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Confrontation in Counseling: Five Studies

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CONFRONTATION IN COUNSELING: FIVE STUDIES

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PREFACE

During the 1960's, the War On Poverty generated a myriad of community agencies and programs. Out of this effort, a new field emerged which encompasses vocational training, counseling and job placement. Most of the programs in this field were originally funded by the Manpower Development and Training Act (MDTA). In 1974, the Concentrated Employment and Training Act (CETA) replaced MDTA; under the new law, regional governments now receive federal revenue sharing monies and determine which programs to operate. I have held job development and counseling positions in several such government funded organizations, and am currently employed as a vocational guidance and job placement counselor for HIRED (Helping Industry Resolve Employment Disabilities). HIRED is unique as a Minnesota based non-profit corporation with a remarkable history of expansion over the past ten years because of an unusually professional approach to employment problems of the economically disadvantaged.

As I began to concentrate more on developing as a counselor, I became frustrated by the inadequacies of traditional counseling techniques taught at the graduate level as well as well as by the dearth of relevant literature. With my transfer to Lindenwood 4, I was able to utilize professionals in my field, as Faculty Sponsors, who could impart practical counseling methods to me based upon their experiences. The school also directed me to a body of literature which offered many useful suggestions for counseling the economically disadvanted and culturally different.

It soon became apparent that this literature offered many new theories but often lacked psychological research study methodology and documentation. In my Culminateing Project, I have attempted to partially fill this gap by utilizing the case study method and reporting results. The theme of confrontation has been a prevailing one both in recent literature and in work settings. After learning that it has many meanings and practical applications, I decided to isolate and examine confrontation, separate its components, and apply the techniques in my work. I hope that the resulting Project will be a major contribution to my field.

TABLE OF CONTENTS

INTRODUCTION

Confrontation in counseling is a much envied style. In conversations with counselors, it becomes apparent that most of us would like to see ourselves as no-nonsense, confrontive types who are able to "tell it as it is" and thereby elicit rapid change in clients. I believe that much of this comes from the popular media in which a dramatic confrontive incident occurs and our hero (or heroine) says "That's baloney, Man", and wins the battle in sixty minutes flat. Many of us have been exposed to practitioners who talk long and loud about their success with this technique. It certainly has more dramatic impact than the slower Rogerian non-directive style.

Unfortunately, much of what we think of as confrontive counseling is actually combative. I am reminded of a counselor who once moved into an office two doors away from mine. For two whole days we all thought he was fantastic. He took all of the hard core cases and really told them where it was at, Brother! Then it slowly began to dawn on us that he was using the same approach with every client and was simply yelling at all of them. Eventually the hallway outside his door turned into a battleground and he had to be moved up into an administrative position where he shuffled papers most of the day and continued only to disrupt the staff instead of his clients. His "counseling style" served his need for expiating his particular pain; the clients lost their individuality for him and the response was open hostility to and from all concerned.

A good simple working definition is "Confrontation is a direct technique in which the counselor challenges clients to face themselves realistically." (Leaman, 1978, p. 630) An extension and adaptation of this definition to an employment agency setting would be that the counselor challenges clients to face themselves realistically in the world of work and job search. This issue is aptly addressed by Anderson (1972) in "Confronting The Disadvantaged" wherein specific, realistic techniques for assertively counseling a difficult population are described.

Virtually all of the literature examined in the area of confrontation stresses forming a caring relationship with clients before moving in on them. This ranges from the lengthy and involved process of developing a warm empathic relationship as described by Glasser (1965) to the immediately active role discussed by Anderson. Leaman (1978) emphasizes that "knowing when to confront is very important. Premature confrontation usually produces anger and defensiveness in clients" (P. 632). One of the cases to be discussed will point out the results of premature efforts as well as how a confrontation gone wrong can be righted.

I have found that considerable investigation and gathering of background information needs to be done where there are unusual and complicated elements in the case. Two of the studies point to this need, One appeared to be outright fraud; the client falsified CETA and HIRED records, and background checks disclosed a morass of inaccuracies.

Solid documentation and accurate information was needed to challenge the client's manipulation at every stage of the confrontation. In another case, confrontation was the original intent and was utilized in initial interviews to aid a client in coping with a stated disability. However, a background investigation revealed that the handicap was misperceived by the client and a decision had to be made to shift from a counseling focus to a special job search technique.

I regularly confront in the sense that I challenge clients' misunderstandings or illusions about the job market and their behaviors in relation to that market. This is part of the repertoire of any responsible job counselor; on the other hand, it takes time and experience to develop, particularly if the counselor comes from a Rogerian school of training, as most of us do. The style I have adopted over the years tends to be that of empathic involvement with the clients while taking a teaching approach to the areas of employment eligibility factors. In cases where counseling is inappropriate (to be discussed later), an active job search program is initiated; in other instances, if a client is a chronic system manipulator, straightforward confrontation regarding the realities of the HIRED program along with the negative consequences which can result if the client fails to participate responsibly, are initiated. A recent case comes to mind of a young black man whom I had worked with over the years, first at NYC, then at TCOIC, with negligible results.

Andy was a quiet loner type, likeable, but unable to settle down with a realistic career goal. The result was a haphazard work history.

At the point when he came to HIRED, he had completed a training program in electronics and now appeared to have a marketable skill. Unfortunately, his electronics school had closed due to well-known administrative inequities, and the substance of his training was questionable. He was reluctant to pursue the electronics field for this reason. I pushed him to get records of his work and present what he had accomplished to employers, rather than focusing on the failure of the school.

We worked together for a time; then his previous familiar pattern resurfaced and he disappeared for some weeks. When I finally made contact with him, he had gotten himself into some potentially serious legal difficulty. This was particularly frightening because he had never been in trouble as an adolescent. The nature of his "crime" even revealed his naivete; he had taken money from a retarded white girl, threatened her foster family when they sought its return, then made a full confession to the authorities without benefit of legal counsel. I was personally sickened by the nature of the offense, but felt it had occurred as a result of extreme financial and related pressures on the client. Fortunately, he had not been formally charged and the family was willing to settle for restitution in the amount of the loss. I let him have it with both barrels, and

made no bones about my feelings regarding his action as well as his foolishness in confessing without an attorney present. "You don't know enough about the streets to pull off this sort of thing" I pointed out to him. I contacted his arresting officer regarding repayment details, and he assured me that he would like nothing better than to see Andy go to prison for his misdeed, but was willing to act as an intermediary on a repayment schedule. I repeated this to Andy with firm instructions that he was to come in daily to seek work. Additionally, he was to take the first reasonable job he could find so he could get his debt paid off quickly. I told him that we had gone through enough together in the past five years and I did not want to see him as a client in the system again. He was quite shamefaced throughout this encounter, nodded in agreement, repeatedly said "Yeah, you're right" and frequently smiled nervously, as is his habit.

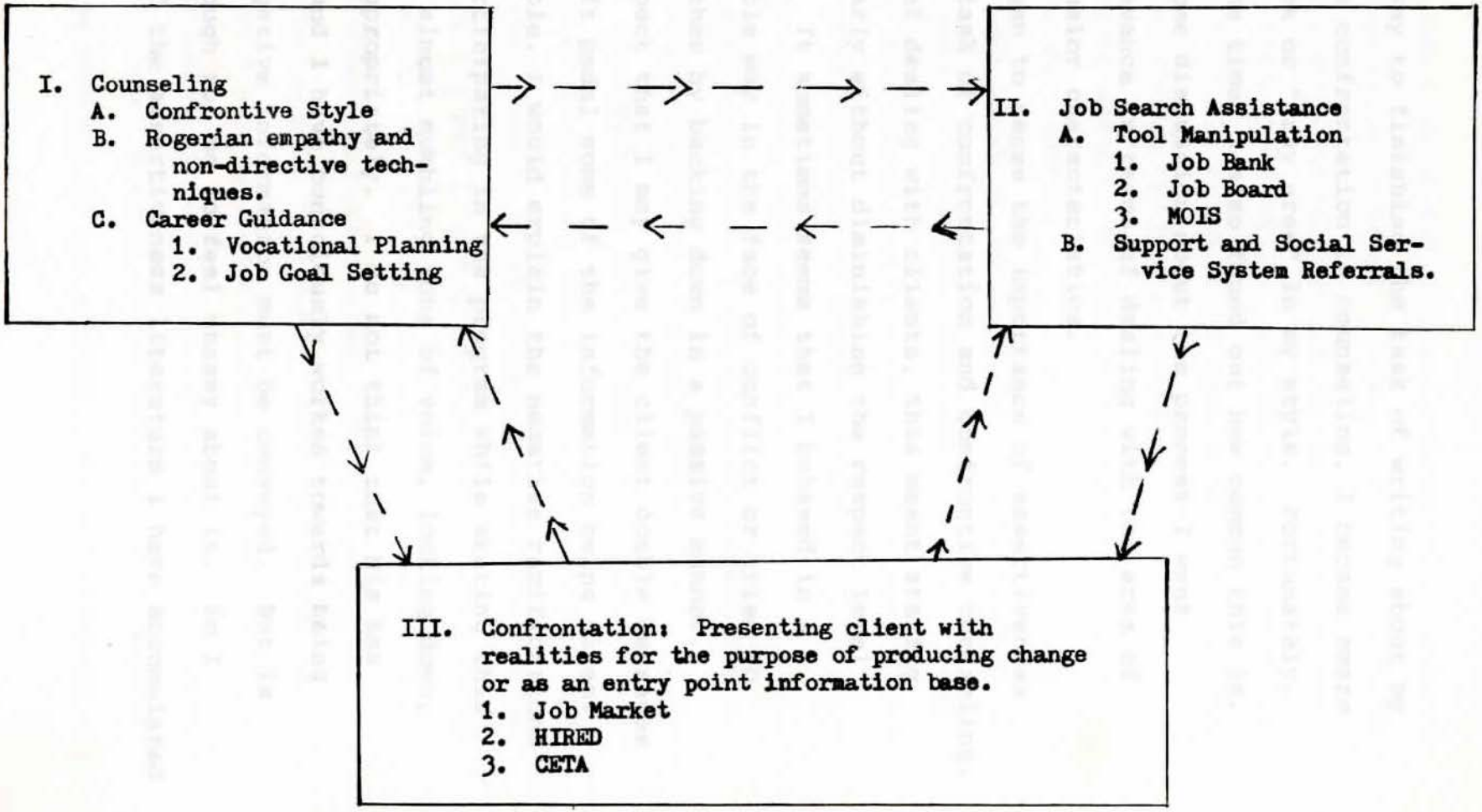
Remarkably, we lucked out within a week. I referred him to a well-paying job as an electronic assembler technician trainee. The employer was quite impressed with Andy's knowledge of electronics and hired him almost immediately. Check-up throughout the 90-day follow-up period revealed that he was performing extremely well and was highly regarded by all of his co-workers. Frankly, I'm still surprised at this sudden outburst of maturity. I do not know for certain what the final outcome was with the legal matter. I do know from initial follow-up contacts with the client that he was attempting to reach the arresting officer; this individual

proved impossible for me to pin down also because of constantly changing work shifts. For the sake of the client's personal development, I sincerely hope that the restitution has been made in full.

I think it is important to distinguish among confrontive and other forms of counseling such as career guidance, job search assistance, and non-counseling confrontation. The last two are used in cases where "a process that involves learning and teaching, acceptance and empathy...decision making... and finally personal growth and development" (Trimmer, 1978, p. 102) the components of counseling, are unwarranted. Only in a certain number of cases we can realistically expect the client to experience a process leading to genuine personal growth and change. The accompanying diagram illustrates the distinctions described here. For the purposes of further clarification, the remainder of this introduction is divided into titled categories to define other issues important to this discussion.

From an employment counseling standpoint, this is a dramatic example of how straight confrontation can be a factor leading to a turnabout in a chronic system repeator. For Andy, his current job is the best opportunity of his life and appears to have more long term potential than any other position he has had. For myself, this case represents the rare satisfaction of seeing how some years of effort finally paid off.

EMPLOYMENT AGENCY MODELS



THE COUNSELOR

Along the way to finishing the task of writing about my experiences with confrontation in counseling, I became aware of a missing link or "gray area" in my style. Fortunately, at about the same time, I also found out how common this is. Thus, I think some discussion about the process I went through has relevance in terms of dealing with the area of individual counselor characteristics.

I first began to sense the importance of assertiveness as part of the task of confrontation and confrontive counseling. To me in terms of dealing with clients, this meant stating my position clearly without diminishing the respect level for the client. It sometimes seems that I behaved in a somewhat irritable way in the face of conflict or tried to avoid it altogether by backing down in a passive manner. Sometimes I suspect that I may give the client double messages by trying to soft pedal some of the information being given.

As an example, I would explain the negative ramifications of not fully participating in the program while stating this in a very soft, almost mumbling tone of voice, looking down, and smiling inappropriately. I do not think that his has happened often and I have consciously worked towards being direct where negative information must be conveyed. But is has happened enough for me to feel uneasy about it. So I reviewed some of the assertiveness literature I have accumulated over the years.

The behavior described above can only leave the client guessing about how I think and feel and consequently confused about the message being conveyed. I feel I must work towards relating a straight-forward message while attacking the problem rather than avoiding it. Not doing so allows anger and resentment to build which would result in attacking the person or simply letting the problem slide.

Of particular meaning for me is "Developing a Belief System" (Jakubowski-Spector, ____, p. 80). While I have strong convictions about my work, it has become meaningful for me to reassess my goals for individual clients. When working through a difficulty with a client, this posture has proved to be a good framework to operate within. I find I can attack the problem rather than backing away.

The next area with which I got in touch resulted from viewing a videotaped interview of myself and a client. I had integrated the assertiveness data to the point where I was maintaining better control of the session with this client who appeared determined to avoid career goal setting. I was frankly proud of the way I assertively navigated him back to goal setting while challenging his belief systems, and finally accomplished the task of establishing objectives.

Thus I was somewhat dismayed when my practicum supervisor pointed out my obvious emotional discomfort and frustration throughout much of this interview. His advice was to keep a journal where I would ventilate my innermost feelings. I was shocked to see a segment where I appeared to

be absolutely furious with the client yet responded with informational goal setting. Fortunately, the interview ended with a very direct confrontation to the client's belief system. I still remain somewhat at odds with my supervisor's challenge to my empathic listening in some areas. While I agree that this can be detrimental to a client whose chief defense mechanism is endless verbiage, it is hard for me to resolve it with lifelong training to be polite and not interrupt people. This tendency was further reinforced by the Rogerian training and received in my first year of graduate school, along with other experiences. On the other hand, it is quite obvious that not openly expressing emotional reactions and attending to feelings undercut the effectiveness of the counseling process.

Ironically, I came across "Counseling the Reluctant Client" by Vriend and Dyer (1973) in a literature search the following day. It stresses the fact that many clients do not want to be in a counseling relationship, and most resist the counselor at various stages and in different ways. Failure with reluctant clients is attributed to counselors ignoring "the immediacy of the reluctance, becoming in turn reluctant themselves to identify what is happening in the relationship, avoiding mentioning the resistance or pretending it doesn't exist" (p. 243). I particularly identified with the statement that "counselors see overt reluctance in their clients as causing role conflict. Being warm and accepting...means they cannot be forthright and focus on here

and now behaviors". It was further comfort to read that "many counselors fail with reluctant clients because, just as most people in our society, they are not good at handling negative feelings" and "the usual counselor response... is placation...an effort to return the client to an un-threatening state of neutrality or to induce positive feelings... avoiding or redirecting rather than working through the emotional reality of his client." Some additional reasons given for this are the structural frustrations most counselors face because of involuntary referrals and bureaucratic entanglements.

For myself, I have struggled with several years of confusion about counseling philosophy and style. Some of this comes from early counseling experiences in settings where political idology rather than professional counseling was the prevailing structural philosophy. As a Caucasian in minority agencies, it was my role, even duty, to understand where everybody was "coming from". The primary and legitimate area for application was preparing clients for the real world of employment. During the time when the only work I could find was with agencies and where the clients traumatized the administration with threats and lawsuits, a placating manner seemed essential to professional survival. This is where my counseling style was developed by combining empathic listening with teaching the realities of the work world.

At HIRED, I received respect as an individual and gradually began to develop confidence. However, it has only been a little over a year since I have been receiving supervisoral guidance and concern for my development as a counselor. This has still been counteracted by government regulations and paperwork, overloaded caseloads and the resultant stress of juggling all of these factors. In writing up the cases for this paper, I was frequently struck by the amout of time it took to resolve client difficulties. I had to remember that the individual work was done in the face of the professional and paperwork demands of a clientele often numbering in the seventies.

In the face of these pressures, it seems even more important to keep growing and working on those areas in which I need to take care of myself, and consequently, prevent the clients from being shortchanged. I have been conscious lately of low-grade frustration in my work which stems from emotional issues.

The Vriend/Dyer article gives some good suggestions for confronting the client based upon Rogerian techniques which would fit comfortably with my style: "An effective counselor...develops techniques for reflecting the feelings of reluctance, thereby directly confronting and focusing on the barrier to productive counseling movement." (p. 244) One example is "your reluctance to get involved in this self-help program may be your way of saying I'm afraid of being all I can be."

In view of the preceding discussion, it seems important in many cases to carry this one step further and specify the effect on the counseling process, and on the consequences of job search realities. This would involve a statement, such as, "I am uncomfortable with your behavior which slows down our progress toward reaching your goals. If you display this attitude in job interviews, employers may be uncomfortable and unwilling to hire you. If you do not get hired within a certain amount of time, it will be necessary to terminate you from this program and our efforts will be wasted. I think it's important for you to decide what you want to get out of counseling." Thus the original interpretation is followed by the counselor's reaction, the detrimental effect on the client's progress, and the negative consequences which can result because of program realities.

THE CLIENTS

Virtually all clients who are referred to a job placement program can benefit from appropriate components of the counseling assessment interview. However, many of our clients are not appropriate for extended counseling; with large caseloads, it is important for counselors to recognize this limitation and set their priorities accordingly. The numbers assigned to the client categories tend to fluctuate over time, so general terms will be used in this discussion.

Happily, in terms of human development, a certain group of clients have solid, realistic job goals and display perfectly appropriate behaviors; all they need is "job search assistance." In particular, I am speaking of the highly motivated individuals who have completed training at area vocational schools. These people have gone through a process lasting up to two years and it is rare to find an individual who does not know what he or she wants.

I have marvelled at the contrast this group presents with other CETA clients and my inquiries have revealed many contributing factors. Many are highly motivated before they are selected for the Individual Referral Program. Before they go in, they receive extensive testing and vocational counseling to solidify goals.

Once in school, they are exposed to appropriate job behaviors on a daily basis. Those in the trades punch a time clock and are inundated with responsible on-the-job behaviors. Those in the more professional schools are expected to dress in a business-like manner throughout the training period.

I have seen enough clients before they go through this process to understand its effect. They develop confidence in their skills and in themselves as solid contributors to the world of work.

I hope this discussion illuminates some of the limitations of counseling. Individuals need a variety of influences and experiences before they can become responsible

job seekers. Much of this falls outside of the dimensions of counseling, although our own work can teach the clients to create some of these influencers for themselves.

Another non-counseling group consists of the people who have skills, job experience, and realistic goals. Again, they know what they want and simply need job search assistance. Some may have employment barriers for which system interventions are appropriate but for one reason or another, do not warrant counseling. For this and the first general group, job search alone can be extremely rewarding for the counselor. I am particularly reminded of an older lady who had always worked as a dishwasher. Through a series of efforts, I was able to place her with a maintenance service at the best paying dishwashing job she had ever had in her life. Although she was not a particularly pleasant person for me to work with, her behavior and appearance were certainly appropriate for the type of work she was seeking. She was highly motivated, had a good work history and I saw no reason to do more than find her a decent job.

