

Drawing on the Innovative Moments Model to Explain and Foster Career Construction Counselling

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Abstract Career Construction Counselling (CCC) is a narrative intervention that supports individuals in the elaboration of narrative identity and career construction. CCC theory, research, and practice has benefited from the Innovative Moments Model (IMM) to explain client change. Similar to CCC, the IMM is grounded on a narrative conception of human functioning, in which psychological difficulties arise from problematic self-narratives that constrain meaning-making. Change occurs when clients challenge problematic self-narratives and construct new meanings that lead to new ways of behaving, thinking, or feeling. These novelties are termed innovative moments. The integration of IMM into the study of CCC has provided empirical evidence about the processes of client change throughout this intervention. Findings show that the transformation of a client's self-narrative is associated with the aims of each session that involve a movement from a focus on structuring the past to an increased engagement in projecting the future. Moreover, results suggest the possibility of using IMs as process markers to guide counsellors in facilitating client change during counselling sessions. This chapter explains the contribution of IMM to CCC theory, research, and practice; describes the IM framework; reviews CCC process research using the IMM; and finally discusses research implications for CCC theory and practice are discussed.

Keywords Career construction counselling · Innovative moments · Client change · Career research · Narrative change · Life design

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Career Construction Counselling (CCC; Savickas, 2011, 2019) focuses on individuals' narratives to encourage the autobiographical author to reflexively transform life themes and extend their occupational plots by identifying fitting settings, possible scripts, and future scenarios. CCC aims to move clients beyond the reflection involved in guidance and education to a reflexivity that enables them to actively master what they passively suffer. CCC discourse proposes that *reflection* within one's current perspective can lead to small, first-order changes; whereas *reflexivity* brings a new perspective that can lead to transformative second-order change (Fraser & Solovey, 2007).

The CCC model developed by theorizing successful practices. Evidence resulting from practice, client feedback, and case analysis allowed improvement of the CCC model and the development of manuals for guiding practitioners (Savickas, 2015; Savickas & Hartung, 2012). Research has shown that CCC yields good outcomes in individual (Cardoso, Gonçalves, Duarte, Silva, & Alves, 2016; Cardoso, Silva, Gonçalves & Duarte, 2014a, 2014b; Rehfuß, Del Corso, Galvin & Wykes, 2011) and group interventions (Barclay & Stoltz, 2015; Cardoso, Janeiro, & Duarte, 2017; Di Fabio & Maree, 2011; Obi, 2015). Moreover, research also suggests that change is related to a client's level of development (Cardoso et al., 2017), the quality of collaboration (Cardoso et al., 2017; Taveira, Ribeiro, Cardoso, & Silva, 2017) and the complexity of a client's problem (Cardoso et al., 2014a, 2014b). Finally, research has allowed the description of how client change occurs during the intervention (Cardoso et al., 2014a, 2014b, 2016).

Two factors have contributed to the development of research on CCC. On one

hand, the development of CCC manuals (Savickas, 2015; Savickas&Hartung, 2012) allowed the conditions to ensure greater control of the intervention procedures and, therefore, enhance the internal validity of research findings'. On the other hand, the integration of the IM framework (Gonçalves, Matos, & Santos, 2009) into CCC allowed the construction of conceptual and assessment tools, such as the Innovative Moments Coding System (Gonçalves, Ribeiro, Mendes, Matos & Santos, 2011) and the Return to Problem Coding System (Gonçalves, Ribeiro, Stiles et al., 2011), that made possible the analysis and description of client change. This knowledge has been fundamental for theory and practice. What we now know about CCC effectiveness, its determinants and how change evolves during the intervention enriches CCC theory. This knowledge also facilitates the use of markers for guiding practice and improving counsellors' skills.

The purpose of this chapter is to present the contribution of the Innovative Moments Model (IMM; Gonçalves et al., 2009) for CCC theory, research and practice. We begin by presenting the Innovative Moments framework. Then the CCC model is described, followed by the presentation of the typical sequence of client change. In the closing section we suggest how to use the knowledge on client change to evoke and expand innovative moments.

