Career interviews

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Introduction

This section describes some research studies into career interventions designed to increase exposure to either the workplace or professionals within it, which offer learning opportunities or the chances for using evidence and ideas in approaches

In doing so, in the Practices and Outcomes section, we have noted the potential contribution that the study could make to practice, by identifying the type of challenge it addresses.

As well as publications showing implementations for this type of career intervention, we have included several resources from other media, including talks, interviews and case studies. These may not be "academically" rigorous, but can provoke reflection and understanding of further approaches. These are included in the "Further illustrations and perspectives" section.

Finally, from either discussions we have had with the CDI, or through research agendas suggested in careers or related fields, we include a section on some potential future "Research questions".

Key learnings

Studies some years ago, into the requisites for successful interventions, suggested 4-5 sessions as being required to achieve impact (Brown and Crane, 2000).

Career support interventions that involve a counsellor are found to be more impactful than those that don't. (Whiston and Brecheisen, 2003)

Setting expectations prior to career guidance is an important prerequisite for client expectations (Millar and Brotherton, 2010).

People from different backgrounds and cultures may interpret their career stories differently, which requires attention of the career adviser. (McMahon et al, 2010).

Various particular exercises within career discussions have been shown effective for increased confluence and clarity. For instance, using a narrative approach based on Career Construction theory has been shown to help clients to develop self-confidence, direction, confirmation, and a sense of encouragement (Rehfuss et al, 2011).

Career guidance interviews have long term positive benefits of over a year (e.g. Perdix 2012).

The exploration of meaning and values appear particularly valuable exercises in career interviews aiming to support more transformational sorts of change (e.g. Yates et al, 2017).

Other theories and disciplines, related to cognitive information processing theory and neuro-research have been shown as promising areas to develop 121 career interventions, but have arguably not been fully exploited e.g. Dozier & Osborn (2018) and Phillips (2024).

Practices and outcomes

Selected publications that describe practices and outcomes for different challenges are listed below, with links in the title column. We have mostly included open access sources, but where the sources requires payment, it is noted next to the link by "(Paid)".

Title	Challenges	Brief description
Education Development Trust, (n.d.) (Link)	Reviewing case studies of transitions	The Education Development Trust punished several case studies showing individual transition by clients of the National Career Service that results from their guidance.
Schiffman, R.J. (1985), Discourse constraints on 'it' and 'that': a study of language used in career counseling interviews. PhD thesis. University of Chicago (Link)	Considering language use during career discussions.	This thesis analysed career discussions and examined the use and structure of language that prevailed. Grounded in various theories, it provides a deeper dive into the implications of language during career discussions.
Kidd, Jennifer M. (1996) The career counselling interview. In: Watts, A.G. and Law, B. and Killeen, J. and Kidd, Jennifer M. and Hawthorn, R. (eds.) Rethinking Careers Education and Guidance: Theory, Policy and Practice. London: Routledge, pp. 189-209. ISBN 0415139759. (Link)	Reflecting on theory to design guidance interviews..	This paper from several decades ago provides a milestone in the application of theories in career guidance interviews. It reviews the historic theories used to that point, and the philosophical origins. It is argued that the guidance interview is one of a sequence of activities and should be later rather than earlier in the sequence. The paper explains, in general terms, how practice can learn from theory, Four orientations of interviewing are described, based on different models of careers theory (person-environment fit, developmental, person-centric, goal-directed).
Wilden, S., & Gro, N. L. (1998). New frameworks for careers guidance: developing a conceptual model of the interview. British Journal of	Analysing career interviews and reflective practice.	Recent research has highlighted limitations in our understanding of the dynamics occurring within the careers guidance interview. A study was conducted of how the client and practitioner engage in the exchange within the interview and how meanings are negotiated and received by each of the participants. The objectives for