Another client group consists of the marginally employable population. These are the people whom we cannot realistically expect to respond to counseling in the short two-month time framework we are given. They may have inherent or drug induced mental limitations; many are severely disturbed although they are capable of holding some type of job. Others are older and/or have ironclad resistances to change. Within this group are the chronic

system manipulators who will avoid working and counseling at all cost. Recently, I have even seen a few whose minds are so enslaved by religious ideology that they are dysfunctional and have to be referred to other agencies. I believe we have to accept the sad reality that this group of people is beyond our scope and counseling efforts would be wasted on them. The best we can hope to do is consistently confront them about job market realities and inappropriate behaviors, engage them in active job search if they will stick around long enough for this, and hope for the best. Some make it, but many do not. I think straight confrontation is the only method that can penetrate some of these enormous barriers. For many in this group, we are the end of the line of a long string of counseling and social work efforts that have either failed or have brought the individual up to maximum potential. Any more effort on our part is simply going to result in the expenditure of our own valuable time and energy which can be best spent on the next group.

Fortunately, there is a percentage of our clients who respond to counseling and for whom help is possible within our time limitations. Unfortunately, we may not have enough time to see the integration of behaviors we teach them. Most commonly, we see a surface compliance. However, some of these new behaviors are enough to get them into a meaningful employment setting which will reinforce good work behaviors over time so that integration takes place. One of the major frustrations involved in a placement setting is the lack of

opportunity to realize the genuine rewards of our work. Luckily, we do have the reward of satisfactory employment as a gauge of our efforts.

At this point, I would like to interject some examples of clients who appear to be responsive to counseling along with some who are not. An angry young unemployed schoolteacher comes to mind. For many years he had struggled with alternative systems and had been unable to put a secure foothold due to funding and other problems. He was handsome, charming and had a presentable professional manner. Although he came from a middle class background similar to mine, he was <u>not</u> an easy person to work with because of the rebellious resentment he had built up over the years. He knew all of the answers and was quite resistant to the system as well as to my own intervention attempts.

During the initial interview, I reflected his anger back to him, and shared some of my own past job market frustrations with him as a means of interpreting his behavior. I also set about creating an active atmosphere, which included loaning him a directory giving him alternative schools which he had not been aware of, and a new list of contacts. In subsequent job search sessions he never displayed the initial hostility to me again.

Because I knew his wife (a HIRED counselor at another office) I occasionally discussed the case with her briefly. She stated that he was just filled with anger and expressed some relief that I had "picked up on this right away." This

discussion led me to the sense of client compliance mentioned earlier. However, he obviously reacted enough to my statement to discuss it with his wife, which leads me to believe that he acknowledged his resistance.

Eventually, he picked a programmer trainee position, which was not a desirable choice for him, but which seemed a satisfactory and realistic alternative because of his math and business capabilities. He went through a series of interviews and finally got hired, beating out nearly a hundred competitors. The feedback I get from him indicates some surprise that the position is better than he thought it would be and the world of business is not all bad. His wife indicates that it is a tough adjustment for him. Perhaps he will always be an "angry young man" but he is able to contend with his job in a mature manner.

Another client who competed for the same job has some actual programming experience and similar educational qualifications. He also demonstrates anti-establishment attitudes. For a time, I attempted counseling with him but eventually dropped it as a lost cause. The second client is essentially a marginally functioning schizophrenic who has been brought to a maintenance level by a counselor under my practicum supervisor's guidance, so I have been able to learn much about the case through this connection.

Client #2 has managed to do something to defeat himself at every interview. None of the actions are negative enough to warrant intervention beyond a general lecture about

playing the game the employer's way. For instance, he eliminated himself from the previously mentioned job at a conservative firm by putting his height and weight down in metrics. Another time he lost out on a writing job by asking too soon about doing some work at home. He seems to feel that the right company will accept individuality yet he does not demonstrate the kind of single-minded motivation needed to find such an employer.

The client's self-defeating behavior along with my supervisor's advice led me to finally drop my counseling efforts. Other factors considered in the decision are that he is well past 35, has severe emotional limitations and is unable to focus his energies.

A third client is much like the second but seems to have possibilities and will be the subject of one of my studies. This individual wants to go into human services, has some credentials but has frittered away several years in low level jobs. He is frustrating to work with because he is constantly distracting from the task at hand, but with prodding he demonstrates fine capabilities and follow-through. My reasons for expending effort on his behalf have to do with his potential, border-line age (early 30s) and work stability.

How does one distinguish among clients to be counseled, confronted or simply assisted in job search? Much of it has to do with instinct and experience; a glance at the client's background and work history together with the assessment

interview provides information upon which to base these decisions. Dyer (1975) stresses the need for determining "functional intelligence" in order to establish realistic outcome goals for counseling (pp. 38-39). This is basically a subjective assessment based upon counselor observations of client's reactions and responses during the session.

In a setting where counseling is not the primary goal, then, I think the distinctions discussed in this section are imperative. Although we have the title and skills of "counselor", we frequently are seen by clients as someone "to get something from" such as money, tools, or a job or a signature on a welfare referral slip. We are not often viewed as we would like to be, that is, as helping professionals. Thus, our role needs to be assertively defined for the client; the resulting expectation is that the client will develop skills by our work to utilize throughout his life. In an employment agency setting, the most important work we can do with a client is to teach him how to function independently in the world of work and in future job searches.

In this section I have tried to set down some guidelines for effectively working with clients. Of course these guidelines are not ironclad; there may well be overlapping between counseling, confrontation and job search assistance. Within each category, particularly counseling, there will be times when confrontive counseling, career guidance and nondirective techniques will be appropriate or when segments of each should be utilized.

As individual counselors, we will find areas where growth is needed. I feel a need for continuing to work on my competency areas and for structuring the intial interview, as described in Counseling Techniques That Work (Dyer, 1975). Without belaboring the previous discussion in "The Counselor" section, I think that utilizing counseling and interviewing techniques effectively will produce increased competency in determining how to work with clients. I may be eliminating some "reluctant clients" who could benefit from counseling while focusing on others who are simply more enjoyable or entertaining. Lately, I've been feeling as if my work at the end of this graduate school experience is really just beginning. Perhaps this is best summed up by Dyer's statement (p. 19) that "being an 'expert' is relative; it is a useful concept which describes an evolving counseling self; the enlargement of a counselor's essence, the summation of learnings at any given moment in time, never reaches completion and ends at death."

CONFRONTATION IN OTHER COUNSELING SETTINGS

Some factions of the counseling field carry confrontation to the point of manipulation, with varying results. Particularly representative are drug abuse counseling and family therapy.

The prevailing philosophy in chemical dependency treatment is that imperious confrontation in groups is

necessary to break down the client's defenses. In many cases, it undoubtedly is an essential technique to penetrate the defense system a chronic abuser has developed. However, this approach assumes that everyone with a chemical use problem shares an ironclad defense system. It ignores the genuine desire for help many people enter treatment with. It is necessary for one to feel virtually helpless before entering an AA oriented program and to accept the only legitimate outlet of lifetime abstinence. However, the issue here is the benefits of a confrontive style; in substance abuse counseling, confrontation too often has negative consequences.

I am particuarly reminded of a television program depicting a group in a well known treatment center. A shy teen-ager was on the "hot seat" and was being badgered by her peers to admit her dependency. Frankly, I admired her courage in withstanding the onslaught for as long as she did. Finally, however, she broke down in the appropriate manner, began sobbing and telling the others how much she had been helped, and received the standard group hug reward. To me, it was an exercise in forced compliance with no purposeful outcome; the girl yielded out of confusion after her self esteem had been ripped to shreds. Practitioners in the field report that many treatment centers are changing because too many people are coming out of this type of experience very withdrawn and unable to cope with life.

A healthier model is the one developed by the Johnson Institute which is used in the initial intervention with an abuser. A counselor trains the family and concerned others of the abuser to gather specific, factual behavior data and present it to the individual at the time of the intervention. I have found that gathering concrete data has been essential to the confrontive interventions which have been favorable. Another of their methods is to present specific behaviorial data to the client as soon as possible after it has occurred, which is a solid therapeutic principle.

The family therapy field apparently turned to confrontive manipulation in self defense. Therapists who were trained in Rogerian nondirective techniques "found themselves besieged, outnumbered, and in danger of losing their therapeutic neutrality (Wile, 1978, p. 11). To counteract this, they developed methods including ridicule, charm, paradoxical instructions and otherwise manipulatively structuring the therapy sessions (p. 13). Some other confrontive techniques of interest include "attacking the attacker" which means imitating one family member's attack on another with similar instructions, or "joining the attack" wherein the therapist appears to take the verbalization seriously and offers further reinforcement (Beck, 1977, pp. 68-69). These methods are essentially aimed at gaining therapeutic control while breaking down the family defense systems to produce new behaviors.

It is interesting that even where more subdued methods are promoted or demonstrated, they still remain basically confrontive. Wile, for instance, presents a "paired bind" approach wherein the therapist seeks "to delineate the partners' concurrent conflicts" by asking each to describe the thoughts and feelings they had throughout the particular interaction. The results reveal an undercurrent of conflicts that can be brought to the surface. In this way, the therapist is still challenging the couple to face each other's inner realities, although the technique is more subtle than direct confrontation.

In a case demonstrating structural family therapy, Heard (1978) presents a lengthy dialogue emphasizing two themes. One is the critical transitional points of therapy which need to be appropriately timed and the other is "the use of a task to being about structural realignment within the family." Within the study, there are various examples of therapist confrontation and a couple of interesting segments are as follows:

"Dr. H: This may sound strange, but...I say this in all sincerity...I'm not real sure in my own mind that you want to solve this problem. I'm not real sure that you really do want Keith to mind you.

Wife: Why? I don't understand why.

Dr. H: Well...what are some of the possible repercussions, you know, between the two of you if Keith...if you become a very effective mother and you are above to really take control with Keith?" (p. 345).

Thus the therapist challenges the client to face herself and her actions realistically.

Perhaps the most directly confrontive technique of all is self-confrontation utilizing audio and videotape playbacks of sessions. These techniques "allow the collection of previously unavailable data" about client behaviors "and permit the immediate replay of this material so that it can be integrated into the ongoing process of the family system" (Daitzman, 1977, p.3). Along with this are cautions about use of this technique with borderline cases where damage is possible.

Kaul (1973) urges caution generally about conclusions which can be drawn about the benefits of confrontation in terms of client depth of exploration. There is particular emphasis on the need for competence and high functioning levels among counselors (p, 132). It is noteworthy that this study found no significant differences in self exploration between clients of confrontive or speculative counselors. Confrontive counselors, however, tended to give the results of their techniques higher ratings than speculative counselors. Some explanations are that confrontive counselors may be attempting to justify the risk level involved and have a greater need to succeed because of it.

WHY CONFRONT?

The evidence examined certainly demonstrates that confrontation is not the epitome of counseling techniques. Wrongly utilized, it can probably be the most destructive of

all methods. Inappropriate use can result in raising client defense levels to the point where counseling is rendered ineffectual and a client may be lost. It may not be any more productive than other techniques in producing client self-exploration. I maintain that in a short term reality based program, where a specific goal of job placement and retention is the predominant objective, it is absolutely essential in many cases. Therapy, long-term nondirective or insight counseling is simply not an option for most of us in the job finding field.

Perhaps most important is the legitimate outlet appropriate confrontation gives for relieving counselors of negative feelings about the client. Damming up our emotions in the interst of protecting the clients leads to additional frustration with an already frustrating group of people. The result is inauthentic and ineffectual interactions with the client which are counterproductive to their growth. At the end of this effort will be an employer who will not hire the individual, or if he does hire him may shortly become disenchanted with behavior which should have been corrected. In order to prevent a negative cycle such as this, we must take care of our emotions first.

This paper is about confrontive counseling and its effects. It is also about my growth as a counselor working to incorporate this style. What is being reported is a series of interactions on a lifetime developmental continuum with five individuals, and how I felt I was able to impact on them.

Each of the clients dicussed is unique and each case was intriguing for me. For purposes of examining all facets of confrontive counseling, a couple of cases were included which seem incongruent with each other. The first describes an initial failure which resulted from confronting to soon. Another involves a shift in focus away from counseling the client; I felt this had to be included because sometimes we can lose sight of the fact that a technique other than counseling is what is needed to accomplish the task.

What follows, then, are really six stories; those of five clients, and mine as well.

CASE 1

Confrontation in Counseling (Leaman, 1978) describes the role of confrontation in a therapeutic atmosphere. The function of the technique in this setting is to deepen clients' self awareness and promote personal growth. This is not the primary purpose of confrontation in employment counseling. Rather, it is to enhance clients' employability by changing self-defeating behaviors; secondarily, our purpose is to challenge them to face themselves realistically, which is directly related to Leaman's basic definition.

According to Leaman, "Knowing when to confront is very important. Premature confrontation usually produces anger and defensiveness in clients." (p. 632) He goes on to recommend that the counselor wait until sufficient rapport has been established, usually after the first few interviews. Unfortunately, this time luxury rarely exists in an employment counseling setting. Clients are usually under extreme financial pressure and need to get a job right away. At the very least, interviewing must begin within the first week of referral to an agency.

Thus it may be necessary to intervene in some manner as soon as possible in this particular setting. In the following discussion of the client case, the element of empathy was partially missing; empathy may help to overcome obstacles in client work.

Kurkjan (1978), describes empathy as "understanding a client's existence cognitively and affectively without taking on the speaker's characteristics" (p. 634). The need for imagination in order to overcome the frequent barrier of lack of shared experience is emphasized because it can "facilitate the entry of the counselor into the clients' world" (p. 635). It is interesting to me that this is the first time I have seen this characteristic discussed in the empathy literature because it would seem to be very basic to the process.

THE CLIENT AND THE CONFRONTATION

J.M. came in at the end of a long and difficult summer. We had become over-enrolled with inappropriate referrals; clients "checking out" the program and moving on; those not serious about seeking work; transients who had been determined eligible under lenient residency requirements; and other people not ready for work who would have been better served elsewhere. Personally, I have generally been quite tolerant of difficult cases as part of the business of a community based employment service. But a steady stream of these types and a bulging caseload had left me "burned out."

J.M. appeared to be one more problem. She came in over an hour late for a Monday morning interview and gave all the outward appeareances of being an alcoholic. She was well past middle age, had bleached blond hair done in an overly bouffant style and wore an excessive amount of jewelry. She

was thin with a sallow complexion which gave her an emaciated appearance. The furtive look in her eyes completed the already negative picture.

I had to reschedule the appointment for a couple of days later and she looked much the same when she came in then. Her initial remarks contained inappropriate profanity which further reinforced my initial impression of her. Her whole thread of conversation centered around perceived age discrimination. My frustration mounted as I listened because it was obvious to me that the appearance factors were hurting her and not age per se. My initial suspician of alcoholism was somewhat alleviated during the conversation when questioning designed to draw out such an issue revealed no problem.

What did come out was a refined manner and an apparently privileged past life. Her husband had been a district manager with a large firm and they had lived well for many years. Then he was struck with Multiple Schlerosis and they moved to the Southwest to give him a better climate for his illness. When he died, she was left with no insurance or other means of support. Over the past ten years she had held a variety of clerical jobs. Again and again she revealed how she felt she had been discriminated against because of age.

As the interview progressed, we developed a comfortable rapport. However, I was aware of my increasing frustration because of her focus on age. Knowing the importance of initial impressions on employers, I decided to gently broach the subject of her appearance.

I discussed her jewelry with her at length, stressing the need for simplicity in initial interviews. She accepted it well, so I thought I might safely move on to her hair style. She mentioned that a friend did it so I suggested discussing a few alterations with her such as a somewhat softer color and a less bouffant look.

At this point the stuff hit the fan. She made it quite clear that she was not about to change her hair color or cut it. She wondered if I expected her to wear her hair in a bun because of her age and I stressed that this was not the case, reiterating what I had said before. She went on to cite examples of sloppy or unusual appearance she had seen in several offices, including the State Employment Service. She also went into a lengthy diatribe about the general suppression of individualism in the Midwest as compared with other places.

Her points were quite valid and well taken, which I shared with her. At the same time, I stressed that the objective was to get the job and that individualism could be expressed once one was securely hired. Furthermore, this was all I was trying to get across.

Upon rethinking this session, I appreciated the fact that the confrontation had led to some important self-revelations on her part. On the other hand, as I reflected on her initial resentment, I began to feel uneasy. Because of time limitations, I had felt an urgency about confronting her as soon as possible. Yet I thought that in the future, where

several aspects needed to be dealt with in one person, I would stop at one issue on an initial interview.

Much of her anger seemed to have dissipated following Job Seeking Skills class the next day because she seemed more relaxed and cordial towards me. She called for an appointment the next week but ended up cancelling it twice for various reasons. Then she began to confront me about why she had not been hired by the agency after the process she had gone through! She went on about the "terrible" way I had talked to her. I refused to argue with her and referred her to the complaint procedure whereby she should contact my supervisor if she wished to complain against me. I should add that the purpose of the agency is explained during several steps in the process, including the intitial assessment I have with clients.

J.M. did call my supervisor who explained again the nature of HIRED and that everything I had done thus far was standard procedure. I'm not sure what was said about my conversation with her, but my supervisor asked her to call me for an appointment the following week, which she did.

In the interim, I watched the Job Seeking Skills tape of her interview and was pleased to see her wearing a more businesslike outfit. Yet she still was wearing too much jewelry and I was gratified to learn that the instructor had reinforced my statements by pointing out where she had fidgeted with her rings during the taping. During class, she also worked with the positive attributes J.M.'s age could offer.

Unfortunately, from the JSS Instructor I also learned that the client was so despondent about the previous day's discussion with me that she had felt almost like doing away with herself. She disclosed that she had attempted suicide some years before, but went on to say that she had done so during a very low period that was long past.

I became somewhat frightened by this revelation although I gradually overcame it by thinking through the rationale behind it. After all, it did not make sense for someone to commit suicide over some objective, changeable factors which were suggested for a job interview. Nonetheless, I determined that the next sessions with her would be handled quite differently; I would be kind, supportive and non-confrontive.

When she came in, she was nicely dressed and I complimented her on her outfit. We had an animated discussion about job search during which I felt considerable rapport and warmth redeveloping. Some promising referrals were made for the next few days.

DISCUSSION

When I initially examined this case, I was quite surprised at the client's reaction to my statements. Upon re-examination, several possibilities become apparent.

First of all, my manner of delivery may have led to confusion on her part. In the introduction to this paper, I

discussed some conflicting messages I may sometimes be giving because of non-assertiveness. My confrontiveness with J.M. probably followed an empathic listening sequence and the client perhaps felt betrayed after sensing initial rapport.

I ignored the client's well-developed defense system; dress, clothes, manner and focus on the age discrimination. By confronting her directly at the outset, I threatened her fragile self esteem.

Sometime after this client began working, her case was discussed at an agency counselor's meeting. The older counselors felt that the age difference was the primary problem. A client like this would become defensive at a much younger woman advising her to change her behavior for basically three reasons: feeling threatened by youth, feeling that the younger person was being disrespectful, and not seeing the merit of the counselor's opinion because of her apparent youth. In this case it was felt that age would carry weight and authority, and perhaps an older counselor should do the confronting. When possible, it seems like a good idea as there are some mature women on the counseling staff who could do this sort of thing quite effectively.