Clients Change from the Innovative Moments Perspective

The IMM was developed in the context of psychotherapy process and outcome research and later applied to vocational counselling by using a series of systematic case studies (Cardoso et al., 2014a, 2014b, 2016). The main assumption of this model is that human beings shape important meanings in their lives and identities by authoring narratives (Bruner, 1990; McAdams, 1999; White, 2007). These life narratives are a non-representative sample of the persons' autobiographical memories (Singer, Blagov, Berry, & Oost, 2013). The way these autobiographical memories connect to the self shapes personal identity (Habermas & Bluck, 2000; McAdams 1993; Smorti & Fioretti, 2016). It is assumed that memories unrelated to the self tend to be disregarded, while memories attuned to the person are easily integrated in the person identity (Pasupathi, Mansour, & Brubaker, 2007). This constructive process, which first crystallizes around end of adolescence (Habermas & Bluck, 2000), remains a life-long task. In psychopathology, life narratives tend to be dysfunctional (see Neimeyer, Herrero, & Botella, 2006 on several types of narrative construction disorders), often lacking flexibility and becoming too rigid. When this occurs, individuals face what White and Epston (1990) termed a problem-saturated life narrative, in which the identity of the person is somehow "colonized" by the problematic contents. Thus, memories and events akin to the problematic content are easily adjusted to the self, validating the dysfunctional self-concept, while events with meanings incongruent with the self are treated as trivial, or just ignored. When meanings discrepant from the problem-saturated narrative emerge, unique outcomes occur (White & Epston, 1990). In these moments the person thinks, behaves, relates, or feels differently from what could be expected based on the rigid narrative identity. Innovative moments (IMs) are the empirical operationalization of these exceptions and novelties.

Studies on IM development in psychotherapy allow the identification of seven different types of innovation, organized into three developmental levels (see Gonçalves et al., 2017, Table 1).

Level 1 IMs occur when clients differentiate themselves from the problematic pattern (or the problem-saturated narrative). Using examples from career counselling cases (Cardoso, 2014a, 2014b, 2016), these level 1 IMs can emerge in a form of specific actions (e.g. "I took those tests, passed them all, and did great on all of them", Action 1 IM), as reflections of meaning (e.g. "But it just terrifies me to think

about it, because I'm just afraid that it'll suck", Reflection 1 IM), or as rejections of the previous problematic meaning-making, or people who may support it (e.g. "I'm not an accountant. I'm not an investment banker, I'm not an engineer, right?", Protest 1 IM).

Level 2 IMs contain more than just a differentiation from the problematic pattern in that the new meanings center on how the change could be expanded. Usually, this emerges in two possible forms: a contrasting self or a change process. A contrasting self occurs when the client narrates a positive contrast between a problematic selffacet and a new adaptive facet. To follow the previous example, a client may state

Table 1 Examples of innovative moments

IMs level Subtype Definition Examples

Level 1 IMs

(creating distance from the problem)

Action 1 Performed and intended actions to overcome the problem

C: This weekend I was able to talk to my husband about the possibility of leaving my job

Reflection 1 New understandings of the problem

C: I realized that changing my job wouldn't necessarily leave my family in a helpless situation

Protest 1 Objecting to the problem and its assumptions

C: I've had enough of worrying about the others. What about my life, my plans, where do they fit?

Level 2 IMs

(centered on the change)

Action 2 Generalization into the future and other life dimensions of good outcomes (performed or projected actions)

CC: The implementation of the new career plans is changing your way of living?

C: Yes, yes. I am starting to see that I can't forget about myself, not only at work but also in other dimensions of my own life. Before I just did tried to answer to everybody's needs but now I am making time to do things that I really enjoy, that actually make me feel alive

Reflection 2 Contrasting the self (what changed?)

OR

Transformation process

(how/why change occurred?)

C: Yes, these sessions have helped me to see my indecision otherwise. That makes me feel good, makes me believe that I will be able to solve the problem

Protest 2 Assertiveness and empowerment

C: Now it's time to fight for myself, of choosing what I feel is the best for me. I also want to be happy, feel fulfilled, just be me

Level 3 IMs

(consolidating change)

Reconceptualization Meta-positions where the self is repositioned outside the problematic experience and also understands the processes involved in this transformation

C: Not knowing which direction to take, or which decisions and choices to make to

find myself... It made me feel confused, without peace. Now it's different. To know where we are, what we want and the career we want to embrace gives us peace and tranquility

Adapted with permission from Montesano, Oliveira, and Gonçalves (2017)

that "Now I am more decided than before" (Reflection 2). A change process refers to the identification of what has been allowing the person to make a significant change. Following the previous example, it could be "I've learned a lot about my interests" (Reflection 2 IM). Level 2 IMs, may also occur as reflections (e.g. "I've kind of realized that I have to do some other job first if I want to go into that industry", Reflection 2 IM), as protest that empower positioning of the self (e.g. "I'm in charge of my own actions", Protest 2 IM), or as actions that envision the change process in the future (e.g. "It was... something I always wanted, to study abroad... an experience for a few months, to stay there for a few months", Action 2 IM).