Guidance & Counselling, 26(2), 175–193 (Link) (Paid)		the study were to examine a sample of guidance interviews in order to: (i) identify which interventions by practitioners are perceived as helpful and unhelpful by clients and practitioners; (ii) establish how helpful and unhelpful interventions relate to change in understanding; and (iii) compare and contrast the identification and commentaries by practitioners and clients. The results showed that practitioners reported significantly more helpful interventions than clients and that there was limited agreement in the identification of interventions. This analysis provided the basis for the development of a conceptual model of the interview.
Brown, S. D., & Ryan Krane, N. E. (2000). Four (or five) sessions and a cloud of dust: Old assumptions and new observations about career counseling. In S. D. Brown & R. W. Lent (Eds.), Handbook of counseling psychology (3rd ed., pp. 740–766). New York: Wiley. (Link)	Determining the number of sessions to support clients through transitions	The chapter contains various literature reviews on different aspects of career guidance. One of the main conclusions is that it proposes that 4-5 relatively short sessions are likely to be optimal for most career clients. Since the paper was published, knowledge has evolved, and so the paper also provides a milestone in the development of careers practice knowledge.
Millar, R., & Brotherton, C. (2001). Expectations, recall and evaluation of careers guidance interviews by pupils and careers advisers: A preliminary study. British Journal of Guidance &	Setting client expectations	The purpose of this study was to examine differences in the perceptions of initial careers guidance interviews as expressed by pupils and careers advisers. A sample of 51 careers guidance interviews were studied, which were carried out by 16 qualified careers advisers operating under normal working conditions. The results suggested a range of differences between careers advisers' and pupils' expectations, recall and evaluations of careers guidance interviews. However, both participants' overall satisfaction with the careers

Counselling, 29(1), 95–110. (Link) (Paid)		interview was significantly related to the interpersonal aspects of the process, while the provision of careers advice contributed to overall satisfaction expressed by careers advisers only. Findings were discussed in relation to preparing clients for guidance.
Whiston, S. C., Brecheisen, B. K., & Stephens, J. (2003). Does treatment modality affect career counseling effectiveness?. Journal of Vocational Behavior, 62(3), 390-410. (Link)	Evaluation of choices of modalities	This paper reported results from a meta-analysis that compared the evidence for impacts when different modalities were used in the provision of careers support. Results tended to highlight an important role for a counsellor e.g. Interventions that did not involve a counsellor were found to be less effective than other modalities.
Bimrose, J., & Barnes, S. A. (2007). Navigating the labour market: career decision making and the role of guidance. Coventry: Warwick Institute for Employment Research and Department for Education and Skills. (Link)	Building long term sources of value into interviews	This report is one of several that emerged from a longitudinal study of adult career decision making behaviour in England in 2002-08 by the Warwick Institute for Employment Research. The purpose of the research is to evaluate the effectiveness of guidance by tracking the career trajectories of research participants over the next five year period. This study found that, four years after having career interviews, 77% still valued their guidance. In retrospect, recipients of guidance identified that it was considered useful when it challenged ideas and understanding; inspired self-confidence; increased self-awareness; gave direction, focus or a plan for the future; provided access to information, knowledge and computer-aided guidance programmes; and structured opportunities to talk to a professional
Bosley, S., Arnold, J., & Cohen, L. (2007). The anatomy of credibility: A conceptual framework of valued career	Adopting the "helper" role that clients will most value.	The authors of this paper admit that there is little research that defines the ideal attributes of the "career helper" from the perspective of career service clients. However, using a range of literature and reasoning, they construct a framework that proposes the characteristics and qualities clients would benefit from. The paper offers

helper attributes. Journal of Vocational Behavior, 70(1), 116-134. (Link)		the opportunity to reflect on the posture and role taken with clients.
Schedin, G. (2007), Expectations and experiences of career counselling: - An exploration of interpersonal behaviour. PhD thesis,Department of Psychology, Umeå University, Umeå, Sweden (LInk)	Reflecting on expectations and experiences of career counselling clients, to adapt interpersonal behaviour	With the interactions between counsellor and client seldom researched, the overall purpose of this thesis was to understand interpersonal behaviour in career counselling sessions. The present research explores expected, experienced behaviours and self-image of 15 adolescent clients' and counsellors' dyads in career counselling, which was then analysed using social science models for interactions.
Everitt, J., Neary, S., Delgardo, M.A. and Clark, L. (2008). Personal Guidance. What Works? London: The Careers & Enterprise Company. (Link)	Embedding proven practices in personal guidance for young people	This research was commissioned by The Careers & Enterprise Company in summer 2018 to establish what works in the provision of personal guidance in schools and colleges and to identify the impacts on young people: a rapid evidence review of the academic and grey literature which informs what is currently happening within this area;, case studies with schools and colleges across England which highlight good practice and the challenges of implementation; expert interviews with key thought leaders relevant to the area - this builds on the findings from the literature review
Reid, H. (2009). 'Telling tales': moving from clients' stories to practitioners' stories in career and educational guidance interviews. European Society for Research on the Education of	Deploying a narrative approach to increase confidence and clarity.	The authors argue that a narrative approach to guidance offers a more "meaningful, ethical and sustainable approach to guidance interventions." The paper describes an initial analysis of the approach with clients, which showed promise, alongside some limitations. The paper sets the foundation for discussing how, in this approach, practitioners might draw from their own experience as well as their clients', in delivering this sort of guidance.