When this is not possible, I could draw upon my own friendships with these women. Thus, a statement could be made such as, "I have some friends about your age and they tell me that simplicity is the best way to dress for a job". Incidentally, a couple of things have occurred to me regarding the initial encounter with this client because of

these relationships. I may have been overly reacting to her appearance because I am so used to the sensible simplicity of my mature friends and relatives. My surprise at her hostile reaction to my remarks may have been due to the fact that I have always related easily to older people.

During the early period when she was still angry with me, she remarked that "You didn't have one good thing to say about me." I admit that she was right in her perception of my remarks; although I did not feel I was running her down, she obviously thought I was. My practicum supervisor supported my verbal directness; he stated that trying to mix sugar with vinegar can often leave a client confused. The solution here would be to perhaps end the interview with a summary of the client's assets along with the other points where change was recommended.

In his article, Leaman states that confrontation "is especially difficult to use...successfully with passive-aggressive individuals' because "the direct statement or straightforward confrontation is often too powerful for passive-aggressive individuals and tends to either frighten them or increase their defense patterns." My general observation of this client presents a picture that fits in with this type. She tended to be overly nice and genteel when not ventillating her anger. In final job offers, she had difficulty asserting her right to know a definite salary and tenure.

At this point, I am trying to resist the inclination to build a straw case. Certainly the characteristic of passive-aggressive behavior has been bandied about to the point where its meaning has become diffuse, and many people would fit into this category. Thus I am suggesting that the above observations may be a possibility but are not conclusive at this point.

It seems to me that confrontation with a passive-aggressive individual is possible eventually if the anger can be resolved over time. Thus, if the individual becomes more assertive in expressing anger, it will result in easing of defenses and more receptiveness to the counselor's statements. The danger is that the client may just be reaching the point of feeling confident and a confrontive statement may cause a defensive reversal to early behaviors along with distrust of the counselor. In this particular case, the client does seem to have benefited from the early confrontation insofar as she was demonstrated positive changes in dress and demeanor. Thus, it may be true that "being a nice guy is destructive to client growth." (Leaman, p. 633)

I admit to having lacked empathy for the client's underlying reasons for her appearance and I probably conveyed this to her on a non-verbal level, which may have partly accounted for the explosion. By utilizing imagination, I could have made a connection between her current style and her former existence. Furthermore, "Counselors sometimes

forget how difficult it is to face oneself honestly and how painful vulnerability can become" (Leaman, p. 631).

OUTCOME

There is an aspect of explosive confrontation that I have never seen written up and which is not talked about very much, yet is something I have observed happening to myself and the client following the confrontive encounter (fortunately, these situations do not happen too often). That is, that a deeper, more understanding level seems to be reached on both sides in the process.

J.M. and I developed a very warm rapport in the weeks following the presenting difficulty described above. For my part, I became more deeply aware of her strengths of personality and employability. She became more relaxed, spontaneous, and warm towards me. I would like to believe that she grew from the experience as much as I did.

She began working on a temporary secretarial job at music recording house and loved the upbeat surroundings and young people who came in. After the temporary job ended they kept her on part-time.

In the meantime, she recieved one excellent job offer and another near-offer from two referrals I sent her on. Eventually, she was offered and accepted full time employment from the music house. This was a marked change from the futile efforts she had been making for many months.

The follow-up phase with this client was interesting and positive. She did well on the job and I received excellent reports from her supervisors. As a result of some lengthy discussions, she assertively addressed her employer about her pay and received a raise after three months.

Last week she called and said, "You know, I've been talking to you about my transportation problems." I did not know this was a difficulty and said so; in all of our discussions and my contacts with her employer, this never came up. Well, it seemed she had just been fired that morning as the result of not getting in on time. It seemed that this had been going on from the beginning; her car was in disrepair and was in no way equipped for the harsh winter weather. I discussed other transportation possibilities with her at length to determine if she wanted to go back or begin a new job search. It seems it was just too difficult for her to get up at 6:30 or 7:00 to get to work by 8:30. It just did not seem worth it to do this or make some other consistent transportation arrangements for $3.00 or $3.50 per hour.

It appears that there are many things I definitely do not know about this client. Obviously she did not trust me enough to discuss her main problem with me when a solution was still possible. It is possible that her feelings of rejection from our first interview were never fully resolved. It is obvious from the content of her advice seeking about pay and other job related matters that she wanted me to think well of her. But there appear to be some elements of her

personality which would cause her to be self defeating regardless of our relationship.

The ES Interviewer, one of our mature staff members who knows who the client is, wonders if she is a "party girl" who likes to stay up late. According to Eva, who is up at 6:00 every morning, older workers rarely have punctuality and attendance problems because they need less sleep than younger people. The JSS Instructor feels she resents having to work because of the life she led while married. Irrespective of these reasons, it appears to me that she is attempting to maintain a "depressive balance", that is, setting up her life in a way that she can maintain the pattern that once led her to attempt suicide and that keeps her in the state of anxious, confused thinking she displayed when I first worked with her.

For the time being (and because of agency regulations which allow for clients to work with the ES Interviewer even when they are not enrolled) I am having her work with Eva. I believe J.M. can best relate to her about her life experiences and that Eva can pull her through her current crisis, along with support from me. This will give me time to gather any information Eva may have to contribute and to plan some carefully structured counseling to help her get her life moving in a more positive direction.

CASE 2

INTRODUCTION

"If the client you're about to see comes in with a resume' and application stating advanced degrees and highly paid administrative positions, don't believe it until you check it out", the ES Counselor/Interviewer on the HIRED staff warned me. "He came into the State Employment Service a couple of years ago and we sent him out on several interviews. Nothing happened and then one of the employers called to complain that his references weren't checking out. The Counselor assigned to the case started checking things out and found that none of the advanced degrees were true. At that point, since the client had a history of mental illness, the counselor closed the file until he could give evidence of recovery". Thus was my introduction to one of the most bizarre cases of my counseling career.

The impression N.H. gives is very mixed. His graying hair is cropped short in an outdated crew-type style. His facial features are somewhat pixyish; an uptilted nose and eyeslant, together with slightly pointed ears and some strange mannerisms gives him an almost Martian-like appearance at times. His eyes range from being somewhat dull to a nearly crazed glitter at times, as I found out was due to the powerful medication he eventually admitted to being on. He wrings and twists his hands nervously at times, and intermittently bursts out with guffaw-like laugh.

For all of these unusual characteristics, he comes across in the initial interview as being a highly intelligent, perceptive individual with a congenial style, which made it easy to establish rapport. He wears a business suit and presents himself in a professional manner, perhaps a byproduct of his Dale Carnegie training. He also speaks in the carefully modulated manner of that school. This general, contradictory impression is reinforced by a very professional looking resume' (Appendix A) and several high paying jobs indicated on his application (Appendix B). I wanted to believe his documentation because of the difficulties involved in having to doubt a client.

BACKGROUND INVESTIGATION

N.H.'s most recent listed position, that of a "Psychologist/Shift Supervisor" at the Volunteers of America home on week-ends, first caught my eye. A friend of mine had held a similar position there for a couple of years. The position had entailed being an overseer of the house with some limited counseling intervention, but was not at all close to the position described by the client. When I called to check on this, it seemed that the job was a maintenance position which is officially titled "Shift Manager". The individual in this job reports to a shift supervisor and does not perform the functions of a psychologist.

Shortly after this, a set of references the client had promised arrived from the Center for Career Development and Placement at Mankato State University (Appendix C). As references go, they seemed really excellent. Various people from all facets of the client's life attested to his moral character, intelligence and capabilities. Because one of the references, a Lutheran Minister, specifically addressed the matters of his advanced degrees, I was now confused and hoped his professional credentials were legitimate. I thought perhaps with his fine background, he had become severely frustrated by attempts to find professional level work and had put down "Psychologist/Shift Supervisor" as a means of trying to impress employers with some indication of recent professional experience.

I decided to check on some other things to be more sure. The first jolt resulted from an attempt to verify the client's degrees. According to the Registrar's office at Mankato, he had received a B.A. Degree from the school. He did have thirty-six graduate credits but no advanced degrees. The individual I spoke to even double-checked this information to make sure there were no computer errors.

A further check to the state hospital at St. Peter revealed that the client had indeed worked there, but from December 20, 1967 to June 18, 1968, not the dates given. His position had been that of Voluntary Service Coordinator which was relatively close to the position description given. His salary, however, had been only $569/month, not even half of what he had specified.

I began the next session by telling him about my findings at the school. He responded to this by agreeing to bring in a transcript at the end of the week as proof of his advanced degrees. I was stymied enough by this to let the other discrepancies go for this session. However, I told him that he could not be referred to official HIRED openings until the matter was cleared up. In the meantime, because he needed to begin looking for work, I agreed to refer him to the open lists sent by other agencies; these openings would not necessarily come to HIRED and he could submit resumes on his own. He consented to this compromise arrangement.

The next time N.H. came in, he indeed brought a transcript which listed the advanced degrees along with impressive statements about his level of work (Appendix D). I examined it more closely while he went to check the board again. Two things became apparent. It was a rather weak photostatted copy with no indication of an offical school stamp. Secondly, there were differences in typewriter lettering for the degrees, which indicated to me that the advanced degrees could have been typed in after the client had received a copy. There were also some unusual typing errors as well as incongrouous rhetoric inserted in inappropriate places. The narrative style seemed inconsistent with the straight transcript mode of the rest of the document. However, I do not know the policies of the particular school in this regard and have not wanted to get too specific because of the client's known history of mental

problems which could be aggravated by too much confrontation, too soon.

I presented the transcript to my supervisor who agreed about the typing and lack of official stamp. She advised me to set up a mandatory appointment for the client with HIRED's Human Resources Specialist, Dave Glowatzke.

When I again spoke to the client about an official transcript, he claimed he could not get one because he was $5,000 in debt to the school. This one had been obtained with some difficulty through "a friend" who worked in the registrar's office. He had declared bankruptcy the year before but had learned that school loans were not exempt from this. Based upon my own school loan experiences of the past year, I could not understand how he could get so deeply in debt to an educational institution and questioned him about this. He stood his ground but it still did not make any sense, particularly since the school only had $400 per year tuition during the time he was a student there.

For the next couple of days I began digging in earnest. A routine double-check with the school revealed that indebtedness would not affect degree verification. At the client's urging, I checked with a Professor Emeritus in Mankato who said that he did not know about the MS Degree but knew the client had an MA in Psychology because he was on his committee. This information, however, did not remove the mystery of the school's lack of a record of the degrees.

I then called four different offices at the school to verify the client's stated position on his application as a Program Advisor. The only thing I could substantiate was that the client had held such a position for one month in 1968 and that it paid $7,800 per annum. Everybody I talked to seemed reluctant to overtly state that the client's claim was unverifiable and that is why it took so many called. By the end of this effort, I was becoming quite frustrated.

A call to the director of the Career Center began to shed more light on the subject. This individual said it was "very possible" that the client had an MA in Psychology. I could not understand why he would not absolutely verify this and said so. He said that his office went "by trust" taking the student's word for degree completion,and that it would involve duplication of the records office function for him to authenticate records.

I persisted with the point that the client had listed him as a personal reference; therefore, it seemed to me that as such, as well as his being an official at the school, he would know the truth of the matter. The rest of the conversation proved to be a turning point in this investigation.

He admitted to "hedging" because as he had known the client three or four years ago, he did not feel he was particularly motivated to work. He then revealed knowing that N.H. had "fudged" on his applications over the years, both in terms of degrees and employment, and he had talked to

him "at length" about it. He expressed some embarrassment about being used as a reference, but had not taken his name off the list in hopes that the right job would come along for the client. He stated that he had remained a friend to the client but that this had been awkward at times. He mentioned that the client is brainy and had "carried a high I.Q." while down there.

This conversation illuminated several issues which, until now, had been loose ends in the case. The client does command a high degree of caring, concern and genuine respect for his capabilities. Apparently there were better, more productive times in his life than had been evident to the Employment Service and HIRED. I was seriously beginning to wonder about the depth and breadth of his mental illness.

Also clarified in this conversation was the fact that my efforts to get at the truth of the matter were justified. There had obviously been other inquires of this nature which had produced difficulties over the years. The doubts I had been experiencing were of the type that "how can someone be so convincing if all of this isn't true?" My reaction was probably what the client was counting on. As the truth unfolded, I began to feel incredulous at the discrepancy between his claims and the emerging facts.

My last area of pursuit was to clarify the Chemical Dependency Certification issue. The State Department of Public Health stated that Minnesota does not offer CD Certification at this point in time and is currently

development guidelines. The only certification offered is through private organizations and schools. A quick check at the State Department of Education revealed that there is no Minnesota School of Alcohol and Additional Studies at Mankato State University. The resource person at the state laughed a lot and asked if our clients did this sort of thing very often.

At this point, my confusion became channeled into livid anger. A lot of people, particularly at the school, had not wanted to come right out and state the discrepancies. A common response was, in effect, "such and such may have been possible but we have no record of it. Why don't you try..." Of course, nobody else had a record either. Only the state had laid out the issue in black and white. I now took stock. N.H. was claiming to be a psychologist on a job where he was in fact a janitor. He stated having worked for the school for four years in a high level, top paying position; on the other hand, he was somehow $5,000 in debt to the same institution. Furthermore, the school could find a record only of his having worked for one month and this was two years before his alleged starting date. He was also declaring nonexistent certification from a program nobody had every heard of. Not only that, but it had taken me several hours of valuable time and energy to unearth all of this flotsam!

I felt a stand had to be taken. If he was so delusional as to believe all of the things he had conjured up about himself, then a medical statement evaluating his work

capacity, if he in fact was able to work, would be in order. If not, then I felt he should be discontinued from the program for falsification of records.

I laid out my efforts in a memo to my supervisor, Jane Foster, as well as some reommendations beginning with medical releases (Appendix E). Additionally, he would be required to work with me to devise an accurate application and resume' and to participate in a new counseling support group of HIRED job seekers. It was felt he would benefit from interacting with others in similar circumstances and Dave would also keep a watchful eye on him. During this particular week, incidentally, the client had cancelled his appointment with Dave and set up one with Jane, ostensibly to discuss his involvement with the program. So I wanted her to have the memo in hand by the time she talked to him.

N.H. was very frustrated about not finding a job at the time he met with Jane and her initial efforts were directed (as she later reported) at calming him down. I did overhear an initial comment he made about having sent applications and resumes all over town with no results. During their discussion, she quizzed him about the "Psychologist/Shift Supervisor" position. He stated that he got into some heavy discussions with some of the residents at the house, hence his use of the title. She stated that she also got into some deep conversations with her staff, many of which revealed quite personal information, but she did not feel that this entitled her to call herself a Psychologist. He

indicated that he saw what she meant. After some more discussion about discrepancies, I was called in to join them.

THE CONFRONTATION

I was surprised to be greeted by a very brisk and cheery "Hi, Anna" from the client when I arrived. Jane gave a brief rundown of their discussion, and I proceeded to point out the discrepancies I had found in the resume'. In doing so, I emphasized that prospective employers would not go to nearly the lengths I had. In the case of degrees, they would simply call the registrar's office, find out that he had no advanced degrees, and drop the inquiry at that.

I next informed him of my discovery that there was no "Minnesota School of Alcohol Addiction Studies" at Mankato State and no state certification at the present. He declared that he had attended a summer long seminar of this title in 1965 and was therefore just as qualified as anyone from the University of Minnesota. I first of all stated that the term "chemical dependency" was not even in use in 1965. Then I proceeded to tell him about my own training at another agency by an outside program (Metropolitan Institute for Black Chemical Abuse); at the end of it I received a certificate for chemical dependency training. However, I could not, in all honesty, put this down on a resume' as certification through the state in chemical dependency traning.

This type of training is simply not equivalent to a two year program at the University or at Metropolitan State College. He seemed surprised at this and actually agreed with me once the logic behind it became clear, stating "Oh, I see."

I went on to point out the discrepancy with the "Psychologist/Shift Supervisor" statement. When I got to the "Program Advisor" at Mankato, he proceeded to take out his wallet and flash a card with his name and "Program Advisor" stamped on it. I looked it over and pointed out that there were no dates on it. Since he had held that position for one month in 1968, the card could have been issued at that time, which I also explained to him.

I next revealed my findings about the position at St. Peter. By this time he was shaking. In an about-face, he said he knew he had worked at the places designated but was confused about dates and pay. He said he would have to go over them to obtain accuracy. I gently asked him if perhaps things generally became confusing for him at times and he quietly agreed that they did.

During the conversation he mentioned that he had probably been hospitalized 15 times, anywhere from one day to one year, the longest being in 1968. It appears that this man has had a long ordeal with mental illness and may have received so much electroshock that he is thoroughly confused about dates and events. I felt a deep sense of compassion upon hearing this; tragically, it seemed that a good mind had been rendered useless by so many repeated treatments.

I stated my willingness to help him while stressing his need to follow through on the terms laid out in my memo to Jane. In view of his behavior and apparent mental confusion, I felt it would be necessary to get statements from his doctors releasing him to seek work and including their evaluations of the kind of work he would be able to perform. He said that he would see his doctors the following week and sign medical releases at that time. He also agreed to bring in his income tax statements so that we could work up a new application and resume'. He was quite eager to talk to Dave and to participate in the group. He seemed to agree that it would benefit him to interact with other job seekers.

OUTCOME

When the client came in again to see Dave, he brought a resume' he had redone (Appendix F) which demonstrates his own work in stating his credentials more honestly. When his doctors proved difficult to reach, he intervened for me and they contacted me promptly. Following the confrontive session, he complied with everything I asked of him and appeared to be moving in a positive direction. Prior to the holidays, we had a very warm meeting where he shared his Christmas family plans. We agreed to proceed on the basis of the new information and doctor's releases after the Christmas season.

During this period, I discussed the client with his psychiatrist. He shared the feeling that N.H. was unrealistic about his job expectations and was grandiose in statements about his work record. His suggestion was that I advise the client to "try things my way because your way hasn't worked." He recommended that placement efforts be made in the area of low stress, part-time employment to facilitate a gradual re-entry back into the work world. This was the approach that I planned to utilize.

The client proved somewhat difficult to reach following the holidays. When I finally got through he informed me of an apparently excellent professional sales position he had obtained, to begin February 1st. He was quite excited about the opportunity he would have to make money and begin a career.

I discussed the job with him at length; I did not have the heart to dampen his enthusian but I am frankly pessimistic about this venture. He obtained the interview on the basis of a resume' sent to the organization over a year ago. This means that he was hired on the basis of false information, and I dread the consequences when and if this is discovered. They have apparently given him a hard sell on how easy the job is and he believes them. He verbalizes a very poor understanding of the amount of effort needed to maintain a sales quota.

At about the same time, I finally received his psychiatrist's letter, repeating some of the points discussed

in the phone conversation and expressing similar pessimism about the client's pending job (Appendix G). At this writing the outcome of the case is uncertain and the client's future appears grim.

DISCUSSION

This case illustrates how an extremely difficult client can respond favorably to concretely documented evidence in a confrontation. The final outcome is not clear, but this is a matter of circumstance. The client was able to face himself realistically enough to initially change his resume' and statements about his background. If the other job had not come up, the planned approach would probably have been pursued to resolution.

The client is maintained by medication; had I known this originally, I might not have pursued the case to the extent that I did. As I came to understand him better, my caring for him deepened and hence my desire to help him increased. In the final analysis, however, I have to accept my limitations in dealing with an individual who is this solidly entrenched in a delusional system.