Eventually, level 3 IMs occur when a client articulates a contrasting self with a change process, that is, the two components of level 2 IMs. Continuing with the examples from previous career counselling case studies, a level 3 IM could be: "I knew before that I wanted something related to Biology, but I had not searched. And I knew it was more Biology because I liked the area more. Because it was something that I really wanted to do, but now I actually like it, I have been looking into jobs, those that Marine Biology leads to, and one of them was working at a zoo, and so". Previously, this type of IM was termed reconceptualization (Gonçalves & Ribeiro, 2012), and important developmental functions were associated with this type of IM. This IM involves a contrast between the past problematic self with an emergent adaptive one, which allows the person to solve their ambivalence on change, by favoring the last. Moreover, in describing the change process, the person reports an agentic role in which the client constructs the change and not something that happens to her or him. Finally, this IM bridges the past with the present and the future in a meaningful way. Although there is no research on this topic, we believe level 3 IMs are probably similar to what McAdams (2001) referred to as redemptive sequences, in which a narrative turns a negative event in people lives into something positive. Finally, research on psychotherapy has shown that level 1 IMs are typical of the initial phase of successful psychotherapy and gradually pave the way to level 2 IMs, with level 3 IMs emerging after mid-treatment (Gonçalves, Ribeiro, Mendes, et al., 2011). Poor outcome cases usually have a higher presence of level 1 IMs, but level 2 and 3 IMs do not emerge or have a residual presence.

Career Construction Counselling

CCC and IMM share a narrative perspective. In this epistemological matrix, career is conceptualized as the macronarrative that organizes self-experience across the life span. CCC interventions aims at rewriting life narratives to change perspective and facilitate the construction of career plans that contribute to the process of self-organization as they provide meaning to life (Kelly, 1955).

In CCC, constructing career plans involves a process that evolves across three phases (Savickas, 2011). In the first phase, the main career counselling tasks are to support the formulation of career problems and the exploration of career constructs such as needs, interests, and values. After problem formulation, counsellors use the

Career Construction Interview (CCI; Savickas, 2011a), a semi-structured interview that evokes self-making and career constructing episodes through the exploration of the following five topics: (1) role models to explore possible selves; (2) magazines, television shows, and websites to indicate manifest interests in work environments and activities; (3) current favorite story from a book or movie to explore plans to script the career transition; (4) quotes or mottos to examine self-advice; and (5) early recollections to provide perspective on concerns related to the career transition (Savickas, 2015). The second counselling task in this phase, is to evoke and explore

career constructs including needs, interest, or aptitudes.

The second phase involves two main tasks: reconstruction of a career portrait and career plans elaboration. To facilitate career portrait reconstruction, client and counsellor deepen the exploration of life episodes to identify life themes, that is, the identification of the core problem or set of problems in life as well as the means the clients find to achieve the solution (Csikszentmihalyi & Beattie, 1979). In a narrative approach to career counselling the identification of life themes that link events and experience across the career enables clients to rewrite their macronarrative. In vocational behavior, this process is revealed in the relationships between needs, interests, and goals. Indeed, life themes emerge in such relationship where needs are expressions of core issues structured early in life (past), while career goals reveal the proposed solutions to such problems through using the work role (future). In turn, interests represent tools the client uses (present) to pursue goals and, thereby, satisfy needs. Thus, helping clients develop awareness of the relationship between their needs, interests, and career plans is critical for rewriting a narrative identity (McAdams, 1993) that links the past, the present and the future with continuity and coherence. As clients project the self into the future through career plans the second task of this phase is achieved.

The third phase involves the tasks of reviewing actions intended to implement career plans, encouraging career construction, and promoting reflection on changes achieved and the factors underpinning such changes. In this way, counsellors foster clients' reflexivity concerning the change process by positioning clients as observers of their own path to construct a comprehensive self-narrative.