Adults (ESREA). (Link)		
McMahon, M., Watson, M., & Bimrose, J. (2010). Stories of careers, learning and identity across the lifespan: Considering the future narrative of career theory. Institute of Career Guidance (Link)	Considering the dimensions of coverage in careers interviews	This study was a qualitative research study that extracted careers stories from representatives of different of society, and explored individual journeys and the meanings that people placed on them. While not a career intervention study per se, the coverage of the issues provides insight for career interviews, particularly using construction and narrative approaches.
Mittendorff, K. M. (2010). Career conversations in senior secondary vocational education. PhD thesis. Eindhoven School of Education. (Link)	Predicting emotional needs of school-aged clients.	Set in Dutch secondary vocational schools, this thesis evaluates student perceptions of the careers guidance they receive, investigates the influence of practitioners own career profiles, and defines "success" for career guidance.In this setting, it was found helpful that students and those administering the guidance knew each other and developed a relationship. Students appreciated discussions of their personal strengths and weaknesses.
Rehfuss, M. C., Corso, J. D., Galvin, K., & Wykes, S. (2011). Impact of the career style interview on individuals with career concerns. Journal of Career Assessment, 19(4), 405-419. (Link)	Deploying a narrative approach to increase confidence and clarity.	In this US study, 18 aged from 20 to 55 were given a Career Style Interview (CSI), as developed by Savickas, which used a narrative approach based on principles linked to Career Construction theory, to help clients to explore their own realities, motives and options. In this research, it was tested with a follow-up interview two weeks later. The data indicated that after completing the CSI, participants generally felt helped and also typically experienced awareness, self-confidence, direction, confirmation, and a sense of encouragement related to their career concern. Participants primarily recalled role models as the most meaningful aspect of the CSI.
Di Fabio, A. (2012). The effectiveness of the career	Goal-setting and clarification using a life	The aim of the study under discussion was to evaluate the effectiveness of a Career Construction Interview and life-designing approach in a group of Italian university

construction interview from the perspective of life designing. South African Journal of Higher Education, 26(1), 717-728. (Link)	design approach	students. The study included an experimental group, which received a Career Construction Interview intervention, and a control group. A comparison of the initial Future Career Autobiographies (FCAs) with the subsequent FCAs indicated that the members of the experimental group had more specific life and occupational goals after the intervention thus underlining the effectiveness of the Career Construction Interview.
Maree, J. G. (2012). A (guided) meta-reflection theory of career counselling: A case study. South African Journal of Higher Education, 26(1), 670-690. (Link)	Motivating reflection and meta-reflection in guidance sessions to promote positive career choices	This paper describes a career counselling case study exercise where the counsellor guides their client through exercises of reflection on their career. The goal is to create a more holistic understanding of what it takes for the client to live a happy, successful life and thereby make the most appropriate choices from greater self-awareness.
Perdrix, Sophie, et al. "Effectiveness of career counseling: A one-year follow-up." Journal of Vocational Behavior 80.2 (2012): 565-578. (Link)	A one-year review of career guidance interview impact	A review of the effect of career guidance interviews was studied one year on from the intervention across a range of ages. The results showed positive, long lasting results but that younger people responded better than older as indicated by a greater reduction in career indecision.
Westergaard, Jane. "Career guidance and therapeutic counselling: Sharing 'what works' in practice with young people." British Journal of Guidance & Counselling 40.4 (2012): 327-339. (Link) (Paid)	Using therapeutic counselling to support clients with anxiety	This article is contextualised by the idea that uncertain economic conditions are creating more complex career decisions for young people.This article draws on research undertaken with therapeutic counsellors into 'what works' when counselling young people. It offers career practitioners the opportunity to reflect on four key emerging themes and to consider how the discipline of therapeutic counselling might inform guidance practice.