The informational details of this case are presented to demonstrate the kind of work needed to effectively confront a client of this nature. It also is hoped that this will show, on a practical level, how a client can perhaps attempt to deceive the system irrespective of his basically decent

intentions. I think this client half believes his background is true and certainly wants others to believe it is. It may be that the confrontation worked too well and he managed to finally find a means of maintaining the belief system. It seems as if he displayed all of the determination and diligence we try to teach clients to obtain the kind of job he has tried for years to get. Most of the time I would be gratified by this type of success. In N.H.'s case, I fear he has built a sand castle which will crumble all too soon.

CASE 3

INTRODUCTION

B.A. is a case that I became very close to last summer. He was one of half a dozen very difficult clients that I did considerable casework with as part of an initial, intensive practicum experience. Out of that particular group, he was the only one who experienced genuine success in his job placement. Several elements of confrontation, according to Anderson and Weinberg (1972), were used throughout. These include the following: creating an "active atmosphere" (p. 65) wherein immediate action begins for the client in both job search and counseling; "reality treatments" (pp. 66-67) in which the counselor seeks to change the clients unproductive behavior; and "confronting the establishment" (pp. 71-72) whereby counselors seek more efficient ways of challenging agency bureaucracies to become more efficient in ways "that will allow for quick confrontive counseling without bureaucratic entanglement." I interpret this last area to also mean that the counselor must be willing to intervene for the client in a variety of areas in order that the client can accomplish his goals. It is this interpretation which is illustrated throughout the paper.

Perhaps more than any other case, this one demonstrated a basic principle discussed in Reality Therapy (Glasser, 1965), of not accepting the "concept of mental illness" (p. 44) because it prevents involvement with the client and inhibits

teaching him responsible behavior. In this case, I taught the client some better ways to fulfill his needs (p. 45). The main work, however, focused on getting the evidence needed to prove to employers and various human service professionals that the client was a responsible adult, fully capable of holding a competitive job in the real word of work.

THE CLIENT

The application I received from the Intake Center revealed a stable, if limited, work record for a young man of 25. He had spent four years at Minnesota Diversified Industries as a machine operator after some short-lived excursions into the labor force, a fairly common pattern at this age. What I did not know until later was that MDI had formerly been titled the "Occupational Training Center", a Department of Vocational Rehabilitation industry and sheltered work situation. Although many DVR workshops in the area have a fine reputation, this one does not. At any rate, because of this missing element, I did not understand the meaning of the client's statement on the application that "a lot of the people were crazy and I couldn't deal with that" as his reason for leaving.

The second factor of importance was a stated 50% hearing impairment. This caught my sympathy because of the numerous situational and structural difficulties I have experienced

due to my own slight impairment. It seemed reasonable for me to spend some individual time with this client working on some ways I had learned of coping with this area.

The communication process proved to be difficult. B.A. has a serious speech impediment which I initially attributed to the hearing loss. This was because of the flat nasal tone quality common to those who cannot hear the sound of their voices distinctly. He also demonstrated a high degree of anxiety resulting in frequently explosive and breathy verbalizations.

At the initial interview, I explained my own hearing problem and my desire to help him. This was a means of becoming actively involved with the client and demonstrating how I had overcome my own struggles with responsible behavior and managed to fulfill my needs in a healthy manner, as recommended by Glasser. Glasser believes that this involvement is the foundation for Reality Therapy. I also did not accept, once I came to know the client, the opinion many others had that he was emotionally limited and therefore unable to function adequately in the real world of competitive employment.

I spent the first few sessions getting the client to gauge the volume of my voice needed to understand me. Because he tended to gaze at me with a "glassy" uncomprehending expresion, I worked to get him to indicate when he did and did not understand me, stressing the importance of this in a work setting. This was part of an effort to get

him to assume a "more independent, self-directed" (Anderson and Weinberg, p. 68) role for himself.

His appearance also was somewhat difficult. He wears a partial beard and was sloppy about keeping the surrounding area well shaved. Any appearance problems can present "barriers to employment" (p. 68) and it is essential to educate clients to this so that they will be "acceptable to the foreman, manager or supervisor from whom the client will be seeking a job" (Anderson and Weinberg, p. 68). I usually begin this introduction to job seeking by stressing the importance of first impressions to an employer.

I also actively worked to teach him how to relax under interview pressures, and to make him comfortable with me. By the third session, he was improving markedly in all areas and his anxiety level seemed sufficiently decreased to warrant at least an individual Job Seeking Skills class. This is an example of creating an "active atmosphere" (Anderson and Weinberg, p. 66) wherein counseling begins immediately, with perhaps several sessions of varying lengths, and is interspersed with other activity.

During this period he also brought in a hearing evaluation from a doctor along with a general medical statement. His hearing was evaluated as normal. However, the instrument used in this type of office evaluation is limited. Having gone through some very fine and extensive evaluations myself at University Hospitals, I asked him on at least three or four occasions if this had been done in his case. His

responses were confusing and difficult to understand. In retrospect, I wonder if he perhaps used my own hearing deficiency to his advantage, that is, by being deliberately obtuse in his responses as a means of keeping me confused. I also do not believe he really wanted me to know the extent of his involvement with University Hospitals. Thus, when he responded to my inquiries with "no", "can't remember", "yes, but it was when I was a child," I admittedly became confused.

At last, he gave agreement and records were elicited from the hospital. It became apparent that a thorough audiological examination was in order, so one was scheduled with the University Audiology Clinic.

The instructor who worked with B.A. at an individual Job Seeking Skills session has a substantial background along with strong sensitivities and perceptions, concerning the handicapped. She reported that she could find no evidence of a hearing impairment, and that he responded well to her work with him. Based upon his performance, she scheduled him for a regular class.

This assignment turned out to be difficult for the client. He was so overwhelmed in the group setting that it became impossible for him to communicate. Nonetheless, the two JSS sessions gave indication that he could handle interviewing if he remembered to relax and made sure all points the employer was making were clarified. He needed and wanted a job so I scheduled him for a series of interviews over the next few weeks.

During the initial session, I learned that B.A. had once been a DVR client. I felt that this agency would have some meaningful information about him which would assist in his job search. Unfortunately, he had been a client there so long ago that several phone calls proved unproductive. I did, however, learn that he had been referred to MDI which had been called the "Occupational Training Center" at the time. Thus I learned of the name change and nature of the client's longest employer.

As this effort was almost completed, I received a call from an interviewer at the State Employment Service. B.A. had been coming in to see him also, which is a common practice among CETA clients. He felt that information was needed about the client's DVR involvement because he thought that B.A. was probably not a competitive employee. I explained that I was having little success in getting records. He advised me to call Minneapolis DVR and have them assist B.A. I subsequently called the director of the Minneapolis office of DVR who agreed to turn the case over to one of their counselors. I stressed that we should work together to get the client a satisfactory job.

About a week after my contact with Minneapolis DVR, B.A. came in quite upset about a letter he had received from them scheduling him for psychological and vocational testing. He had been this route before and wanted no more of it. He was deathly afraid of being sent to a sheltered workshop, so I had him sign a release for information from MDI. He admitted

to having had a hearing evaluation at University Hospitals as well as having been a patient there. Now I was eager to get my hands on available documents so I asked him to sign a release for University Hospitals as well.

Due to telephone difficulties experienced earlier, I took the MDI release there and examined his file. I was appalled to find only three supervisory evaluations from 1973 and none more recent (Appendix H). These appraisals were quite good, however, and it was beginning to look like B.A. was indeed a candidate for competitive employment.

An excellent work evaluation which had been done by the St. Paul Rehabilitation Center was included (Appendix I). The file confirmed the impression that I had been forming of B.A. as a competent worker who simply could not interview well. I determined that he was strong enough in the clerical area to warrant shipping/receiving clerk as a job choice.

It was troubling to see a recommendation for a thorough aduiological test as a result of hearing screening and no follow through. DVR reported a substantial (35 to 45 decibel) loss.

Because there were no personnel work reviews after 1973, I now decided to check with the former personnel manager of MDI and the client's former supervisor. The personnel manager was in charge of hiring at one of HIRED's employers. I thought perhaps there might be a job for the client there. Her reaction, however, was disappointing. She remembered the client and thought he could not cope with a competitive job.

This report did not coincide with the personnel records so I finally called his former supervisor at MDI whom I learned had moved to another branch of the same organization. Her reaction was quite illuminating. He had begun as a sheltered employee but had shortly changed to competitive. She said it was hard to get instructions across to him but once this was accomplished, he did quite well. He was, she reported, a conscientious, steady worker; his packing assignments were done with considerable accuracy, which again reinforced his basic clerical skills. He had even been called back to work twice after the lay-off but had declined to return. This certainly contradicted the assumption that the ES Interviewer had communicated, that is, that the client must really be a difficult case if he had been laid off at MDI.

At this point I decided to change the client's job search approach. When I talked to employers, I would be straightforward about his circumstances while stressing his qualities as an employee. I would explain that he was a competitive employee but he was <u>not</u> a competitive interviewer.

Because bookbinding had been his specialty, I first called a number of printers and binderies. The printers either had their binding done elsewhere or their own binders did other tasks which B.A. was not familiar with. The binderies reported slow business with no current openings. So it was back to the job bank and board.

PSYCHIATRIC HISTORY

Towards the end of B.A.'s job search period, I obtained records from University Hospitals. I only knew that he had been a patient in some way there and that a hearing evaluation had been done. What I received astonished me, not only from the standpoint of what they revealed about the client but also because of what they demonstrated about the complex inadequacies of the various systems which must try to assist society's more troubled individuals.

In 1967 when B.A. was 15 he had undergone a period of hospitalization and intensive evaluation by the divisions of Clinical Psychology and Child Psychiatry. He had been referred there becuase of transvestite sexual behavior at home and acting out of masochistic fantasies. The clinical reports and MMPIs reveal borderline schizophrenia manifested in schizoid behavior, depression and low self esteem. It is noteworthy that the initial examining psychologist interpreted his claims of transvestitism to be ramifications of confused sexual identity and feelings of worthlessness.

The biographical and family history reports are unremarkable although they bring out some interesting factors. The parents are working class and represent a deviate male's passive father/aggressive mother combination of difficulties. Beyond this, the mother is portrayed as rather intelligent, perceptive and with above average insight. She expresses frustration with her situation,

feeling that she has had to be aggressive to keep the family moving and to compensate for the father's lack of involvement. She indicates that she sought counseling for herself. Although the relationship is discordant, it sounds due to boredom and disillusionment than overt strife. The MMPIs of both were normal.

B.A. saw his mother as being harsh and punitive; this apparently gave her a superior quality in his eyes and he reacted to this by fantasizing about being a female. Later in the reports is a note that the client was suffering from lack of strong male identification. At one point, it is indicated that the mother attempted to attract playmates for B.A. by engaging in sports with the neighborhood boys; yet she expressed satisfaction that "the boys" chose to invite her to play with them rather than her son.

I was impressed with the comprehensive, exhaustively skillful and compassionate nature of the reports. At the same time some elements that seem important are not there. The client is obviously disturbed yet there is no real explanation for the source of this. The only clue given is some inconclusive, nebulous evidence of brain damage. It may be that it was a case where there were some inexplicable factors in the client's make-up causing his breakdown. The information on the parents seemed limited yet this might be the result of reporting objectivity as well as the fact that more substantive information would result from prolonged therapy.

In view of the client's sexual behavior it seems odd that there is no information on the parents sexual relationship. Perhaps because of the recent literature in the areas of child and sexual abuse, it seems logical that information about their personal habits and daily interactions, as well as their sexual beliefs, would be in these records. What are the sexual dynamics in this home, I can't help wondering. Certainly there is evidence of deep frustration and ambivalence on the mother's part and I wonder about a "cry for help" on her part in seeking therapy. Could the client be absorbing her own disturbance; if so, what is causing him to go to such extremes? These questions remain unanswered.

Most useful to me in resolving the client's job search barriers was a hearing evaluation. There is evidence that he attempted to "feign" a loss which was caught in cross evaluations. It is stated that he had a "non-organic hearing loss" in the left ear. My interpretation of this statement is that the loss is psychological, imagined, or faked. The over-all conclusion is that he has normal hearing and the accompanying audiogram even looks considerably better than my own.

B.A. was coming up with excuses to get out of the scheduled hearing evaluation. I discussed the previous evaluation briefly with the audiologist, who felt it would not be necessary since the ten year old records would be valid.

At this point I was feeling pretty uncomfortable about my earlier focus on the client's hearing impairment. Out of four resources including the client's physician, DVR, the JSS Instructor and the University of Minnesota, only one indicated an impairment, on a limited examination. The client had made a recent statement that therapist had told him that as his problems got better, his hearing would improve. As his anxiety level interferes with his speech communication, it undoubtedly is the key factor in his hearing difficulty. To compensate for this intermittent difficulty, he perhaps is attempting to explain it as a physical impairment. It would seem that the need for role playing which accompanies this would further aggravate his anxiety. Hopefully this will eventually be resolved in therapy. For my part, I hope that self understanding will help him to clarify his own comprehension level in dealing with others and to effectively communicate this to them.

What is particularly illuminated by the client's records and ultimate outcome is the need "for interprogram communication and reciprocal help" (Anderson and Wienberg p. 72). The 1967 hospital records include a recommendation that the family be seen either at the hospital or at Lutheran Social Services. There are two notes on the records indicating that the records were forwarded to Anoka County Mental Health in 1969. The DVR evaluations contain a letter from Lutheran Social Services in 1972 making the initial referral to that agency. It indicates that the client had been seen

there beginning in 1971 for counseling on an individual and group basis. There is no indication in this letter or in the DVR records of any knowledge of the client's involvement with Anoka County Mental Health or with University Hospitals.

It was essential for me to have the client's DVR evaluations in order to conduct an effective job search. His supervisor's evaluation was the crucial element; yet this would have been impossible to obtain without visiting MDI and learning where she now was. It became even more crucial at that point to find her because of their incomplete personnel records. It would seem logical that the first task to be accomplished would be to call MDI, regardless of what it was, to find out the supervisor's rating. Yet this simple task was initially missed by me because of the client's stated impairment and the institution's ambiguity of responses.

The records from University Hospitals gave me enormous insight and helped me to view the client with increased compassion. For the sake of the client's well-being and self esteem, I felt it essential to underplay the significance of the more sensational elements contained in the hospital reports. Thus I became somewhat evasive myself on a couple of occasions when he asked me if I had received them. When I finally admitted that I had, he said, with a rather sad look, "Now you know everything about me that there is to know." I responded that what was important was to get him working. I wanted to protect him from uncomfortable feelings about my knowledge.

OUTCOME

On follow-up calls to B.A.'s employer, I have learned that he is a splendid worker. There is considerable evidence that my initial efforts to get him to relax, to clarify for others his level of comprehension of what he hears and to watch his appearance, paid off. In conversations with the employer, I felt it necessary to be circumspect with my questioning to protect the client. Also, it should be remembered that the employer is speaking from his own perceptions, but in this business, that is what counts.

The employer remembers B.A. as being somewhere between relaxed and tense at this initial interview, with nothing particularly noteworthy being demonstrated at either end of the spectrum. Thus he had come down from the extremely nervous behavior he initially demonstrated at HIRED.

His communication level appears to be excellent. He apparently responds appropriately in conversations; he seeks clarification frequently and asks questions to ensure that he is performing his work accurately.

The employer rates his appearance as good. He commented that he wears his hair long and sometimes needs to wash it. During the particular conversation where this was mentioned, he then turned around and said that it was not any big deal and he did not know why he even mentioned it. The beard did not enter into the conversation.

Most heartwarming of all is the employer's observation that B.A. gets along extremely well with everybody and is quite well liked. This is in sharp contrast to the DVR reports of him being a loner and wanting to work in isolation. An obvious conclusion is that he did not like the people there but enjoys his current work environment. It also appears that the enormous therapeutic investment in him is paying off, that he has matured and is finally achieving stability.

Of his own initiative, B.A. calls me periodically. Our conversations are by necessity quite limited. He always says he is happy where he is and that he is doing fine. I question the degree to which his inner turmoil will ever be resolved. Yet he has gainful employment and can take pride in being a productive member of society. For the time being and for at least eight hours a day, I believe he is content.

CASE 4

INTRODUCTION

Most of my early life centered around music. I planned to make a career out of it until my first year in college when I discovered there was a whole other world outside of the field. Through a long process of trial and error, I ended up being a counselor. Sometimes, I suppose I regret not pursuing this earlier course of action; other times I have nostalgia for the clear-cut guidelines for mastery of a musical instrument as I struggle with a field full of hypotheses and uncertainty. At any rate, this large part of my life always surfaces in a special affinity with clients seeking a career in music. This is a case study about such a situation. There was considerable utilization of the principal discussed in "Confronting the Disadvantaged" (Anderson and Weinberg, 1972) and this usage will be designated as it occurs.

THE CLIENT

G.A. is a client with whom I rather immediately found a common musical bond with of the same instrument, flute. We shared some similar experiences including recent experimentations with jazz and improvising. Her school studies had included strong concentrations in science and biology which she had also considered pursuing. However, her work history was primarily a smattering of clerical and sales jobs. Her

overwhelming desire remained for a career in music, so a second interview was scheduled to explore both long and short term possibilities in the field. I gave her a Bolles Job Hunting Map, a subjective self administered inventory based upon Holland's theory of vocational choice. It is helpful in determining subjective skills and tends to affirm perceived goals and/or point out related areas where these skills can be utilized. In her case, I felt it would either reaffirm her music goals or suggest some other possibilities. For the purposes of vocational guidance, it might lend supporting data for pursuing a difficult field, such as music. Because she had expressed an interest in instrument repair along with other aspects of music, I went through the Dictionary of Occupational Titles and listed all possibilities for her to explore.

At 27, G.A. had a sporadic work history which can present more difficulties in some ways for a single woman than other segments of the population. I personally went through some enormously embarrassing interviews at a similar age where probing questions were asked about perfectly logical job market circumstances beyond my control and some resultantly difficult shifts in career patterns which took time to stablilize. Despite the prejudices employers may have against a male with a similar history, there seems to be an element of sympathy for experimenting in the labor force that is not granted to women. If the woman is married, on the other hand, there is almost an automatic allowance

for "temporary" ventures into the labor force and employment gaps are not viewed critically.

What did perturb me in her case were extended periods of total unemployment and lack of attempts in a career direction concordant with her ability and accomplishments in some areas. Lack of completion or continuity with school was troubling also. I also had observed an occasionally "clouded" expression across her eyes which sometimes is indicative of emotional difficulty, or emergence of a defense mechanism.

Because of her background, I felt it necessary to describe the realities of the job market while incorporating some of my own experiences, as discussed above. She did admit to encountering some difficulties in job interviews because of her work history. Probing for deeper disclosure, I emphasized that it was important for me to know the circumstances affecting her record, as her counselor, in order that I might best be able to help her.

She revealed that she had gone through several years of depression which had led to her dropping out of school and had undercut her goal attainment. She had been deeply involved in therapy for the past two years. The main source of the depression was being sexually abused by her father, a physician, when she was a child. When she began to evidence symptoms of distress in early adolescence, he gave her medication and refused to seek therapy for her. I had to terminate the interview shortly after this because of my own emotional reactions at this disclosure.

The second time she came in, I had her go through the Dictionary of Occupational Titles to select jobs of particular interest from the list I had made up. She was still leaning heavily in the immediate area of instrument assembly or repair, with some long term interests in music therapy. The next step was to go through the Minnesota Occupational Information System Questionnaire (MOIS QUEST). This is a computer stored information system and the questionnaire is designed to reveal occupational interests. When typed into the computer, a list of occupations is printed out coinciding with the answers.