Drawing on the Innovative Moments Model

To Research Client Change

The trans-theoretical nature of IMM with its narrative conception of change facilitates the contribution of this framework to CCC theory, research, and practice. The integration of IMM into CCC began by using the Innovative Moments Coding System (IMCS; Gonçalves et al., 2011) to analyze and describe IMs evolution in case studies intensively analyzed (Cardoso et al., 2014a, 2014b, 2016). Findings showed a pattern of narrative transformation characterized by gradual increase of narrative novelty, that is IMs, throughout the intervention. In phase I, Level 1 IMs predominate in that, Reflection 1 IMs occur with higher frequency yet Action 1 and Protest 1 also occur to a lesser extent. In phase II, Level 1 IMs still occur but, gradually, Level 2 IMs become more salient, suggesting the importance of Level 1 narrative elaboration to sustain the emergence of more complex novelty in the narratives. Among Level 2 IMs, Reflection 2 IMs occur in higher proportion relative to Protest 2 and Action 2. In phase 3, Level 2 IMs remain the most frequent narrative innovation while the proportion of Level 1 IMs remains high. In this intervention phase, Level 3 IMs emerges when counsellors invite clients to describe the changes they have achieved and the processes underlying these changes.

In short, findings reveal a pattern of clients' change evolving from level 1 IMs to higher levels of narrative elaboration (Level 2 and 3). Level 1 IMs presence throughout all the intervention also suggests the importance of this type of narrative elaboration to sustain the emergence of higher levels of narrative novelty. Moreover, results revealed a parallel between the evolution of IMs and the counselling tasks of each CCC phase and, therefore, underlying counsellors' role as facilitators of client change.

To Describe Client Change

Despite its exploratory nature, the case studies analyzed intensively from the IMM perspective were important for the development of theory on client change during CCC. Indeed, the empirical evidence from these cases, other case studies (Cardoso, 2012; Cardoso, Savickas, & Gonçalves, in press; Savickas, 2016a, b), and our own experience as counsellors allowed the elaboration of a model that describes clients' general progression in CCC from the perspective of IMs (Fig. 1).

The model depicts a parallel between the sequence of career counselling tasks and the evolution of IMs throughout the intervention. Clients' progress is characterized by a particular level and certain types of IMs within each of the three intervention phases. In the first phase, counselling tasks related to problem formulation and to exploration of career constructs in the clients' life episodes evoke Level 1 IMs (Action 1, Reflection 1 and Protest 1). Indeed, the support of career problems formulation Prompts Reflection 1 IMs as this counselling task involves exploring the career issue's causes and consequences and encouraging new perspectives on career problems. In this phase, the prevalence of Reflection 1 IMs also results from initial exploration of clients' needs, goals, interests or aptitudes, as revealed in Vanda's words when life episodes on manifest interests were evoked:

Vanda—*Marine Biology, which is something I like a lot. Because I like sea animals a lot, it's something I like a lot* (Reflection 1).

Occasionally, Action 1 IMs occur when clients refer to past attempts to manage career construction difficulties. Protest 1 IMs may also emerge when clients express the first critical positions in relation to the problem or the people who support it. In the following example Ryan criticizes colleagues' attitudes relative to work:

LEVEL 3 IMs
 Re-conception
 IMs
LEVEL 2 IMs
 Action 2 IMs
 Reflection 2 IMs
 Protest 2 IMs
 Problematic
 Career
PHASE I
 Problem
 Distance
 Understand
PHASE II
 Reconstruct
 Perspective
 Plan
LEVEL 1 IMs
 Action 1 IMs
 Reflection 1
 IMs
 Protest 1 IMs
PHASE III
 Review
 Conceptualize
 Encourage
 Performing
 New Career
 Narrative

Fig. 1 Procedures and tasks in the Construction of Career Change

Right, exactly, and I can't help it. And then they don't like when you talk and it's like, hey, I get my work done, you know, I do my job. I've, you know, I've worked my way up fairly quickly (Protest 1).