Rehfuss, M. C., & Sickinger, P. H. (2015). Assisting high school students with career indecision using a shortened form of the career construction interview. Journal of school counseling, 13(6). (Link)	Delivering abridged interviews.	In light of tight resources, this paper reported an investigation into a shortened form of the Career Construction Interview (CCI), to help high school students struggling with the career decision making process. The shortened instrument is described, as well as, its use with eleventh grade high school students who had low levels of career concern and career curiosity. Students reported the interview as being helpful.
Osborn, D. S., S. W. Hayden, G. W. Peterson, and J. P. Sampson Jr. 2016. "Effect of Brief Staff-assisted Career ServiceDelivery on Drop-in Clients." The Career Development Quarterly 64 (2): 181–187. (Link)	Offering a drop in service	A brief staff-assisted career counselling service, based on cognitive information processing theory, was evaluated from surveys with n=138 drop-in clients. Significant changes occurred in variables before and after the intervention, such as confidence and knowledge of next steps. "Participants rated the experience as highly positive." However, "decreases in anxiety about career concerns were unrelated to the intervention." Implications were drawn that suggested a brief service delivery model yields positive outcomes for many clients but requires adjustments in organisational culture, physical environment, practitioner approaches, and client expectations." The authors proposed that future work would examine the impact as a function of different client needs.
Whiston, S. C., & Rose, C. S. (2015). Career counselling process and outcome. In P. J. Hartung, M. L. Savickas, & W. B. Walsh (Eds.), APA handbook of career intervention, Vol. 1. Foundations (pp. 43–60). American Psychological	Analysing career counselling process vs. outcome	This chapter focuses on the process and outcome of one-to-one career counselling interventions. The article has three sections: The first section describes general characteristics of those who seek career counselling. The second section addresses career counselling outcomes and effectiveness., and how researchers measure effectiveness, The third section summarises the process research regarding which factors contribute to positive change experienced by a client.

Association. (Link)(Paid)		
Klonek, F. E., Wunderlich, E., Spurk, D., & Kauffeld, S. (2016). Career counseling meets motivational interviewing: A sequential analysis of dynamic counselor–client interactions. Journal of Vocational Behavior, 94, 28-38. (Link)(Paid)	Deploying good practice when using motivational interviewing within career counselling to reduce client ambivalence	The authors present "the first study about Motivational Interviewing and career counselling" where motivational interviewing refers to "a client-centred communication style with the aim to resolve client ambivalence." The current study analysed the content of two videotaped sessions of 14 unique counsellor–client conversations. Verbal behaviour of counsellors and clients were coded. The behaviour of career counsellors did significantly differ from recommended counselling benchmarks of good MI practice, but the ambivalence of clients nonetheless reduced. The manifestation of divergence from assumed best practices was described and implications were suggested for training.
Reid, H., Bimrose, J., & Brown, A. (2016). Prompting reflection and learning in career construction counseling. Journal of Vocational Behavior, 97, 51-59. (Link)	Deploying a narrative approach to aid self-awareness and reflection	This study comprises two adult career construction interviews, which are both described in depth including exerts from the client-practitioner exchanges. The research seeks reflections from both the practitioner and the client. Both clients undergo learning, though the outcomes are different. The paper explains how to discuss personal and emotional situations without moving into therapeutic counselling.
Rochat, S., & Rossier, J. (2016). Integrating motivational interviewing in career counseling: A case study. Journal of Vocational Behavior, 93, 150-162. (Link)	Helping overcome client dilemmas	The paper discusses motivational counselling and its relevance to career counselling. Case study research is combined with a literature review in describing the approach and arguing for its value as a career counselling approach. It is shown to be able to.help clients overcome career dilemmas and increase their readiness to make career choices.
Whiston, S. C., Rossier, J., & Barón, P. M. H. (2016). The	Creating a productive working	"The working alliance" between a career guidance practitioner and their client is viewed as one of the most important success factors in the intervention of a