The MOIS questionnaire did not yield any occupations related to music. When questioned about this, the computer responded that this area had been eliminated due to inappropriate responses for related jobs as well as desired entry wage. This incongruity led to some discussion about working with her hands. The client informed me that she had originally gone to the Intake Center for carpentry training, which was substantiated by her CETA application in her file. It turned out that she indeed had a leaning towards physical labor, having worked on an outdoor nursery crew one summer which she enjoyed. It was amazing to hear this from a tiny, 5'2", 100 pound woman!

Another particularly strong factor in her favor besides the outdoor work experience were high scores on the General Aptitude Test Battery (GABT) which indicated good manual and finger dexterity along with coordination.

Because of this particular combination of interests and abilities, I was reminded of a piano tuning and repair On-the-Job-Training slot I had developed some time ago which might be a possibility. The president of a local music company had been a friend of my deceased father and had expressed willingness to put a former client into such a position with his company. Unfortunately, this client had not shown up for the interview and was never seen again thereafter. Considering that I had gone to considerable effort to develop this area for him and the nature of the relationship involved, I was reluctant to take such a risk again unless I had a near guarantee of success with the client. When I made vague mention of this job possibility to G.A., she seemed very interested because it fit in perfectly with her interests.

She had done well on keeping up with appointments and assignments up to this point. However, I felt I needed to be even more certain before referring her, particularly since I admittedly had some ambivalent feelings about her school and employment history. I felt she needed a meaningful employment opportunity and desperately wanted to give her this; on the other hand, it seemed that more proof of her willingness to follow through was needed.

We discussed some other options in the music area such as instrument sales and a clerical position with a music house that would allow her to be in the field while completing her degree at night. These seemed satisfactory

enough, but the piano repair opportunity remained her first choice.

I next scheduled her for Job Seeking Skills, a standard part of program activities, which I felt would help her to overcome some of her job history difficulties. In a prior discussion of her background with the JSS Instructor, it was advised that she explain that it had "taken awhile for her to find herself" and to give details in such a way that she could not be trapped by them. It was now time for her to rehearse this advice in order to gain confidence before actually confronting an employer.

At this point, difficulties began. She was scheduled for JSS on 9/28 but called to cancel due to illness and rescheduled for 10/5. I attempted to reach her to clarify the developing issue and was unsuccessful that day and on 10/4 also. On 10/5, she did come in for class but could only stay for half a day, and rescheduled herself for 10/12 to complete the class. She did not come in or call on that day either so I attempted to reach her therapist. The therapist was out ill so I tried again on 10/16. She could not discuss G.A.'s case with me without a signed release but said she would intervene to get her back in touch with me for that purpose as well as job search. The client did call and an appointment was acheduled for 10/25.

On 10/25, activities were renewed with an intensive counseling session regarding the intervening difficulties; this was the first of many sessions utilizing confrontive and

directive techniques. I explained to her that when she failed to maintain contact with me and neglected appointments, this hurt my confidence in terms of making referrals to employers. She revealed that she had been going through a period of debillitating depression due to increasing involvement of her family in therapy. In this instance, the confrontation led to deeper movement and self revelation.

This session made it obvious to me that psychotherapy was the focal point of her life. This can be counterproductive at times because of the problem-oriented focus rather than a concentration on assisting the individual to get on with the business of leading a productive life. It was this issue which I now chose to address.

I told her that sometimes in vocational guidance we tend to focus on the stage that the individual is at as an indicator of career pattern rather than seeing it as a point on a continuum in that individual's career development. In her case, I stated that she needed to take a first step toward rebuilding her life in terms of a vocation. I described the positive effects this could have from my own standpoint as far as stabilizing emotions. As she gained confidence and esteem in building on positive experiences, she would probably find that the depression would gradually subside and eventually eliminate itself.

This was a confrontive attempt to make her face the reality of her current circumstances and to get her to

realize the positive benefits of doing so. In Reality Therapy (1965, pp. 44-45), Glasser describes ways of re-directing self-defeating behaviors by, among other things, becoming involved with the client, refusing to accept the person as mentally ill and teaching them better ways to fulfill their needs. It was these principles, particularly the last two, which I was incorporating here. She pondered for a moment, said, "I see what you mean" and agreed to come in for JSS the following day as well as seeing me for another appointment.

She did come in and completed JSS but did not see me. The instructor indicated that she would recontact me about setting up more realistic goals for job search.

I received a call a couple of days later stating she wanted an appointment to discuss her goals with me and was scheduled for 10/30. She came in and sincerely asked me about this as well as taking the Strong-Campbell. Frankly, I thought that this was a defense mechanism to stall on getting a job by falling back on a middle-class test taking pattern, and perhaps also a means of complying with the counselor's perceived need for performing guidance ritual. Certainly clients routinely rely on comfortable defenses when faced with the anxiety of change; in her case it was probably a direct reaction to the previous session. In all fairness, there probably had been some conversation with the JSS Instructor about the realism of her music goals. However, I reiterated that we had narrowed her objectives

down pretty well in our initial sessions and asked what she had come up with through the Bolles' map. She had not finished the map but felt it had been a beneficial means of exploration. In response to inquiries, she agreed that she did still have music as her goal but wondered about the realistic nature of it for the time being. At this point, I shared my secret. I had contacted the music company; the job we had previously discussed was still a possibility and she was to contact the manager of the piano repair department immediately. I also gave her some suggestions about where to take the Strong-Campbell on her own; at present however, we needed to get things in motion regarding her job. At this point she wryly remarked that I was really getting her into motion! She was beginning to realize that I was not accepting excuses and also had an opportunity to offer her.

My decision at this point to go ahead with the job referral was a reversal of my earlier plan to determine the client's readiness based upon program follow-through. I reached the point where I felt that the client needed the opportunity rather than more "testing" from me. It was a risk which I realized would need constant future dilligence to make it pay off.

Another factor of consideration in this case is Maslow's Hierarchy of needs in relation to employment as discussed by Sullivan (1972). I felt that this unique job opportunity might fulfull some of her emotional needs for self respect and feelings of competence. At this point I hoped that with

some of these needs met, she would begin to assume control of her life and job.

REALITY TREATMENTS

In the portion of "Confronting the Disadvantaged" (Anderson, 1972) under the above title, there is discussion about teaching the client ways to handle employment barriers assertively. The reality of the situation is presented to them and they are instructed in ways to confront the establishment. In this fashion, clients can become more independent and self-reliant. The sequence of events on the next several pages contains my use of these principles in negotiating the hiring process for this client.

Before the session described above, I had discussed the job at length with the music company president. He informed me that the job was still a possibility but that the manager of the repair shop was quite sexist and felt that no woman could do the job. On the other hand, he was quite impressed himself with the capabilities of women and was willing go give G.A. an opportunity. However, he felt that this decision had to be reached between her and the manager.

I related this to G.A. because I felt she had to have full information about what she was up against in order to counteract it. I advised her to be sure and inform him of her experience in nursury labor as well as her carpentry inclinations. On advice that the manager really responded

to someone willing to perform any menial task, I recommended that she express this willingness too. Armed with this agenda, she scheduled an interview for the following day.

Her report back was enthusiastic. She felt the interview was positive and she wanted the job. The employer had told her that he would call her early the following week.

When I checked back with the president I received a disturbing report. The piano shop manager would be willing to hire her only if she went to school first, and she was to call him. The president was perturbed by the conflicting message my client had received from the shop manager, and I'm sure was somewhat concerned about the possible legal implications that could develop. However, I felt that diplomacy was still in order so I decided to check on schools. I was appalled to learn that only one offered the course in the immediate area which would not begin until January, and that was for only four hours per week, something that would easily fit into a work schedule. I conveyed this to the president along with the fact that I had learned that this would be inappropriate for CETA funding.

I discussed all of this with the client along with the suspicion of discrimination involved, but advised her to remain diplomatic for the time being. A further recommendation was that she push for immediate employment with the willingness to go to school on her own when it began (the president had suggested the possibility of funding this through the company but did not want it to be known.) Again she was put

off with the request to call back the following week.

In the meantime, I went to work on the Urban League OJT vendor for the purpose of having this set up for the hopeful final negotiation. To my delight, I learned that the company had already employed another individual in a similar capacity through OJT; this person had been successfully on the job for six months now. The representative was willing to write a contract if the job materialized but related several disappointements with clients who had obtained jobs in a similar manner, that is, by obtaining the job and then having an OJT contract written rather than being an ongoing OJT client. He had found that people in these circumstances usually quit within a very short period of time. He also stressed that the mimimum pay would have to be $3.00. Thus my client would have still another selling job in store, this time to the OJT representative.

The following Monday, I had another disappointing conversation with the company president. He said that his manager had talked this over with his men and none of them were willing to train G.A. The viewpoint he conveyed was of piano tuners being a "strange breed," the last bastion of skilled craftsmen. They were basically unwilling to share their expertise with "outsiders", plied their trade well but were not particularly adept at getting along with people. He had further decided to leave the decision entirely up to the manager because any intervention on his part would only

create difficulties for the client if she were hired. Sadly, I had to agree with this.

The next day brought a surprising twist of events. G.A. called to say that she had been hired but for only $2.65 per hour (minimum wage). This would not fulfill OJT requirements and frankly sounded like another stand-off. So it was back to the company president once again.

"Congratulations, you peddled your flesh", was his cheery greeting ("Not so fast", I thought to myself). I thanked him but advised him that my client would have to be hired under the same OJT conditions as the one who was already employed there which meant at least $3.00 per hour. I further reminded him of the $3.50 figure he had quoted me in earlier conversations. I let him talk me down to $3.00 for two major reasons; the risk this particular client presented and the hope that he would remain amenable to funding her school tuition later.

What was left then was for the client to sell herself to the OJT representative; by this time we were well into the swing of my presenting the reality of the situation to her along with the recommended sales pitch, and her follow-through. This last step went smoothly, the contract was signed and she began work the following Monday. Thus she had learned the methods of dealing with the establishment and had succeeded in getting hired.

The follow-up in this case proved to be as difficult and involved as the placement effort. As discussed in Anderson (1972), I found it necessary to intervene on behalf of the client in order to salvage a situation that quickly went sour. While this segment contains many of the same principles discussed earlier, the focus here is on how I went about "confronting the establishment" (p. 71).

Once G.A. became involved with the Urban League, she was officially off my caseload. However, I had made a commitment to see her through the early stages of her job and intended to follow through with it. Thus, we kept in phone contact and "brown bagged" it at my office over a lunch hour during her first month on the job. At that point, she was quite thrilled to be learning her trade. Her primary job was putting new keys on keyboards, a task apparently every beginner starts with. Some of the men were responding to her in a sexist manner but she seemed to be handling it by either laughing it off or by verbally putting them in their place. While I was not happy about this situation, I knew and had forwarned her that this would probably occur until she was accepted. When she left, I made sure she felt comfortable calling me if she had the need and we agreed to have lunch together again soon.

It was a long month before we met again. There were a couple of brief phone conversations during which she seemed to be doing well, then no contact. Suddenly one morning she

called out of the blue and asked to see me that day; it sounded urgent so I agreed to do so.

She proceeded by saying her work situation had become so uncomfortable that she was ready to quit. She felt she was not wanted and that the men were treating her worse than ever. One day when she was cleaning up, one of them came by singing, "Every man needs a maid" and she gave an angry retort which shall be deleted here.

She was afraid that she was in danger of being fired. One of the men had been mysteriously let go the previous week. Following this, the shop manager had taken her aside and said, "I understand things are hard for you." She did not feel that they were and told him so; she felt she was doing well and could not understand the source of this remark.

It was important for me to gather facts. G.A. had not received any structure of training in her job nor a systematic evaluation system. She had only gotten a vague statement that a new keyboard needed to be done in half a day for the company "to break even." It took her a full day to do the job well. She had received no feedback on her work generally.

At this point in time she had missed five days due to illness, which she attributed to the stress she was under. While I understood this, and am no tower of strength under stress myself, it still was too much for a new employee. So I advised her of some ways to take care of herself to prevent this from happening so much. It was of considerable concern

to me because nothing can weaken a client's case in any situation more than chronic absenteeism.

She had not heard from the Urban League representative, which perplexed me. In my initial conversations with him, I was disturbed when he informed me that he did not do follow-ups for about a month after initial placement. This was too long for someone in a fragile situation so I had determined to keep in contact with her myself.

Following the second meeting with her, I urged her to keep going until a meeting could be scheduled with her supervisors and the OJT representative to iron things out. Unfortunately, her school course was to start the following Monday. She wanted to pay for this herself but was reluctant to proceed if she did not think she would have a job. Thus, action had to be taken immediately.

When I contacted the Urban League, I was appalled to learn that the only contact made in the case had been to the secretary who had originally signed the contract, and not until the previous week. She had said things were going well, so the OJT representative had not made a further attempt to reach the shop manager. He snapped out of his complacency fast when I told him what was going on, and set about scheduling the meeting. Unfortunately, the shop manager was inordinately busy so it was a week and a half before this could take place.

In the meantime, it was a struggle keeping the client on an even keel. At my insistance, she found out that she could

get fully reimbursed for her tuition if she had to drop out of the course. She also wanted to jump the gun and meet with the manager herself, but I advised her to wait so that there would be witnesses and so that the meeting could be dealt with on a contractual basis.

In the meantime, I met again with the Urban League OJT representative. It seemed that a new counselor had been assigned to the case and the lack of contact had occurred because of confusion over who was to do what. Not only that but they had lied to me about the length of the contract; the original representative had stated it to be for four months, which I had passed along to the client, but it was in fact for three months and was about to run out. So this meeting involved considerable pressure from me to get it extended. Supposedly, regulations would not permit this, but they definitely would follow up on the case for an extended period of time beyond the ending date.

An important fact came out during this period: the piano shop manager had not even known that G.A. was on an OJT contract. This information had evidently not been transmitted from the company's executive offices to him. I passed this along to G.A. because she needed to understand that she had probably been the victim of faulty communication more so than outright prejudice. It was felt that with clarification of her role as a trainee, much of the offhand behavior from the other employees would cease. Probably the reason for this lack of communication was the discrepancy in

pay from what was offered by the manager to what was finally agreed upon by the president.

In order to get additional support for G.A. not backing down or quitting abruptly, I contacted her therapist. It was a most peculiar conversation. I explained the situation and the impending meeting and requested support for the client not quitting until matters had been clarified. She responded with a strident, "Don't underestimate G." I stressed that I was not underestimating her or I would not have put her in the job to begin with. My inquiries about the client's depression level and possible transference from personal circumstances to the job were met with defensiveness and apparent lack of comprehension. Some further remarks about the client perhaps handling some of her job and training issues more assertively (the result of a conversation with my supervisor) were met with an explosive, "Well, what do you expect with all those men hassling her." Somehow, we eventually arrived at a better level of communication and the therapist stated that she did want G.A. to leave on her own terms if she had to do so. When she appeared calmer, I explained that I was finishing up my M.A. in Counseling Psychology, understood the dynamics of human behavior and tried to utilize this to do the best job possible for my clients. She then apologized for getting so defensive and said that she "gets so tired of women hating women" in reference to my supervisor's and my conversation and probably to explain her original perception of the details.

As a result of this coversation, I could not help wondering about the quality of therapy G.A. is receiving. It sounds as if the therapist is being overly protective and is afraid of losing her. At any rate it certainly is frustrating to try and work with a helping professional for the client's benefit and be met by such resistance. Based upon this and earlier conversations, I really do not hope for any meaningful feedback about the client's behavior, except that she is apparently holding up well emotionally under these pressures. I concluded at this point that I would have to continue to deal with the client alone and reach my own conclusion about her behavior.

THE CONFRONTIVE MEETING

The meeting was held at the music company and those present were the piano shop manager, G.A.'s supervisor, the OJT Counselor, and myself. Once it became apparent that the client was on a contract, the shop manager was quite reasonable. He instructed the client's supervisor to get her started on rebuilding a piano and to take her through it step by step on a four-month basis to get her trained properly. At the end of the meeting, it was encouraging to hear him say that he felt most of the difficulty had been cleared up by the clarification which had occurred.

The OJT counselor established his role with both the manager and G.A. as a helping intermediary person. He

assisted in negotiating terms of the agreement and in finalizing the training relationship she would have with the company.

I found myself having to intervene frequently. At one point the two music company people kept talking about "when you leave here" in regard to the client's acquisition of skills. I made it quite clear that the purpose of her training was to make her a productive employee of the company. My active role was necessary largely because of the OJT counselor's newness and my background on the case.

G.A. did a beautiful job of asserting herself. She stated her needs clearly in terms of job expectations and guidelines from the company. Initially, she reiterated the conversation with the manager when he had told her he had heard that things came hard for her. She stated that she did not feel that was the case and felt dissatisfied at the nature of this communication. At the end of the meeting, I was pleased that he told her to be sure and speak up if this sort of thing happened again because "the rest of the guys don't hesitate to do so." She has learned how to state her case well and it was good for her to receive this reinforcement.

The manager indicated some thinly veiled skepticism to the OJT counselor and myself after the meeting. Some of it reflected G.A.'s absenteeism. Hopefully this will straighten out with a decent break and a better atmosphere.

CONCLUSION

This case illustrates the several segments of the establishment which may need confronting in the interest of developing and maintaining a unique opportunity for a special client. It also shows how a client can be trained to develop self-sufficiency and to deal with her life assertively. Obviously, this is only the beginning and the outcome is unclear. But for the time being, it was a battle well fought and won.

CASE 5

INTRODUCTION

S.F. was the subject of many frustrating recorded practicum sessions. I am not particularly proud of some aspects of my work with him. On the other hand, it appears that I have been gradually able to break through some solidly built defenses. At this writing, the case is far from completion. It has, however, been one of the most important in terms of my development as a counselor. It has also afforded me a fascinating opportunity to evaluate neurotic behavior; thus I will be utilizing some analyses from Neurotic Styles (Shapiro, 1965) later in this paper to describe these.

THE CLIENT

S.F. is a client of many interests and hobbies but few objective, tangible accomplishments. At 31, he has a degree in psychology, but he graduated in 1972 and has had only a string of driving jobs since. This discrepancy first struck me and has continued to be a source of aggravation as his intelligence and knowledge became apparent. His expressed aim was to stop drifting and set some concrete goals. Yet we spent four long and exasperating sessions trying to establish objectives.

The first session was an intriguing exploration of the client's varied interests and activites over the past few

years. He talked at length about his study of Freud and other masters of the psychoanalytic school. Frustation was expressed by him at the emphasis on behaviorism in most of the state schools.

He has traveled all over the country to explore various centers of interest, and much time was spent describing these adventures. On one trip he went to California to spend time at Esalen and other therapy centers. Another time he went with a group to visit various mental health institutions. He expressed a strong interest in science as well and one of the trips involved arduous efforts to get in to see one of the space centers.

He talked extensively about his various philosophies and interests which also included machine work and technical areas. At the end of the interview, I gave him a Bolles' Job Hunting Map as a means of clarifying his skills and goals. He was an ideal candidate for this because it utilizes subjective thinking about intangible as well as obvious skills. Generally, it is appropriate for the more highly educated clients who are able to think in this manner and who can transfer this skill analysis into job market realities. I also gave him a copy of <u>What Color Is Your Parachute</u> (Bolles, 1972) which offers a method of developing personal contacts to secure a desirable professional job. I gave him five days to complete the map (it took me two) and instructed him to read the book only after completing the map.