In the second phase, Level 1 IMs still occur and create a solid ground necessary to sustain the emergence of Level 2 IMs. The resolution of counselling tasks related to career portrait reconstruction and the elaboration of career plans may also explain the increasing proportion of Level 2 IMs. In fact, the focus on the construction of a continuous and coherent self-narrative facilitate the emergence of Reflection 2 IMs, such as the elaboration of a new self-representations, references to adaptive thoughts (e.g. Michael - "If I see a lack of direction, then I'll go ahead and just say I'll take it

and do the best that I can”, Reflection 2) and feelings of well-being as consequences of change. At the end of phase II, clients design the first sketches of new career plans (Action 2 IMs) or may express Protest 2 IMs to affirm career plans as they reposition themselves toward the problem. The words of Michael illustrate the emergence of a new position towards the problem: “Why would I bother? That’s my life, you know (Protest 2)”.

Finally, in CCC third phase, Level 1 IMs and Level 2 IMs are still present, prompted by the tasks of reviewing actions intended to implement career plans and encouraging career construction. In fact, these counselling task resolutions imply the continuous elaboration of career problems causes and consequences, the expression of adaptive thoughts or references to intentions to fight the problem (Reflection 1 IMs). Emerging in lower proportion may be critiques against the problem or people who support it (Protest 1). These counselling tasks also allow a continuous elaboration of self-representation as well as references to self-worth or feelings of wellbeing resulting from changes achieved (Reflection 2). Positions of assertiveness and empowerment (Protest 2) also occur, strengthening the personal agency needed to face the challenges of career plans implementation. At the end of the third phase, Level 3 IMs emerge as clients reconceptualize change in a dialogue about the changes achieved and the factors underpinnings such changes. In the following example Maria refers her understanding about how to overcome ambivalence in career and in other life domains:

Maria—To know where we are, what we want and the career we want to embrace gives us peace and tranquility. It is not just the career, though, because relationships involve hard work, too...it is the importance of knowing which direction things must take. It makes me feel uncomfortable, not knowing which direction to take, or which decisions and choices to make to find myself. I don’t want to stray from myself, I don’t. There are so many contingencies that can separate us from ourselves (Reconceptualization IM).

As mentioned, level 3 IMs evocation aims to strength an integrated representation of the change process in which clients emerge as authors of their own change, not just actors in it. This fosters a sense of personal agency and authority which is important in dealing with the challenges involved in implementing career plans.

To Facilitate Client Change

The sequential model of client change, showing the parallel between counselling tasks and client’s narrative transformation, may be used as a heuristic for guiding process-oriented interventions. This practice focuses on meaning (re)construction in which counsellors take into account intervention process markers to decide what to say or do moment-by-moment in the session (Montesano, Oliveira & Gonçalves, 2017). On the one hand, IMs work as markers for expanding and reinforcing client change throughout the intervention (Cardoso et al., 2014a). On the other hand, counsellors may refer to the pattern of IMs evolution to adjust the intervention to a client’s level of narrative change. Next, we draw on process-oriented methods to describe practical implications resulting from our knowledge about the sequence of client change.

Evoking and Expanding IMs

As noted, process-oriented interventions could be implemented by using IMs as markers for evoking and expanding client change. In that sense, counsellors may use three different kinds of dialogue (Montesano et al., 2017): (1) identifying and evaluating the effects of IMs, (2) highlighting and contrasting self-positions, and (3) fostering a meta-perspective of change. Next, we will make a detailed characterization of these types of dialogues in which narrative means will be emphasized since

they belong to our intervention repertoire. However, the dynamic and flexible nature of CCC facilitates the integration of tools from other approaches to maximize the intervention efficacy (Cardoso, 2016).

Identifying and Evaluating the Effects of IMs

The goal of this type of conversation is to facilitate the identification and description of as many IMs as possible. In that sense, whenever an IM arises counsellors should ask questions, offer reflections, or give feedback that has the client stay with and explore the innovation. For example, counsellors may use exploratory reflections (e.g., “This means that you realized you also like creative activities?”) or emphatic inferences (e.g. “Yeah, you become more self-confident, and this had an impact on your occupational identity”) to invite a client to deepen and extend self-experience elaboration. Other possibilities include the use of experience-near approaches to explore emotions contained in life-story episodes. By facilitating the symbolization of emotional experience counsellors promote clients’ awareness of their needs, which is fundamental to revealing self-positions usually silenced or to identify life themes (Cardoso, 2012). With this aim, counsellors begin by evoking the emotion in life episodes (e.g. “What did you feel during this episode?”) followed by questions inviting the client to symbolize the emotion evoked (e.g. “If that emotion spoke what would it say?”).