working alliance in career counseling: A systematic overview. Journal of Career Assessment, 24(4), 591-604. (Link)	alliance with clients	guidance interview. In this paper, the concept is discussed, research is reviewed, and evidence presented for the impact on outcome measures. The authors add that more research could be done in this area.
Vilhjálmsdóttir, G., & Tulinius, T. H. (2016). The career construction interview and literary analysis. Journal of Vocational Behavior, 97, 40-50.., & Tulinius, T. H. (2016). The career construction interview and literary analysis. Journal of Vocational Behavior, 97, 40-50. (Link)	Designing effective dialogues with clients / Reflective practice	The aim of this study was to examine what changes occurred in a career construction interview (CCI), what elements contributed to these changes. Two clients and two counselors participated in interpersonal process recall (IPR) interviews, to review the process they'd engaged in. Then the two CCI's were submitted to literary analysis based on Greimas's narrative semiotics (Vilhjálmsdóttir & Tulinius, 2009) in order to determine whether and in what way the counselor missed something during the interview. The article concludes that the CCI is very effective but could be made even more so if the counselors received more training in literary analysis, more specifically narrative semiotics.
Bassot, B. (2017). Action without action planning: the potential of the Career Thinking Session in enabling transformational career learning and development. British Journal of Guidance & Counselling, 45(4), 391–401. (Link)	Running a career thinking session	This paper explores a career thinking session run with young people, and involves the case of a UK student who is transitioning into higher education. The case study is evaluated from different perspectives, offering a range of lenses through which to evaluate the practice and its impact.The paper proposes that this method aids with critical thinking by clients about themselves and their situation.
Soika, I. (2017). Evolution of dialogue for students' career guidance in secondary	Designing effective dialogues with clients / Reflective practice	This paper is a conference paper that takes a detailed look at the the topic of the dialogue between a career practitioner and their client, in the context of secondary vocational students. It draws from both a literature review and some student

vocational education. In The Proceedings of the International Scientific Conference Rural Environment. Education. Personality (REEP) (Vol. 10, pp. 481-488). (Link)		interviews. In the review, the paper raises awareness of ideas like the "container for dialogue", which is the psychological space in which the client exists. It draws distinctions between reflective dialogue, about the past, and generative dialogue, about the future, as well as different stages of conversations. The interviews find that clients feel comfortable to operate in different sorts of conversation, but not others. The ideas and references create a framework for similarly reflecting on career conversations.
Whiston, Susan C., et al. "Effectiveness of career choice interventions: A meta-analytic replication and extension." Journal of Vocational Behavior 100 (2017): 175-184. (Link)	Designing evidence informed interventions	This meta-analysis of career choice intervention is a replication of an early one by Brown and Ryan Krane (2000), and covers the evidence for the effectiveness of different interventions (including but transcending the career guidance interview). 57 studies were included in the review. Separate analyses were carried out for different outcomes, like career maturity and vocational identity. The biggest effects were found for self-efficacy. 19 interventions were examined which allowed comparisons between counselling and interventions as diverse as computer guided and world of work information.
Yates, J., Oginni, T., Olway, H., & Petzold, T. (2017). Career conversations in coaching: the contribution that career theory can make to coaching practice. Coaching: An International Journal of Theory, Research and Practice, 10(1), 82-93. (Link)	Using theory to inform decisions during career interviews.	This study explores the experiences of three groups of people who have recently changed career direction and who underwent career coaching: 1) female black African entrepreneurs, 2) academic research scientists moving to industry, and 3) people choosing a career in careers. The findings of the studies highlight the role of meaning and values, and the influence of others on career choice. The studies show too how the participants think about career success, and that the impetus to make a career change comes from both a disenchantment with one situation and an attraction towards another. The paper identifies various parts of dialogue that relate to career theories, to show how

		theories can inform practice when discussed by clients.
Cohen-Scali, V., Bernaud, J. L., Moumoula, I. A., & Pouyaud, J. (2018). Three life and career design interview methods for counseling young people in situations of migration. Interventions in Career Design and Education: Transformation for Sustainable Development and Decent Work, 153-170. (Link)	Offering holistic support for migrants (with potential applicability to other vulnerable people) .	This book chapter argues for the usefulness of three types of life and career counselling interviews to help the young migrants in their search for decent work and better living conditions. These three methods for life and career designing are presented and exemplified at the different steps of the process: the "meaning of life" interview, "explanation interview" and "Life and career design dialogues" (LCDD). The chapter introduces the main characteristics of each method and underlines the ways they may be implemented
Dozier, V. C., & Osborn, D. (2018). Cognitive information processing theory: Applications in research and practice. Journal of the National Institute for Career Education and Counselling, 41(1), 39-47 (Link)	Using cognitive information processing theory to support career thinking and planning in the transition from education to employment	Cognitive information processing theory could apply itself to various delivery modes in guidance, but is particularly applied to career thinking and planning decisions that appear in guidance interviews. In this paper, the authors review the research on cognitive information processing theory, which has produced over 150 evidence-based articles and describe evidence for its effectiveness. Two brief case studies are then provided to show how it can be used to support undergraduate students. One has made a decision to pursue a degree that they then feel uncertain about, whereas the second is satisfied with their decision making but the second had only focussed on job opportunities gained through personal connections and not yet engaged in the job market
Everitt, J., Neary, S., Delgardo, M.A. and Clark, L. (2018). Personal Guidance. What Works? London:	Building enablers of successful career guidance systems	The paper reviews the international evidence for the impact of personal career guidance, providing references to a number of studies and random control trials. The conclusions include that the practitioner should be trained to at least level 6 to