My intent at the second interview was to go through the map and arrive at some concrete goals. He came in at the scheduled time but told me he had not been able to complete the assignment because he had gotten so involved in the book. This was the first inkling of trouble ahead. I challenged him about doing the opposite of what he had been told and rescheduled him for two days later. I might interject here that my practicum supervisor advised me to confront this client regularly. He felt that this was the kind of treatment that this type of individual would respond to.

At first glance in this session, the map appeared complete so we proceeded to discuss the life experiences he had documented and skills he had utilized. Then we came to the section where he was to describe these skills and where to go with them. I was dumbfounded to see that it had not been done. "S.F.", I said, "why have you left out the very section we need to establish your goals?" When my supervisor listened to this tape he labeled it "dramatic surprise," said it was effective and what was needed to keep this client moving. At any rate, I told him to have it done the following day with no excuses so that we could proceed with career plans.

He did complete it on time and did a superb job of typing it neatly with a lot of details (Appendix J). It looked similar to my own, thus seemed to fit in with his main inclination of human services. He was particularly strong in areas requiring originality, intuition and analytic thinking

which are quite important in many of the jobs in this field. However, it was significantly deficient in the "Using Helpfulness" area, which may only be indicative of lack of meaningful helping experiences. It did seem reasonable to look at some viable alternatives to human services.

In general I utilize the Bolles' map along with client statements. In his case, I might have explored further his reasons for not listing some of his experiences in human services which would point to the "Using Helpfulness" skill area. Another problem is that he has no particular creative skills so it seemed reasonable to attempt to get him to transfer some of the skills highlighted to a job within human services.

In the meantime, some other tasks were being assigned and counter-productive behaviors dealt with. The MOIS Questionnaire was used but results were not meaningful. He was asked to revise his resume'; although this again took longer than necessary, the results were superb in my judgment and that of the Job Seeking Skills Instructor. He expressed the desire for therapeutic counseling and was referred to a counselor at a free mental health center. His need, as expressed to me, was to become more assertive as well as getting his life moving in a more positive direction. The counselor recommended an assertiveness class which he will begin shortly. Following the class, the counselor would see him to determine how much of the problem was due to lack of assertiveness and how much to other factors.

I also worked with him on several appearance problems. His dress was sloppy and clothes often dirty or in disrepair. In particular, his hands and nails were constantly dirty from working on a house he and his father had purchased. I had to tell him several times to get a hand brush and to use it. Over time he has exerted efforts to correct these problems and has succeeded in many areas although he frequently lapses into previous habits.

Our next official session was also frustrating. I had wanted to refer him to a driving job at child care center for three reasons; it would be a way of using his driving background to get him into human services. He had expressed the desire to work with children, and child care is an easier area to break into than others. My attempted referral was met with quibbling about the pay and location. He could not see this as an opportunity to get some badly needed experience. His unwillingness to sacrifice pay and job level, to "pay the price" for much needed experience was beginning to be a major source of frustration and anger for me.

THE COUNSELING PROCESS

The next two sessions were videotaped as part of my practicum requirement and represent an aggressive effort at goal setting. Up until now we had vaguely settled on human services. At the previous session he was obstinate about

deciding upon a realistic job within the field. It was now time to narrow the job range down to some areas he could reasonably strive for and attain. It would also be necessary to examine some options because of the difficulty he would experience finding professional work.

I introduced the session by summarizing our work to date and stressing the importance of goals. He responded with a story about his grandfather who had been a skilled machinist. He nostalgically talked about the kind of expertise required back in the "good old days". I responded with "how does this affect you here and now". He went into how he really liked working with machines as a hobby and expressed regrets about his own lack of skill. Lack of expertise is a recurring theme in his communications.

He was unable to transfer the meaning of Bolles into concrete data. My confrontive statements designed to steer him back to goal setting were met with uncertain "well, yea"s. A break seemed to come when he mentioned a machine shop in St. Paul which had appealed to him. He was amenable to going back there to check on possible openings.

From there he went on to talk about air freight transfer companies that paid their drivers top salaries and commissions; he mentioned applying to one or two out of a possible half dozen. I said, "Why not apply to all six?" He agreed, and this was to be his assignment for the following day.

This was the session mentioned in the paper's introduction where I was pleased with my efforts to handle the interview assertively. Watching the videotape dramatized my emotional discomfort, yet I ended up making informational goal setting responses. I was admirably confrontive and assertive; the interview ended with the client saying, "I hope we aren't narrowing this down too much." "Why S.," I said, "I can't think of anything broader than the goals we set today." However, I allowed the session to go on for so long that I got sidetracked into recommending vocational testing for him at some future point. This was an issue which had long been finished.

S.F. responded well. He spent the following day applying at the air freight companies. The next time he came in very changed. He had gotten his hair cut and styled and had shaved off his beard. Throughout this session he displayed more enthusiasm and spontaneity than previously. Thus I was faced with confronting him with my emotional reactions, as my supervisor advised, while not bringing him down too far from his new mood.

I began by commenting on how improved he looked. Then I ventillated my frustration that his hands were still dirty and why was a simple thing like getting a small brush at a dimestore such a task? He promised to get one.

I commented on his behavior periodically during the session. In particular, he has a habit of moving objects around the table; early in the interview, he started to move

the microphone but checked himself. I noted this new development in contrast to previous habits and asked his reason for it; he could give none. In another stated observation, he responded that he was "trying to relax," although he did not appear to be nervous.

The reason for the positive behavioral and appearance changes were a process he had gone through after the previous session. He had thought about the prospect of another driving job and decided he wanted no more of that and wanted to definitely pursue a professional area while he still had a chance. At this point I had an inspired idea, "What about trying to find an outreach worker job. You could use your driving experience and still work with people". "Fine" he responded cheerily, three times altogether to my checking out efforts. This was not what I would call a desired integration level but was more enthusiasm that he had previously exhibited. It also was the first firm commitment he had made.

I decided to tread on a difficult area that had been bothering me. I told him that I felt I had not been as honest with him as I should have been. As a counselor, I am idealistic and wanted to see someone like him put his education and knowledge to good use. However, I did not feel he was ready yet for a counseling type of position such as one like I hold. He agreed stating that he knew he was "pretty green" and should perhaps start at a lower level.

During the next segment of the session, I tried to steer him into possible alternative positions in case this new development did not materialize. He lapsed into some self pitying ruminations about how he should have taken a CETA counseling job the year before, and how easy it is for other people to get lucky breaks. I pointed out that he was identifying isolated cases and that this sort of thing happened to very few people, including myself. Again I expressed my frustrations at his attitudes, this time his unwillingness to "pay the price" for what he wanted to do and the kind of effort that was needed to get a good job. I finished by saying "why don't you put your driving experience to good use in your job search, make a list of agencies and go visit them personally?" He countered with "What do you think of letting your fingers do the walking?" "Not much", I responded, "and you need to get moving to find out what's out there."

There was some further discussion about explaining his deficient work history and he was scheduled for Job Seeking Skills the following day. At our next session we sat down and made up the list of agencies for him to go out and call on.

When I watched the tapes of these sessions, I was pleased at how far I had come from the first non-directive session. The last two interviews were consistently confrontive with a lot of other good counseling behaviors demonstrated. The problem is that these sessions were so long that they seemed to lose effectiveness. This is an

unusual pattern for me; undoubtedly, I felt pressured to do things right because the interviews were being recorded. I also had a problem interrupting or cutting him off when it might be appropriate. A future solution would be to give the time spent more structure either interspersed with other activity or structured from a counseling standpoint. I usually schedule other activity but in this case it was difficult to do without concrete goals. Another problem I had was becoming too involved with the informative content of what the client had to say, although I gradually cut down on this behavior. Perhaps my biggest frustration is seeing the client improve steadily but feeling unsure about the outcome and always wondering if there will be enought time to undo years of unproductive behavior patterns.

BEHAVIOR ANALYSIS

Many of our clients have a history of emotional instability and/or mental illness. In the case of S.F., his weak work history, in contrast to his education, was an immediate signal that there might have been this type of difficulty. Thus, I spent considerable time with the client during the initial interview trying to get at this suspected possibility. It was only after the tape recorder had been turned off that some discussion about this ensued. He admitted to having been hospitalized ten years ago for what apparently was a nervous breakdown during college. At the

time, he received anti-psychotic medication for approximately six months. His history included seeing counselors from junior high on for "adjustment problems." However, he reported having no contact with mental health services and not receiving medication since his hospitalization. There are times when I'm concerned about the effect the pressure of our work together has on him. For this reason, I am seeking therapeutic counseling for him through community resources. However, I do not see evidence of the seriously disturbed behavior our clients often demonstrate. He is alert, clear eyed and coherent. The main difficulties I see are passiveness, dependence, immaturity and an inability to assume responsibility. He recalls a diagnosis of obsessive-compulsive when he was in the hospital and much of his behavior fits into this category as described by Shapiro in Neurotic Styles (1965).

One of the main features of this client's behavior is his active inattention to new information (p.25). Some of his distracting behavior has been discussed earlier such as moving objects around the table or launching into storytelling. One incident in particular comes to mind. This is where he had been talking about how other people get all of the breaks.

I decided to share my own job history with him wherein I specifically stated that the only break I had ever gotten was for a college volunteer project and it had not been smooth sailing after that. At the end of my story he said, "Well,

that goes to show you, you've just got to know somebody." I straightened him out fast but I still do not think he got the point. Because of his own defensiveness, he heard only what he wanted to hear.

A second feature is the belabored effort he puts into assignments without accomplishing the task. The Bolles' map is a case in point. Another example is the assignment to use my agency directory to make up a list of places to contact. He worked feverishly for about two hours and came up with half a dozen names. I sat down with him and came up with a dozen more obvious choices.

He fills up his life with activity which may have purpose for him, but accomplishes nothing in terms of moving him into a meaningful career direction. His major pasttime is cruising the city dumps for junk items to repair and trade at the flea markets. He took his last job driving a garbage truck so he could check out where to get the best items. I am reminded of the French phrase, "Nostalgia de la boue" as discussed by Tom Wolfe In Radical Chic (1970, p. 38). In the book, it describes the emulation of racial minorities by fashionable society during the early sixties. The literal translation, however, is "nostalgia for the mud" and in the case of this client, the translation seems to fit perfectly right down to the dirty hands.

The most outstanding feature of this client is his inability to make decisions. According to Shapiro, "the obsessive-compulsive person...shrinks from the act of

decision." (p. 46) Numerous examples of his unwillingness to set goals have been given throughout this case study.

In the session where the client was pressed to set a goal of outreach work, he repeatedly said "fine" rather than a more integrative statement like, "Yes, in terms of my interests and experience, that sounds like a good idea." I was particularly reminded of the discussion in Shapiro about the obsessive-compulsive preoccupation with technical details to the extent that nothing is experienced directly but rather "as if" it is being experienced. Hence, a response to questioning about his experience will be "it fits" rather than "it is" (p. 50). I believe this explains the lack of penetration with goal setting as well as with my comments about his emotional behavior.

Noticeably lacking in his behavior which is attributed to the obsessive-compulsive types is rigidity of thinking and dogmatic attitudes. In many ways he is flexible and receptive. While he claims to be an anarchist, there is no sense of devotion to such a cause. At times, he is spontaneous and exhibits a fine, if sarcastic, wit. Perhaps this is why I see the possibilities for him and, despite the frustration, do not want to let his dreams die.

INSTRUMENTS

The "Survey of Job Market Perceptions" was administered to this client and a copy of attached (Appendix K). It is

currently being administered to HIRED clients at another location. Because it lacks validity it is a difficult instrument to interpret and I was unable to devise a method of scoring it that had any general meaning. I did meet briefly with Robert Walker of Walker Associates who designed the Survey and he could make no recommendations except that it was designed to be used as a clinical tool. Thus, I think it is worthwile to look at a group of questions that the client consistently responded that he "strongly agreed" with:

(10) You have to "know the right person" to get a job.

(12) It's lucky for me I don't get bored without a job.

(13) Very few jobs are available of the kind I want.

(19) Employers seldom pay people what they are worth.

(21) I would rather not work than take a job I wasn't interested in.

(24) I find plenty of interesting things to do.

(25) There is no point in working unless you can make a decent living.

In reviewing this particular group of questions, I seriously wonder about the value work, in and of itself, has for this client. Other questions that reinforce this pattern which he agreed with are #23: "If you don't enjoy a job you should quit it" and #17: "If a job were offered to me that I didn't like, I would turn it down". In one of our videotaped sessions he indulged in a philosophical harangue about the lack of meaning of work today, an attitude which these responses support.

It is interesting to speculate on whether values are the main factor in this client's attitudes or whether other elements are the key. Perhaps he really does not want to work but feels pressured by society to do so. Unfortunately, he will not have a choice because his fiancee' is unable to work.

These responses also reflect disillusionment and feelings of futility. In particular, the response to #10 has been a recurring theme throughout and #13 also fits into this framework. Along the same lines, he agrees with #42 that "luck is probably the most important thing in getting a job." #10 and #42 in particular are indicative of an externally oriented person who feels controlled by others rather than him being in charge.

The previous behavior analysis of the client noted his unwillingness to accept responsibility. This is a recurring theme in the Survey in his responses to #21, #23, #33 and #17. This is a mark of immaturity which is quite evident in re-reading the Bolles' map. Much of his response pattern seems like that of a young man just leaving college, about to embark on the world. It is also reflective of the rebellious, anti-establishment attitudes of the late sixties. However, life has gone on and he seems to have been left behind.

CONCLUSION

In writing about S.F., I was aware of a number of unresolved conflicts in myself. Most troubling is the

resentment I feel towards him as a result of the taped sessions. In some ways, I feel he brought out my weaknesses as a counselor which I would rather not have displayed to my practicum supervisor. On the other hand, I feel I improved enormously as a result and it was enjoyable to review the videotapes a second time. The areas I still need to work on are obvious; structuring the interview and limiting the client's verbal time. The purpose of this is to keep him from lapsing into defensive verbiage and to keep me from getting confused. A major area I intend to continue working on as a result is keeping in touch with my immediate reactions and communicating these clearly. I believe this will give my counseling style the evenness I am seeking.

I got sidetracked by the counseling process and other pressures, and did not examine the instruments closely enough to use them effectively with the client. They provide important supportive data and can be used in future sessions to substantiate my statements. I regret not having done this sooner.

I still feel considerable conflict about the realism of the goals we have set. I have nagging doubts about whether it is realistic for him to be pursuing a professional position, whether he is capable of accepting the responsibility it encompasses. Yet it goes against my career guidance ideals to see education and potential wasted. If he will work to get

a job involving driving to start, it will give him an opportunity to explore his own inclinations and resources.

What is important to the theme of this paper is that I utilized confrontive counseling consistently and he responded positively. His behavior and appearance are improving and with enough time, he may indeed "get it all together".

CONCLUSION

The five case studies demonstrate utilization of several different components of confrontation and confrontive counseling. The final case is most representative of the principles described in "Counseling the Reluctant Client" discussed in this paper's introduction, by confronting him with the counselor's negative reactions. A transcript of the final videotaped session with S.F. is included (Appendix L) which demonstrates the interaction that occurred. Upon re-reading it, my initial reaction is that the client is put on the defensive by my remarks, which made my attempts to elicit feeling states from him futile. However, this was the last of several interviews during which sufficient rapport should have been developed for the client to open up if he was in touch with his emotions. Considering the excessive intellectualization and shallow level of exploration he demonstrated throughout our sessions, my assessment is that it would take several months of intensive psychotherapy for him to develop sufficient trust to honestly explore his feelings. It should be remembered also that the purpose here was to utilize confrontive counseling appropriately and, as with any technique, there is no guarantee of results. At least he was demonstrating improvement in areas essential to job search.

The first case shows the effect of premature confrontation as described by Leaman (1978). The client's defense level became raised to the point where no productive work could take place. This is in contrast with the final

case where I waited for several interviews before confronting the client. If the results with S.F. were less than desired, the confrontation at least did not produce the explosive results as in the first case. In many ways, the last confrontation also appears to have had positive results.

Cases two, three and four are similar in that they are more representative of the mechanics of job placement than counseling per se. Case two demonstrates the need for gathering specific and accurate background information when a client may be falsifying records and be delusional about his background. It should be apparent that once this information is obtained, results can be productive within the boundaries of client limitations. Finally, this case shows the particular importance of supervisorial support; without it, the client learns that he can manipulate the system and his personal growth comes to a standstill.

Case three shows more movement into confronting the establishment when gathering necessary background data. It strongly utilizes the confrontive principles described by Anderson and Weinberg (1972). It is debatable how much confronting the establishment, eliminating barriers to employment, and creating an active atmosphere has to do with traditional definitions of counseling. They are, however, necessary tasks in order to get the job done as well as to creating an environment where effective counseling can take place. All of these techniques are essential to developing trust and creating confidence in the counselor's

capabilities, which I feel are very necessary to the counseling process.

Case four represents the most active confrontation of the establishment of any of the cases, because I physically went out and got involved with the Urban League as well as the employer. This case in particular shows a progression in the client's developing assertiveness in response to my teaching in handling her employment barriers as recommended by Anderson and Weinberg. This is consistent with one of my strongest beliefs, that is, that my primary responsibility as an employment counselor is to develop independence in my clients, in order to prevent them from becoming dependent on government resources.

The definitions laid out in the paper's introduction and the accompanying examples are fairly clear-cut. In the case studies, the original lines of distinction become blurred because of the reality of the job counseling setting. Many techniques must be utilized; career guidance, non-directive counseling, gathering background information, confrontive counseling, job search assistance and straight confrontation. In some way, each of the clients grew from the processes described; yet not all of these can be called counseling. On the other hand, although growth and change was evident, only B.A. could be called a solid placement success. This warrants further examination of the clients actually chosen for counseling study subjects.

Each of the clients in the individual cases is Caucasian and with the exception of B.A. who comes from a working class environment, all come from various segments of the middle class. All of them have serious employment disabilities and are typical representatives of the CETA population in Minneapolis. Each one has a history of debillitating emotional difficulties, ranging from the moderate depression of the two female clients, J.M and G.A., to the psychosis of N.H. The three men have been hospitalized for varying periods and G.A. has received medication at various times. Only J.M. has no known history of hospitalization or medication; however, she has reported suicidal depression and continues to exhibit severe difficulties in coping with life. B.A. and G.A. are in their twenties, S.F. in his early thirties, N.H. is forty and J.M. is fifty-five; thus their ages span the spectrum of the serviced population.

This description warrants deeper examination, both about counseling and about the nature of the CETA system. I personally had no pre-selection criterion for these cases. However, my past experience in working with minorities led to some questions on my part about the validity of outcomes because of my own middle class orientation as well as that of traditional counseling concepts. This may have been erroneous thinking on my part because of the departure from non-directive counseling confronation represents, and the success realized with Andy, the case described in the introduction, which might have been expanded for this paper if the results had come sooner.

A second factor in final selection, is the transiency of the minority population generally and the nature of results experienced over time, as a consideration for case study methodology. In general I have found that non-Caucasions tend to find work rather quickly, or else disappear from sight altogether, neither of which factors would lend themselves well to the purpose of this paper. This has as much to do with economic realities as with personal inclinations. Much the same consideration was given to older white males who appear to have much higher rate of disappearance (and correspondingly lower successful placement rate), and are not generally candidates for counseling, as discussed in this paper's introduction.

The final factors in client selection have to do with the nature of economically disadvantaged clients in Minneapolis, as well as the clients served by my agency and within our particular CETA title. The vast majority of economically disadvantaged clients in this city are Caucasian. I recall one transplanted Black professional from New York remarking that he had "never seen so many white folks so deprived." With the exception of the local housing projects, even the traditional minority communities are quite integrated. Speical CETA funds from other titles have been allocated for targeted minority groups. Few Native Americans, for instance, are seen at HIRED because of the CETA funded services provided by the Indian centers. What remains is the general population served by CETA and HIRED, which the chosen cases represent.

