

## Three Paradigms for Career Intervention

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The paradigm for vocational guidance is to (a) enhance self-knowledge, (b) increase occupational information, and (c) match self to occupation. Specific substantiations of this conceptual model include the person-environment fit approach advocated by Holland (1997) and Lofquist and Dawis (1991).

The paradigm for career education is to (a) assess development status, (b) orient the individual to imminent developmental tasks, and (c) develop the attitudes and competencies needed to master those tasks. Specific examples of this conceptual model and its emphasis on learning can be found in instances known as career development and assessment counseling (Super, 1983; Niles, 2001), integrative life planning (Hansen, 1997), the social-cognitive framework for career choice and counseling (Brown & Lent, 1996), and the learning theory of career counseling (Krumboltz, 1996).

The paradigm for career counseling structures interventions to (a) construct career through small stories, (b) deconstruct these stories and reconstruct them into an identity narrative or life portrait, and (c) ) co-construct intentions that lead to the next action episode in the real world. Examples that invoke the general conceptual model include career-style assessment and counseling (Savickas, 1989), narrative career counseling (Cochran, 1997), constructivist career counseling (Peavy, 1997), career construction through goal-directed action (Young & Valach, 2004), My System of Career Influences (McMahon, Patton, & Watson, 2005), My Career Chapter (McIlveen, 2007), Discovery of Occupational Activities and Personal Plans (Guichard, 2008), metaphor making (Amundson, 2010), and the chaos theory of career counseling (Pryor & Bright, 2011). Each of these specific instances of the life-design paradigm share the same goal—to prompt meaningful activities that further self-making, identity shaping, and career constructing (Savickas, 2010).

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