The Careers & Enterprise Company. (Link)	around guidance	administer personal guidance. A number of impacts are shown including personal effectiveness, career readiness and educational outcomes. One of the key findings from this paper was the necessity for an intervention of at least 30 minutes.
Gkantona, G. (2018). Creating space for happiness to emerge: the processes of emotional change in the dialogical stage model. British Journal of Guidance & Counselling, 47(2), 190–199. (Link)(Paid)	Applying a theoretical process for managing dialogue with clients who are dealing with negative emotions.	The paper reflects that it is during counselling that clients often need to deal with negative emotions such as sadness, guilt, fear or anger. The author describes a multi-stage model (the Dialogical Stage Model (DSM)) which describes these processes. When deployed in an interview setting, "processes motivate the creative resources of the client and delineate new emotional relationships, aiming at the creation of space in the self for positive emotions of happiness, hope, affection, intimacy and love to emerge." A clinical case example is used as an illustration of these kinds of therapeutic dialogical processes. (While the paper is not explicitly discussing career related issues, it offers transferable insights, framework and reflections.)
Łysiak, M., & Puchalska-Wasyl, M. (2018). Functions of internal temporal dialogues. British Journal of Guidance & Counselling, 47(2), 210–222. (Link)	Understanding types of internal dialogue, their role in wellbeing and happiness, towards the planning of career guidance discussions.	This paper is not specifically related to careers guidance, but discusses internal dialogue and offers some insights for a) designing or planning career discussions, and b) reflective careers practice. Internal temporal dialogues perform several important functions, namely: support, redefining the past, balancing, distancing, advising, making decisions, acquiring wisdom and managing the future. This paper uses qualitative research with n=200 people to surface insights on internal dialogue. The results are discussed with reference to the formation of well-being and happiness.

Maree, J. G., & Di Fabio, A. (2018). Integrating personal and career counseling to promote sustainable development and change. Sustainability, 10(11), 4176. (Link)	Integrating personal and career counselling to bring about change.	This article reports on the integration of personal and career (construction) counselling within a case study to promote sustainable development and change. The intervention helped the client to tell construct a meaningful and motivating narrative. The final step was that the client and counsellor were able to co-create meaningful steps for change.
Olry-Louis, I. (2018). Expression and management of emotions in career counselling interactions. British Journal of Guidance & Counselling, 46(5), 616–631. (Link) (Paid)	Handling emotional clients	Based on three cases taken from 64 interviews, the focus in the paper is on how emotions can erupt when the client is recounting biographical episodes and how counsellors handle the situation. The results highlight the procedures used by clients (e.g. preliminary phrases, seeking ratification, hesitations, repetitions, reference to self) and by counsellors (e.g. reformulations, questions). The outcomes ultimately show that counsellors can transform the client's emotional reactions, which can have a decisive impact on the outcomes.
Gettman, H. J., Edinger, S. K., & Wouters, K. (2019). Assessing contracting and the coaching relationship: Necessary infrastructure?. International Journal of Evidence Based Coaching & Mentoring, 17(1). (Link)	Contracting with clients	Although not a career coaching specific paper, this review and discussion covers the specific topic of contracting and its importance, as well as covering the wider topic of "coach behaviours". Grounded in various other research, the authors propose a "contracting inventory scale". and explore perspectives of executives on contracting. The paper provides further research questions for this area, and generally motivates reflection on the client contract.
Rochat, S. (2019). Effects of motivational interviewing training in career	Using motivational interview techniques effectively,	Motivational interviewing (MI) is receiving increasing attention in the field of career counselling. This pilot study examines the impact of MI training on career counsellors' behaviours and clients using audio-recorded