Highlighting Contrasting Self-positions

In this type of conversation, the counsellor aims to bring to the foreground competing self-positions, and therefore, give voice to potential new self-narratives. Thus, this type of conversation is recommended “when change is flourishing but still weak” (Montesano et al., 2017, p. 91) or when the self-narrative is dominated by a single problem hindering the emergence of new self-positions. In these circumstances, highlighting contrasting self-positions is a way of making a client aware of a new self-narrative, which is relevant both to begin the rupture with rigid functioning and to increase motivation to change. The process begins by pointing out the juxtaposition between different self-positions or voices, followed by the exploration of each position.

In CCC, contrasting self-positions could be evoked throughout the intervention. However, a privileged moment occurs when role models are evoked because this topic easily allows exploration of the contrast between the ideal-self and the actual self, the former evoked by the role-models. The following vignette illustrates the first step of this conversation in which the counsellor makes the client aware of the contrasting positions between ideal-self versus actual-self:

Con—*Over time, there are characteristics of your role models that remain the same. To me it is like a pattern revealing the person you want to become, an ideal that you are looking for. Does it make sense to you?*

In the second step, counsellors explore each contrasting-position to facilitate clients’ analysis and differentiation of self-experience. In this process Level 2 IMs may be evoked and expanded, including new self-representations (Reflection 2) and positions of assertiveness and empowerment (Protest 2). The following example illustrates the emergence of Level 2 IMs resulting from the exploration of contrasting self-positions:

Client—*Yes, it makes lot of sense. In all my role models I admire their strength ...Yes, I realize that my sense of vulnerability makes me seek that strength, the will to win ...*(Reflection 2).

As the analysis of ideal-self evolve expressions of Protest 2 may emerge:

Client—*I feel stronger now, not that vulnerable person. I want to be believe in myself* (Protest 2).

Conversation highlighting contrasting self-positions also may occur when counsellors

explore temporal markers using now and “as-if” questions or analyze differences between past and present and/or present and future. For example, the analysis of early recollections is also a privileged moment to work on contrasting self-positions. Indeed, by inviting clients to describe three early recollections counsellors evoke expressions of the client’s main life problem and a possible solution to that problem throughout career construction (Savickas, 2015). After the analysis of early recollection meanings (past) counsellors may evoke the link between themes underlying such episodes and present self-experiences (e.g. “Nowadays, how is this life theme is revealed?”). The counsellor explains to the client that the early recollections reveal the perspective that the client is taking on the present problem. This analysis of the perspective of the problem and possible solutions in the present deepens the knowledge of problem causes and consequences (expansion of Reflection 1 IMs) and expands the self-narrative (expansion of Reflection 2 IMs). Most importantly, it enables the counsellor to understand a client’s current perspective (usually passive endurance) and suggest possible new perspectives (usually active mastery) that foster change. The CCC model considers change in perspective as a critical goal. Highlighting contrasting self-positions also prompts intensifying critiques against the problem (Protest 1IM) and positions of assertiveness in which clients affirm their rights and needs (Protest 2 IM). Usually, protest is directed against a dominant position (internal or external) that hinders the resolution of non-dominant needs and goals. Thus, to expand protest and reinforce the awareness of the emergent self-position, the counsellor begins by asking the client to intensify the protest (e.g. “Say it louder” or “Do it again”). Next, to explore and expand the emergent non-dominant position, counsellors invite to express their needs and goals to an the dominant self-position who supports the problem (e.g. “Tell the other side/person what do you need/want?”).

Promoting a Meta-Perspective of Change

This type of conversation aims to foster clients’ distancing from the immediacy of self-experience (Montesano et al., 2017) by placing them as an observer of their experiences, identifying and analyzing patterns and singularities, and linking personal experiences. The reflexivity implicit in this process allows higher-order narrative elaboration such as the integration of emergent self-representations into a more comprehensive self-narrative.