These clients are relatively typical, yet it has taken me until this post-study examination to fully realize what they represent. They are literally the mental health rejects of the middle class. Their employment disabilities are the result of emotional problems, not poverty or lack of skills and education. Only J.M. may be a long term victim of the poverty cycle of older women, having been left penniless after a financially secure marriage. Yet she has the skills to get and maintain employment; her disabling factor is that she appears to repeatedly defeat herself by sinking into despair.

N.H. comes from a prominent Southern Minnesota family. According to his psychiatrist, the chief factor in his original breakdown in college twenty years ago was the internal pressure he felt to measure up to his heritage. The family expectations may be factors for S.F. and G.A. as well; S.F.'s father is an engineer and G.A.'s is a doctor. S.F. seems to skim the surface of life, perhaps afraid to take a meaningful plunge because of potential failure. In contrast, G.A. appears far more willing to take employment risks although her employment history shows similarities to that of S.F.

B.A. stands out against this picture of struggle with middle class expectations and disillusionment. He appears content to grapple daily with a semi-skilled job. Because of the simplicity of his aspirations, he continues to afford me a welcome anchor of relief as I struggle to understand the stormy, defeating emotional seas of the other four clients.

In reflecting on my years in the manpower business, I sometimes wonder if this recent trend means the American middle class is getting "sicker". Aside from what these cases represent, we have the drug abuse and religious cult "snapping" victims, along with the Vietnam veterans. CETA has been accused of not reaching the true poor, yet few of the people seen by HIRED are not in need of some type of assistance for genuine employment disabilities. The most common and recurrent frustration heard among the counseling staff has to do with coping with the mental health problems of our clients.

Another explanation for this phenomena was found in the most recent issue of Time, (April 2, 1979). In "Psychiatry On The Couch", it is pointed out that a great many mentally ill people are not receiving appropriate treatment and are "creating new psychiatric ghettos in the cities," (p. 80.) This refers primarily to psychotics and schizophrenics, which N.H. represents and which we see a high percentage of from the near south Minneapolis area. When they want jobs, we get them. The particular frustration that I continually express is that the Department of Vocational Rehabilitation, which is formally equipped to work with the mentally impaired, is inept at the task of locating unsubsidized employment. HIRED, which has superb employment capabilities, must literally grope in the dark, without access to testing and psychiatric records.

Certainly, many of these people are not going to reveal a psychiatric history unless necessary, as evidenced by B.A., which leads me to more speculation about J.M. and S.F. in particular. The main point of the Time article is that the psychiatric population is not being served adequately. Where does that leave us with seemingly marginal types such as those two?

The point of this discussion is that many of my clients, including these five, may have mental problems which are far more severe than they will report. They may not even be aware of it themselves. Hence, they may fall outside of the scope of my expertise, and I may be dealing with very limited information.

Thus, the overwhelming sense of anger and frustration that I have been experiencing lately may be due to factors which I as well as my clients have no control over. I am directing these emotions towards people whose primary problem may be a chemical imbalance as discussed in the Time article. There is a growing movement toward increased medical knowledge of brain chemistry, because new evidence points to some intricate deficiencies in the physiology of emotionally disturbed individuals. I particularly wonder about S.F. because of some of his physical disjointedness, especially between his upper and lower body halves. This peculiar coordination leads me to speculate about his mind, partly because of similar physical abnormalities often displayed by the retarded and mentally ill.

In the course of working on these cases, I have often wondered what exactly it is that causes clients to improve in many ways, despite the factors just examined which often defeat them as well. This is reinforced by the Time article which cites the difficulties of isolating therapeutic variables as well as the rule of a third; this percentage of clients will improve, one-third are helped somewhat, and the remainder experience little change. Such non-therapeutic circumstances as normal improvement after a personal life crisis has passed, along with the simple act of making the decision to seek therapy, are mentioned.

The cover title of the article, "Psychiatry's Depression" made me wonder why the honest personal doubts of practitioners were not explored in more depth. It is well known, for instance, that psychiatrists have a high rate of suicide; yet no mention was even made of this problem. Do they struggle with the same doubts and insecurities that I do, I wonder, in a field full of conflicting theories and unprovable hypotheses? Do they also wonder what, and how much effect, they have on the outcome of their patients? N.H.'s psychiatrist is one of the most prominent and respected in the twin cities area. While he attributes the patient's original breakdown to internally felt family pressures, his response to my questions about the source of N.H.'s continuing psychological vulnerability was simply, "I don't know".

I believe this project demonstrates my growth as a counselor, particularly in the area of observing and reflecting client behavior. It also shows more attention to being systematic with counseling interview structure in the final case, as part of my practicum efforts. Probably the most important lesson I learned was to be attentive to my own reactions as well as sensitive to the nonverbal cues clients transmit.

Case one demonstrates a common problem; that is, that the employment disability which is most obvious to the counselor is the one the client is most defensive about. By systematically working through these cues in the final case, I was able to effectively confront S.F. and work through my own feelings in the process. I have, incidentally, finally come to realize success with this last client. He chose to pursue the air freight companies discussed in the next to the last interview, with surprising gusto, overcoming much rejection and frustration. Just this week, he finally landed a job he badly wanted as a van driver with an air freight company beginning at $5.00 per hour. His frequent comment to me in the course of this pursuit was "persistence really pays off": that certainly reflects the feelings of his long suffering counselor!

The first four cases were not handled necessarily in time sequence, although they generally followed one another with some overlapping. Perhaps most obvious in these cases is the lack of attention to dialogue and client/counselor feeling states. The final case sets the stage for handling

these as well as being systematically attentive to counseling techniques as discussed in Counseling Techniques That Work (Dyer & Vriend, 1975). Particularly helpful to me in the final stages of my practicum and work with S.F. were the chapters on a self rating scale for counselor competency behaviors (pp. 24-28) and on utilizing a practicum log to increase effectiveness (pp. 56-91). The final case study particularly demonstrates the need for this type of documentation in order to measure client outcome as a result of counselor behaviors. Hopefully, I will find a setting in the near future which is more conducive to this kind of systematic approach.

I have reached the end of this task with more doubts and questions than I began it with. I still believe in the therapeutic value of work and expect to spend the remainder of my career in some aspect of dealing with people and jobs. I believe that compassionate human contact, be it supportive or confrontive, structured or non-directive, will always be essential to the emotional survival of the species. I believe I do good with people despite the mistakes I make. I know, for instance, that I consistently maintain the top placement averages at Minneapolis HIRED. This means that I do my job well; it may or may not mean that I am a good counselor, because nobody knows for sure what a good counselor really is.

Many psychological studies attempt to isolate counselor and therapeutic variables such as empathy level, and examine their effect on clients. In the field, however, I have seen

many counselors who are effective with clients who also often do not demonstrate many of the characteristics discussed in the literature. They may blatantly violate the rules frequently laid down for good techniques. Individuals who have professional titles other than "counselor," often are as effective, if not more so, than we are. Motivating people inspire others because of their personality types and personal convictions; they are individuals, as unique and different from each other as they are effective. For my part, I often wonder if my successful job performance might be due more to dilligence and a sense of organization, than to counseling skill. On the other hand, it may be my very sense of competence and conviction about my work, along with my belief in individual potential, that produces this effectiveness with clients. The effect of individual personality types is sensitive and difficult to isolate for study. Yet I beleive that it warrants as much exploration as does the physiology and brain chemistry of the emotionally troubled. The development of the field of psychology has meant taking risks into the unknown; our future growth as well, depends upon continuing our exploration into uncharted territory.

EPILOGUE

On Good Friday, April 13, 1979, I received a phone message from the foster mother of the young woman whom Andy, the first client discussed in this paper, stole the money from. Needless to say, I was quite apprehensive as I returned her call. She wanted to verify whether or not I was the counselor who had originally set up the repayment schedule. "Yes", I responded cautiously. "Well, I just wanted to call you and thank you for your help with this. He paid up completely and even overpaid by $25.00, which I sent back to him last week". After a stunned silence, I expressed my gratitude for such an unusual type of call. I was near tears as I hung up the phone.

It was a fitting incident to the day, an overwhelming conclusion for the case, and, I thought, an appropriate grand finale to this project.

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APPENDIXES

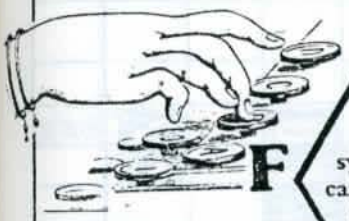
Appendix J

The Party

Below is an aerial view (from the floor above) of a room in which a party is taking place. At this party, people with the same or similar interests have (for some reason) all gathered in the same corner of the room—as described below.

A

B



F

C

E

D

A — People who have athletic or mechanical interests and/or ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.

B — People who like to watch, learn, investigate, explore, understand, evaluate, or solve problems.

C — People who have inborn artistic abilities, can think up new ideas or like to work in unstructured situations, using their imagination, inventiveness, or creativity.

D — People who like to work with people—to inform, enlighten, help, train, help them develop skills, or cure them; or people who are skilled with words.

E — People who like to work with people—influencing, persuading or performing, or leading or managing for personal profit, gain, or growth.

F — People who like to work with data, information, or numbers, and are systematic or organized in carrying out details or following through on other's ideas or instructions.

1

Which corner of the room would you instinctively be drawn to, as the group of people you would most *enjoy* being with for the longest time? (leave aside any question of shyness, or whether you would have to talk with them.) Write the *letter* for that corner in this box:

C

2

After fifteen minutes, everyone in the corner you have chosen, leaves for another party crosstown, except you. Of the groups *that still remain* now, which corner or group would you be drawn to the most, as the people you would most enjoy being with for the longest time? Write the letter for that corner in this box:

B

3

After fifteen minutes, this group too leaves for another party, except you. Of the corners and groups, which remain now, which one would you most enjoy being with for the longest time? Write the letter for that corner in this box:

A

Your Functional/ Transferable Skills

function: one of a group of related actions contributing to a larger action. (WEBSTER'S)

sample: The Halloween Experience	Learning how to present	Cross Country Pattern	Building Physics Project	Plan Market Experiment	Work Cutting W/C and wk	From Construction Organizer	Complete Pumpkin
1	2	3	4	5	6	7	
							A. Using My Hands
							1. assembling — as with kits, etc.
							2. constructing — as with carpentry, etc.
							3. or building
							4. operating tools — as with drills, mixers, etc.
							5. or machinery — as with sewing machines, etc.
							6. or equipment — as with trucks, stationwagons, etc.
							7. showing manual or finger dexterity — as with throwing, sewing, etc.
							8. handling with precision and/or speed — as with an assembly line, etc.
							9. fixing or repairing — as with autos or mending, etc.
							10. other
							B. Using My Body
							11. muscular coordination — as in skiing, gymnastics, etc.
							12. being physically active — as in exercising, hiking, etc.
							13. doing outdoor activities — as in camping, etc.
							14. other Building Stamina
							C. Using Words
							15. reading — as with books; with understanding
							16. copying — as with manuscripts; skillfully
							17. writing or communicating — as with letters; interestingly
							18. talking or speaking — as on the telephone; interestingly
							19. teaching, training — as in front of groups; with animation
							20. editing — as in improving a child's sentences in an essay, etc.
							21. memory for words — as in remembering people's names, book titles, etc.
							22. other

Simple-Halloween

5

1	2	3	4	5	6	7	Name of Skill	Example of a situation where that skill is used
							D. Using My Senses (Eyes, Ears, Nose, Taste or Touch)	
							23. observing, surveying	as in watching something with the eyes, etc.
							24. examining or inspecting	as in looking at a child's bumps, etc.
							25. diagnosing, determining	as in deciding if food is cooked yet
							26. showing attention to detail	as in shop, in sewing, etc.
							27. other	
							E. Using Numbers	
							28. taking inventory	as in the pantry, shop, etc.
							29. counting	as in a classroom, bureau drawers
							30. calculating, computing	as in a checkbook, arithmetic
							31. keeping financial records, bookkeeping	as with a budget, etc.
							32. managing money	as in a checking account, bank, store, etc.
							33. developing a budget	as for a family, etc.
							34. number memory	as with telephone numbers, etc.
							35. rapid manipulation of numbers	as with doing arithmetic in the head
							36. other	
							F. Using Intuition	
							37. showing foresight	as in planning ahead, predicting consequences, etc.
							38. quickly sizing up a person or situation accurately	as in everything, rather than just one or two details about them, etc.
							39. having insight	as to why people act the way they do, etc.
							40. acting on gut reactions	as in making decisions, deciding to trust someone, etc.
							41. ability to visualize third-dimension	as in drawings, models, blueprints, memory for faces, etc.
							42. other	
							G. Using Analytical Thinking or Logic	
							43. researching, information gathering	as in finding out where a particular street is in a strange city
							44. analyzing, dissecting	as with the ingredients in a recipe, material, etc.
							45. organizing, classifying	as with laundry, etc.
							46. problem-solving	as with figuring out how to get to a place, etc.
							47. separating important from unimportant	as with complaints, or cleaning the attic, etc.
							48. diagnosing	as in cause and effect relations, tracing problems to their sources
							49. systematizing, putting things in order	as in laying out tools or utensils in the order you will be using them
							continued next page	

Sample - Halloween

1	2	3	4	5	6	7	Name of Skill	Example of a situation where that skill is used
							50. comparing, perceiving similarities	as with different brands in the supermarket, etc.
							51. testing, screening	as with cooking, deciding what to wear, etc.
							52. reviewing, evaluating	as in looking at something you made, to see how you could have made it better, faster, etc.
							53. other	
							H. Using Originality or Creativity	
							54. imaginative, imagining	as in figuring out new ways to do things, or making up stories, etc.
							55. inventing, creating	as with processes, products, figures, words, etc.
							56. designing, developing	as with new recipes, new gadgets
							57. improvising, experiments	as in camping, when you've left some of the equipment home, etc.
							58. adapting, improving	as with something that doesn't work quite right, etc.
							59. other	
							I. Using Helpfulness	
							60. helping, being of service	as when someone is in need, etc.
							61. showing sensitivity to others' feelings	as in a heated discussion, argument
							62. listening	
							63. developing rapport	as with someone who is initially a stranger, etc.
							64. conveying warmth, caring	as with someone who is upset, ill
							65. understanding	as when someone tells how they feel, etc.
							66. drawing out people	as when someone is reluctant to talk, share
							67. offering support	as when someone is facing a difficulty alone, etc.
							68. demonstrating empathy	as in weeping with those who weep
							69. representing others' wishes accurately	as when one parent tells the other what a child of theirs wants, etc.
							70. motivating	as in getting people past hangups, and into action, etc.
							71. sharing credit, appreciation	as when working in teams, etc.
							72. raising others' self-esteem	as when you make someone feel better, less guilty, etc.
							73. healing, curing	as with physical, emotional and spiritual ailments, etc.
							74. counseling, guiding	as when someone doesn't know what to do, etc.
							75. other	

Sample — Halloween

J

1	2	3	4	5	6	7	Name of Skill	Example of a situation where that skill is used
							J. Using Artistic Abilities	
							76. composing music	
							77. playing (a) musical instrument(s), singing	
							78. fashioning or shaping things, materials	as in handicrafts, sculpturing, etc.
							79. dealing creatively with symbols or images	as in stained glass, jewelry, etc.
							80. dealing creatively with spaces, shapes or faces	as in photography, art, architectural design, etc.
							81. dealing creatively with colors	as in painting, decorating, making clothes, etc.
							82. conveying feelings and thoughts through body, face and/or voice tone	as in acting, public speaking, teaching, dancing, etc.
							83. conveying feelings and thoughts through drawing, paintings, etc.	as in art, etc.
							84. using words on a very high level	as in poetry, playwriting, novels
							85. other	
							K. Using Leadership, Being Up Front	
							86. beginning new tasks, ideas, projects	as in starting a group, initiating a clothing drive, etc.
							87. taking first move in relationships	as with stranger on bus, plane, train, etc.
							88. organizing	as with a Scout troop, a team, a game at a picnic, etc.
							89. leading, directing others	as with a field trip, cheerleading
							90. promoting change	as in a family, community, organization, etc.
							91. making decisions	as in places where decisions affect others, etc.
							92. taking risks	as in sticking up for someone in a fight, etc.
							93. getting up before a group, performing	as in demonstrating a product, lecturing, making people laugh, entertaining, public speaking
							94. selling, promoting, negotiating, persuading	as with a product, idea, materials, in a garage sale, argument, recruiting, changing someone's mind
							95. other	
							L. Using Follow-Through	
							96. using what others have developed	as in working with a kit, etc.
							97. following through on plans, instructions	as in picking up children on schedule
							98. attending to details	as with embroidering a design on a shirt, etc.
							99. classifying, recording, filing, retrieving	as with data, materials, letters, ideas, information, etc.
							100. other	

J

Where You Would Most Enjoy Using These Skills

(It's nice to 'stay loose' and be willing to use your skills any place that there is a vacancy, but—as we said on the first page—vacancies are hard to discover. You are going to have to go out and canvass, or research, or interview, a particular area. The more you can cut this area down to manageable size, before you go out, by using some principles of *elimination* or *exclusion*, and the clearer a picture you can have in your own mind of what kind of place you want to use your skills in, the faster and more effective will be your search—to discover a vacancy, or even create your own job.)

There are six principles of exclusion or narrowing down the area you need to focus on:
(enter a summary of each answer, on the Parachute, page 21)

1 Where would you most like to uncover a job, geography-wise?

(What city, rural area, county, or whatever, in this country or the world?)

I have been across most of the U.S. and prefer the metropolitan T.C. area as this is where I grew up and am familiar. However, I would consider moving in the future if conditions were favorable. Certain locations would be preferrable such as the West Coast and possibly east.

2 Where, in terms of the kinds of people you would like to be surrounded by?

(Here copy the answers you gave to The Party Exercise on page 4, for those answers were a description of People-environments that you prefer, as well as of skills. Add any other important descriptions—thinking of the kinds of people who have turned you off, in the past; and then describing their exact opposites here.)

My preference is a person that can think creatively and is not closed minded, but would be open to new ways of doing things. People that like to sit around and discuss th'er ideas, experiments, tossing around new techniques, would be whom I could reate to.

People that turn me off are burocrats who think in either or categories and who do not or will not try to understand a situation or person. I believe in live and let live and seek to be that way myself. If a situat'on causes fear in you due to lack of understanding, study it and you will probably be able to live with it or at least eliminate irrationality due to prejudice and fear.

3 Where in terms of What goals, purposes, or values do you want your skills to serve?

(Two exercises will help you here. Write out your answer (on a separate sheet of paper) to the question: What do I hope others will solve or change about this world, while I am still alive to see it; Brainstorm this with some friends of yours, if possible. Then, from this list select the five most important items (to you) and write a paragraph about each one of those five, as to why you would or would not like to be involved yourself, and in what fashion.

(Don't disqualify yourself on the grounds your talents are too peculiar to fit this particular 'cause'. Remember, Pete Seeger was concerned about the pollution of the Hudson River

I have abilities to percieve situations and devices and see a way that it could be handled differently. I hope that others in this world will learn to cope with variet in people and situations, and not ridicule or be narrow in the way things "should Be" or this is the way its always been done. Thi is not progress, but holds it back.

1. I would like to be involved in nutritional research, as it applies to prevention of

and his talent was not engineering but singing. Still he used his voice to sing about pollution there, and alert people to the need to do something about it.)