15

counseling: A pilot study. Journal of Career Development, 46(3), 280-294. (Link) (Paid)	while avoiding risks.	interviews. Counsellors audio-recorded their interviews with 30 students prior to MI training and with 32 students after it. Career counsellors' proficiency improved in some of the indicators (percentages of MI-consistent behaviours and reflections-to-questions ratio) and worsened in others (percentages of complex reflections and open questions). The percentage of complex reflections was particularly found to influence clients' talking about change.
Cardoso, P., Campos, R., Taveira, M. D. C., & Silva, F. (2023). Client factors and working alliance: a preliminary study in career construction counselling. British Journal of Guidance & Counselling, 51(4), 625-633. (Link)	Creating a strong working alliance with clients during a programme of career interventions (career construction counselling)	Career construction counselling is a technique in which a strong working alliance between the career practitioner and client is important. This paper outlines the process of career construction counselling, the nature of a strong working alliance and the explores how the working alliance relationship affects the client's experience of the career intervention. Past research is invoked, on the situations where career construction counselling is most impactful, to create hypotheses. The research involved evaluation with n=49 Portuguese young people in the education system (from secondary to postdoc levels) and the Working Alliance Inventory was used to measure the client's perceptions. The results found that (low) educational level and high distress most affected the working alliance strength perceptions. Implications are drawn for using the technique with different clients, while also considering the determinants for creating a good working alliance.
Lewis, B., & Domene, J. F. (2021). A scoping review of life design intervention research: Implications for counselling and psychotherapy practice. Canadian Journal of	Using life design approaches to help clients create visions of their career	This study provides a review of the effectiveness of life-design approaches in career counselling. Twelve articles that evaluate the efficacy of eight interventions were found. Interventions included individual and group forms of the Career Construction Interview and My Career Story. Others were group-based life design interventions, the Career Construction Genogram, an online-based life design intervention, and a classroom intervention

Counselling and Psychotherapy, 55(1), 138-157. (Link)		designed for elementary children.The most successful outcome was career self-efficacy.
Whiston, S. C. (2021). Career Counselling Effectiveness and Contributing Factors. The Oxford Handbook of career development, 337. (Link) (Paid)	Designing evidence informed interventions	This is a book chapter which covers an evidence review of different practices that contribute to the effectiveness of career guidance. The chapter covers literature that itself includes various literature reviews to deduce success factors of career guidance, going back over the last three decades of research - and occasionally longer..
Reid, E. R. (2022). Impacts of shortening the length of career guidance: implications for practice, professionalism, service delivery and social justice. British Journal of Guidance & Counselling, 50(1), 95-109. (Link)	Deciding interview lengths	In the context that pressures are forcing shorter career guidance appointments in the UK Higher Education sector, this researchl explores the impact this is having on practice. Career guidance is found to be effective, but negatively impacted by these time constraints: less time is given for diagnostic work, which results in students leaving with unmet needs. Students have limited expectations of the service, and are overawed by the guidance they encounter, driving further demand for the service. Implications for practice are discussed relating to the professionalism of career guidance, service delivery and practice, and social justice.
Yates, Julia, and One-to-one career conversations in UK higher education: practical approaches and professional challenges." Journal of Further and Higher Education 46.9 (2022): 1304-1317. (Link)	Informing Reflective practice	The authors note a relative lack of literature that talks specifically about the contents of one-to-one guidance interviews. In this study, interviews are conducted with n=22 higher education practitioners about their practice. Three important aspects were identified: 1) the relationship, 2) the structure of the conversation and 3) specific techniques. The practitioners describe that the deviate from the interview structure they were trained to follow, adopting a more flexible and conversational approach. Practitioners also talk about dealing with cases where they feel that they disappoint their clients. The authors conclude with suggestions for training.