A meta-perspective of change could be evoked by using reflexive questions to facilitate the identification and analysis of patterns and singularities (e.g. “Throughout your life how the need to fight and win has been revealed?”) or to links personal experiences (e.g. “What is the relation between the characteristics of the people you admire and your early recollections?”). Another strategy uses writing exercises, as proposed in the autobiographical workbook, *My Career Story* (Savickas & Hartung, 2012), in which clients are invited to rewrite their life story after elaborating on life story episodes. Indeed, the process of writing literally places the client in the double position of actor (“Me”) and narrator (“I”) of self-experience (James, 1890), a distancing position fundamental for clients to gain perspective on self-experience and rewriting life story.

Another type of a dialogue that fosters a meta-perspective of change involves facilitating a reflexive positioning that unifies well-developed positions and connects them to new forms of being (Gonçalves & Ribeiro, 2012). The first moment involves the exploration of contrasts between “how I was then and how I am now” which enables a client to describe the transformation process. In a second moment, counsellor may invite a client to explore the processes underlying this transformation (e.g. “What contributed to the changes you have described?”).

The use of this counselling dialogue is based on empirical evidence in psychotherapy showing an association between level 3 IMs and positive counselling outcomes

(Fernandez-Navarro et al., 2018). This level of narrative elaboration seems to sustain change and develop personal agency (Gonçalves & Ribeiro, 2012). Research on individuals' daily change (Meira, Gonçalves, Salgado & Cunha, 2009) also reinforces the idea that inviting clients to talk about their change at the end of CCC intervention leads them to produce level 3 IMs. Thus, we recommend that counsellors attempt to evoke level 3 IMs at the conclusion of counselling if they have not emerged spontaneously (Cardoso, 2012; Cardoso et al., 2016).

Adjusting the Intervention to Client's Level of Narrative Change

Understanding the sequence of client change can guide counsellors in adjusting the intervention to a client's level of narrative change. Indeed, the three types of conversations described above occur throughout CCC. However their prevalence evolves according to the IMM of change. Obviously, counsellors should avoid facing clients with counselling tasks for which they are not prepared.

During the first phase of CCC, Level 1 IMs [Action 1, Reflection 1 and Protest 1 IMs] should prevail because identifying and evaluating the problem is fundamental to deepen understanding of the problem's causes and consequences. The increasing proportion of Level 1 IMs sustains the elaboration of Level 2 IMs during the next phases of the intervention. In the second phase, the identification and evaluation of IMs is still important, however, as Level 2 IMs gain in preponderance, conversation highlighting contrasting self-positions also should increase to promote the emergence and differentiation of new self-positions as well as to favor the exploration of self-experience in different life story moments and situations.

As clients' self-experience becomes more differentiated and its understanding is deepened (e.g., clear understanding of career problems causes and consequences, increasing expressions of a new self-narrative and empowerment) it is important to evoke conversations promoting a meta-perspective of change, that is, conversations favoring the integration of life episodes/experiences into a continuous and coherent macronarrative about personal characteristics, manifest interests, and future career plans. Habermas and Bluck (2000) refer to this process as autobiographical reasoning, that is, the construction of a sense of self from autobiographical memories.

Thus, during phase 2 and phase 3, counsellors introduce this type of dialogue when clients have reached a level of narrative elaboration that allows higher-order narrative processes, such as linking personal experiences in different moments and situations (Reflection 2), facilitating the awareness of life themes in different moments across life story (Reflection 2), or projecting the self into the future by constructing new career plans (Action 2). Narrative coherence and continuity could be reinforced at the end of the intervention by evoking Level 3 IMs. Besides adding narrative continuity and coherence, re-conceptualizing change also allows a new self-experience in the counselling process. In fact, the possibility of elaborating on what changed and how change occurred positions clients as agents of their own change, which contrasts with the initial position of greater passivity. In short, process-oriented interventions place counsellors as facilitators of a change in which their clients learn they are the authors not just actors.

Conclusion

The insights provided by the Innovative Moments narrative model of change processes extends and enriches the Career Construction model of counselling tasks and procedures in at least three ways. First, the IMM, and its operationalization in coding manuals, enables researchers to truly study the micro-processes involved in successful career counselling, not just career construction dialogues. Second, the IMM offers educators and supervisors a practical tool for helping counsellors learn and practice

highly effective procedures that they may use to foster the processes of change in their clients. And third, counsellors themselves may use the IMM to self-monitor their own procedures and client processes in the moment-to-moment dynamics of each counselling session. Being aware of narrative evolution markers, counsellors are able to adjust the dialogue to the levels of change achieved while challenging clients to go further in the change process.

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