for two or three sessions lasting for 50 to client vocational-educational concerns. Clients in the individual approach met with

Clients assigned the self-instruction approach wer given the "Self-Help Vocational Decision-Making Booklet" which used the following six steps. Wer

defining the problem

gathering information

evaluating information

chosing a plan of action taking on the plan

clarifying and reviewing plans

making and career planning process. These six steps are commonly employed in the decision

The group counseling approach contained 9 groups of 5 to 7 members each. Counseling sessions centered on areas of the general problems involved in vocational choice and the importance of self knowledge of interests, abilities, underlying choice-making and problem-solving. values, career plans, etc. The focus was on the feeling

ing which was not included as part of the research data letter was sent about 20 days later with instructions to complete Part II of the survey. After Part II of the survey was completed, control clients received individual counselthe experimental groups. They were administered Part I of the survey and informed that they would be contacted by mail in approximately three weeks. The control group did not receive treatment as did An appointment

vocational decision-making, and (3) setting up vocational and educational goals consistent with abilities, interests, and personality. In the other four areas of the survey received. Clients in the self-instruction group received significantly more assistance in the three areas of (1) informed of vocational opportunities, (2) educational and The results of the study indicated that on all criteria the three experimental groups' scores were significantly cussing personal and social effects on vocational choice higher than the control group in the amount of assistance interpreting aptitude and interest tests, (2)

> seven areas and equal to them in the remaining four areas to either individual or group counseling in three of the survey areas of assistance. Self-instruction proved superior The results suggest that vocational educational counseling by all treatments was reasonable effective in most of the assistance received among the three experimental groups. majors, there was no significant difference in the amount of tional choice, and (4) awareness of various academic From the results of the Graff, Danish, and Austin

is a viable technique for use with students involved in the career decision-making process. study, there is evidence that programmed self-instruction For Student Personnel

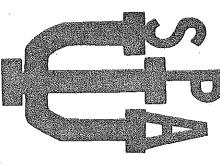
> career information and exploration is now assessable to all students through the concept of self-instruction. Initial research indicates that self-instruction is an effective and reliable technique of career counseling. Workers, the importance of the findings is that basic

Reference List

Graff, W., Danish, S., and Austin, B., "Reactions to Three Kinds of Vocational-Educational Counseling", Journal of Counseling Psychology, vol. 19, no. 3, pp. 224-228, American Psychological Association, Washington, D.C., 1972



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