Youth Futures Foundation (2021), How Large Employers Engage with the Youth Labour Market. Report by IFF and Movement to Work (Link)	Understanding large employers' and their activities and intents	This report from 2021 describes the activities carried out by large UK employers to engage with the youth labour market. Conditions are described for the successful practices that tackle youth unemployment, such as dedicated resources, expert knowledge, and stakeholder engagement. The report includes but transcends placements and explains how many employers are motivated by the benefits they can see that their business gain from offering opportunities, jobs, work placements and apprenticeships to young people.
Mate, S., Gregory, K., & Ryan, J. (2023). Re-authoring career narratives: exploring identity in contemporary careers practice. British Journal of Guidance & Counselling, 52(1), 7–18. (Link)	Using career narratives	"Re-authoring Career Narratives" is described as a practice that involves principles of Narrative Career Therapy (NCT) and these principles contribute to the exploration of agentive development. Re-authoring Career Narratives is demonstrated to support clients to navigate the reality that career learning is lifelong and evolving. We propose that a NCT requires practitioners to place emphasis on the contexts in which discourse is developed which can facilitate greater awareness of a client's career identity and capacity to navigate uncertainty
Phillips, P. (2024). Applying Neuro-Informed Career-Focused Counselling: A Single Case Study Analysis. Canadian Journal of Career Development, 23(1), 81-90. (Link)	Applying neuro science to a career counselling client, to resolve trauma related to work.	The authors could only find one previous application of neuroscience to career counselling from 2017. This paper describes a single case study - a victim of workplace bullying - where the technique is applied. For instance, the elements of trust are known to increase neuroplasticity, so formed an element of the intervention. Writing also formed an aspect, for emotional processing. The intervention was able to help the client process a wide range of emotions that were affecting their career-related decisions. The application of neuroscience meant that the counsellor was able to understand and describe to the client their reactions on a range of emotional and psychological levels, as a precursor to managing.

Rochat, S., Froidevaux, A., & Cardoso, P. M. (2025). Career Decision Ambivalence and Career Counseling Change Ambivalence in Career Counseling. *Journal of Career Development* (Link)	Tackling client ambivalence towards career counselling and career change	The article discusses two sorts of ambivalence that career counselling clients might display, and ways to address them: 1) career decision ambivalence (i.e., ambivalence between career options) and 2) career counseling change ambivalence (i.e., ambivalence about engaging in career counseling-related changes). A case study design is used to show how they can be independent, and discusses how counsellors can turn ambivalence into more a positive discussion.

Further illustrations and perspectives

There are many videos available about different aspects of coaching, as well as podcasts and other media that include discussions about careers advice, guidance, coaching or similar. Below represent a small number of such examples of such material, which can help provide more insights into perspectives and experiences relating to this practice. Many of the videos tend to be from the US and come from other unique contexts, though may offer transferable insights.

Title	Role	Brief description
Duncan describes how career coaching helped to get his career back on track, CCS, YouTube video (c2016), ([Link](#))	Understanding valued outcomes and process steps in adult coaching	CCS are a career coaching and training company and have [uploaded a number of YouTube videos](#), where coachees have discussed the experience and benefits of being coached. The results show the outcomes that are most valued, and experiences which contributed to reaching that point. In this specific example, a client talks about overcoming both practical and emotional barriers in returning to employment.
Career counselling in action, Psychotherapy.net, YouTube video (c2016) ([Link](#))	Demonstrating affirmation and questioning	A short 2m example at the start of an adult career counselling session, which involves affirmation as a way to enter the crux of a discussion.
Professor John Holman - 'Good career guidance', Education and Employers, YouTube (c2017) ([Link](#))	Reflecting on practice and embedding best practices into guidance interviews	John Holman has been one of the leading academics in the development of contemporary career guidance practice and founded the Gatsby Foundation. In this 20min talk, he discusses a summary of work into "good career guidance" which underpinned the Gatsby benchmarks now used in schools. He also cited inspiration from the German system.
Key stage 3 (aged 12-14) Careers Guidance example and narration, The Careers Leader (c2020) ([Link](#))	Reviewing a a key stage 3 school careers interview	The Careers Leader Consultancy Limited produced a full 39 minute of an example interview between a qualified career guidance practitioner and a key stage 3 student, which addresses Gatsby Benchmark #8. The interview highlights the key stages involved in the interview.
Arthur, Nancy, Roberta Borgen, and Mary McMahon. "Career	Applying theories to practice design	The paper discusses how career models relate to practice, with regard to how they can be applied. Eight foundational themes emerged that support theory-driven

Development Practices: What Theories and Models Have to Offer." Canadian Journal of Career Development 24.1 (2025): 85-105. ([Link](#))		practice, which the authors argue will improve the outcomes from practice.Ideas are also offered for aligning practice with professional standards and guidelines.

Future research questions

The CDI discusses research questions and gaps with expert academics. Amongst the common topics that have been proposed for future research studies, to close gaps in our knowledge, include:

- Deconstructing career interviews - to understand the influence of different decisions career practitioners might take to steer the discussion
- Understanding the influence of the practitioner and client identities - to understand the value of similarities in identity, experience, age, gender etc.