Another exercise to get at this is: if you had $10 million and didn't have to ever work, what would you do with your spare time for the rest of your life? If it turns out to be simply gardening, or making kites and flying them, then think about places which might pay you to do this (like horticultural stores or kite factories).

Another version of the same exercise: if you had another $10 million and had to give it away, to what or to whom would you give it? To which causes, problems of our society, ideas, or unmet needs?)

disease and test for new improved diet effect The emphasis here is on prevention not cure, but even that can be helped through improved technicques.

2.I would like to be involved in R and D work related to aerospace and missile technology. My interests would be to test new design concepts and use my abilities in de bugging the system or re designing parts or the whole.

3.My desire would be to become a psychoanalycally oriented counselling therapist involved primarily in marital-family proplems and individual neroses. My work would include researc into techniques that are innotative and would strive to improve patient problems regardless of traditional training which Id consider a background base on which to develope improved expertice through pteint interactionl My dislike would be for colleagues to restrict new ways of treating problems with their fears of the unknown.

4 Where in terms of Special Knowledges you have picked up, that you still want to be able to use because you enjoy them?

(Consider the school-subjects you especially loved, languages you know and enjoy, or other special knowledges related to particular fields or professions that are still important to you, to use in the future.)

Special knowledge was obtained through formal education and my own independent study interes in specified areas. I enjoyed clinical psychology, personality theory, machine shop fundementals, biology, th general sciences and history as formal educational studies. In r gards to independent studies, it has been aviation, natural scie es,rocket history and technology,and psychoanaytic clinically oriented theory and technique. I would like to work in my areas of interest due to the fact that they were pursued independently du of a desire to learn more of the subject.

5 Where in terms of the particular Working Conditions you would prefer?

(Do you need a lot or very little of such things as: Authority/Supervision; Change; Consistency; Dress Codes; Opportunity for Initiative; Self-Management, at your work? If you have had experience already in the world of work, list the Distasteful Living/Working Conditions you have experienced, in the past, and then state these in a positive form for the Future.)

I would like to work in a position of some re sponsibility and be able to be innovative in work where my own ideas can enter into my wor As my expertice in the field would increase m ability to improve my functions as a professi al. Work that I did in the past was varied by the type of work that I could not stand was repetitive,producti type work that dulls ones senses and where you stagnate mentall On the job they could have gotten an ape to do the work (in an assembly line situation), and you are not paid to think. Regard incentive, It is not how much per hour but pay for the job that is done and if I can do it in two hours then the rest of the ti is mine. This is incentive that I can live with. In industrial jobs the noise level and hazardous chemicals are a problem for physical self and this is what id like to get away from.

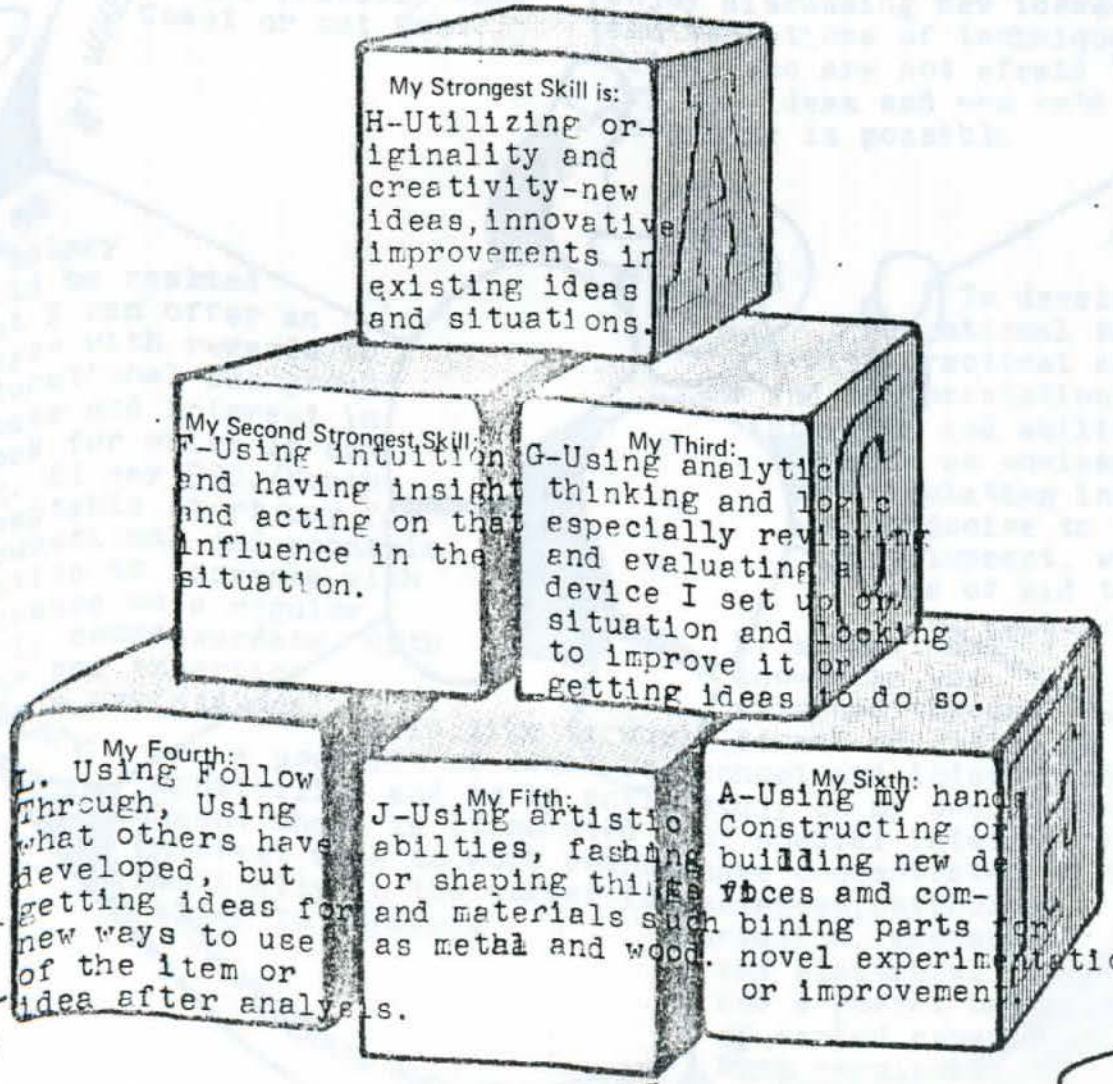
6 Where in terms of level, amount of responsibility, and (to put it another way) at what salary level?

My salary should be related to what I can of my employer or a client. Id say in todays ra of inflation and with my educational background, a starting bas of 950/month is reasonable to start out with. Then as expertice increases with experience rate hikes will increase proportional

And now, to put it all together

(answers entered here from pages 9–15)

What my skills are

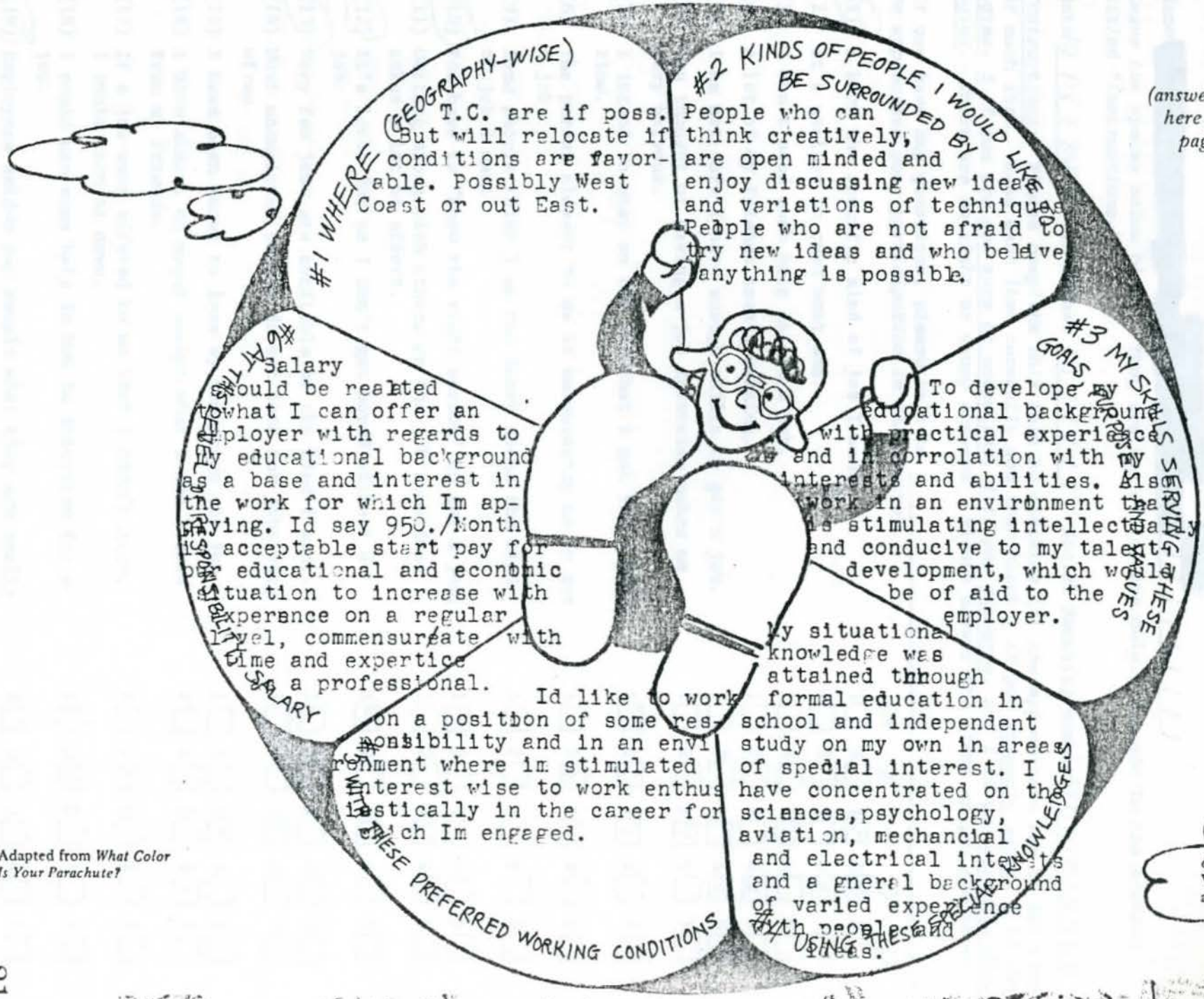


and-

4

Where I want to land with these skills

(answers entered here from pages 18–19)



designed by Viki Zenoff and Gary Bolles

Adapted from *What Color Is Your Parachute?*

Appendix K

SURVEY OF JOB MARKET PERCEPTIONS

Print your name in the space provided, last name first, then first name, then middle initial. Do not use periods or comas. Example: OLSON CHARLES L

Name [redacted] / / / / / / / / / /

Leave the spaces below blank. They are for office use only. Procede to the section titled "Instructions."

Date 4 / 29 / 74 / ID number / / / / / / / Social Security number 4 / 7 / 7 / 5 / 6 / 7 / 3 / 9 / 9 / 1 /

Instructions: Please complete this form by checking (X) the appropriate box to the right of each item. Read each item carefully and then check 1 if you strongly agree, 2 if you agree, 3 if you are not sure or undecided, 4 if you disagree, and 5 if you strongly disagree. There are no right or wrong answers. Please answer the items as you see them.

If you have any questions, please talk to _____.
We appreciate your participation in this survey.

		SA	A	-	D	SD
(1)	I know the specific kind of job I want.	1	2	3 X	4 X	5
(2)	It's useless to read want ads.	1	2	3	4 X	5
(3)	I don't need much help to get a job.	1	2	3 X	4	5
(4)	A lot of my friends aren't working.	1	2	3	4 X	5
(5)	I am not sure I have enough skills to get a job.	1	2	3	4 X	5
(6)	The thought of having a job interview makes me very nervous.	1	2	3 X	4	5
(7)	I intend to stay on the job that I get for a long time.	1	2	3 X	4	5
(8)	The person closest to me is encouraging me to get a job.	1	2 X	3	4	5
(9)	Some people think I am too fussy about the kind of job I want.	1	2 X	3	4	5
(10)	You have to "know the right person" to get a job.	1 X	2	3	4	5
(11)	Getting along with others on the job sometimes takes a lot of effort.	1	2	3 X	4	5
* (12)	It's lucky for me I don't get bored without a job.	1 X	2	3	4	5
* (13)	Very few jobs are available of the kind I want.	1 X	2	3	4	5
(14)	Most unemployed people do not look for jobs very often.	1	2	3 X	4	5
(15)	I have been known to lose my temper on the job.	1	2	3 X	4	5
(16)	I have almost no money except what I can borrow from my friends.	1	2	3	4 X	5
(17)	If a job were offered to me that I didn't like, I would turn it down.	1	2 X	3	4	5
(18)	I could use some help in how to interview for a job.	1	2 X	3	4	5
(19)	Employers seldom pay people what they are really worth.	1 X	2	3	4	5

GO TO THE NEXT PAGE

K

Leave this blank. Go to item 20. ID / / / / / / / SSN / / / / / / / / / / /

	SA	A	-	D	SD
(20) Friends and relatives have tried hard to get me a job.	1	2	3	4	5
* (21) I would rather not work than take a job I wasn't interested in.	1	2	3	4	5
(22) I have had more job interviews than most people.	1	2	3	4	5
* (23) If you don't enjoy a job you should quit it.	1	2	3	4	5
* (24) I find plenty of interesting things to do.	1	2	3	4	5
(25) I have been undecided about the kind of work I want for a long time.	1	2	3	4	5
(26) I have told most of my friends or relatives about my need for a job.	1	2	3	4	5
(27) Being unemployed is discouraging.	1	2	3	4	5
(28) I need training or schooling in order to get a job.	1	2	3	4	5
(29) It's more important to get a job paying a decent salary than a job that has a "future."	1	2	3	4	5
(30) Having your own money is more important than just about anything else.	1	2	3	4	5
(31) If a job were offered to me now I would take it even though it might not be the best job.	1	2	3	4	5
— (32) I have looked for work all over town.	1	2	3	4	5
* (33) There is no point in working unless you can make a decent living.	1	2	3	4	5
(34) I would accept a job even if I would have to move.	1	2	3	4	5
(35) No single person can live on a job paying less than $3.50 an hour.	1	2	3	4	5
(36) Many people like me are discriminated against by employers.	1	2	3	4	5
— (37) Anyone can get a job if they want one badly enough.	1	2	3	4	5
(38) Having at least five job interviews before you get a job is not unusual.	1	2	3	4	5
(39) I can tell right away if a job is any good.	1	2	3	4	5
(40) Even a lousy job is better than no job at all.	1	2	3	4	5
(41) I can get good work or personal references.	1	2	3	4	5
— (42) Luck is probably the most important thing in getting a job.	1	2	3	4	5
(43) Having a good work record is more important than handling a job interview.	1	2	3	4	5

END OF SURVEY

This interview actually began off tape, with some general compliments by the counselor about the client's improved appearance, an area of concern in previous work with this client. It ends, however, with the counselor noting that the client's fingernails are still dirty, and frustration expressed that he still has not gotten a hand brush, as has been repeatedly stressed over time.

A.A.: (In reference to hand brush) I really get frustrated that you can't take care of a little thing like this, S.

S.F.: Well, I was working and ran down here, and didn't have time.

A.A.: I understand that today, but what about in general?

S.F.: Well, what I have to do is soak in the tub for about three hours and that really loosens it up.

A.A.: Yeah, but what's wrong with just getting a brush?

S.F.: Well, I told you I was using a toothbrush, but I'll get another kind.

A.A.: What's prevented you from getting one before now?

S.F.: Well, it's never bothered me.

A.A.: Yeah, but it bothers me, and if it bothers me, it's going to bother potential employers.

S.F.: O.K., I'll get one.

***

A.A.: You mentioned some things on the phone last week that I'd sort of like you to recap for me.

S.F.: In the last tape, I mentioned some alternative things to look at, such as truck driving and possibly machinist work or something like this. The problem is, if I was to take a job like this, I'd be stuck in a spot that would end up with more time going by. You know, people are like flywheels, they tend to stay in one place, out of inertia. I'm at a point now where I want to change attitude and get into something related to my education. I realize that I've procrastinated because of wanting to travel and the whole hippy thing which I had to get out of my system. So I want to

(continued) concentrate on getting a job related to my education and I've got to get my foot in the door someplace. I really want to shy away from truck driving jobs because you can get those any day of the week out of the paper. I feel if I don't, at least I will have tried and won't be sitting back frustrated, thinking that I've missed out. So I think you understand that.

A.A.: Mmhhmm. You seem much stronger today, much more determined to channel your energies in a certain area. That makes me feel really good, S.

S.F.: Well, I'm realizing that I'm not getting any younger and age discrimination in the employment field is a problem. I have nothing in my background other than driving... What can you do? I need to have something to say.

A.A.: (chuckle) You seem to have something to say a lot of the time.

S.F.: The problem is whether an employer is going to 'suck this up', see.

A.A.: What do you mean?

S.F.: Well, I have to have something to offer.

(Client shifts in chair)

A.A.: You seem really antsy today. Are you just in a hurry to go or are you feeling uncomfortable?

S.F.: No, I'm just trying to come across with what I'm saying. I'm relaxed.

A.A.: (In reference to new stated aspirations). What caused this change to happen?

S.F.: Well, I had a long talk with my girlfriend and my dad, and my dad said, "What are you going to do, get another driving job? You quit that other one because you weren't getting anywhere". I mean I can't let all my schooling go to waste. I need to get in a job where I can use my head. Your head is like a muscle: if you don't use it, it atrophies.

A.A.: I hear you needing the support of your girlfriend and your father.

S.F.: No, no, I merely discussed it with them, but I made the decision myself. I made up this resume, for instance.

A.A.: (In reference to the quality of the resume) Which is excellent, by the way.

S.F.: Well, I need to get going and I feel I've got some things to offer. (Moves microphone around table, then abruptly stops).

A.A.: You seem to be pulling back; sometimes you move things around the table. Are you aware of that?

S.F.: Well, I saw it sitting there and I was just adjusting it.

A.A.: Other times, I've seen you moving things all over. What stopped you from moving it?

S.F.: I suppose the things is, its kind of like someone who smokes, they have to do something with their hands.

A.A.: Well, that's one theory. (Client laughs) Do you know what's going on inside of you when you do that sort of thing?

S.F.: No, I ah, I ah, I'm trying to relax here, ok?

A.A.: Am I causing you not to relax?

A.F.: No, no, its just that we're being watched.
(Looks at camera)

A.A.: Not yet! (Both laugh). The tape makes you a little bit nervous, huh?

S.F.: No, no, its ok.

A.A.: (Noting improved appearance) You're getting to look good, that's good.

S.F.: Well, I just got a $7.50 hairdo.

A.A.: That must have hurt, especially since you're unemployed.

S.F.: Well, its for the job, ok? I want to look good for employers.

A.A.: That's good, that you're investing to get somewhere.

Ok, I like your determination and I like hearing you say that this is an area that I want to pursue. First of all, what within human services would you be interested in pursuing?

S.F.: Oh, ok, something related to counseling, employment, perhaps. I don't think I'd be too good at chemical dependency counseling. although I am a sugar addict, so I understand the addiction process.

A.A.: Yeah, I do think they want something more substantive than that.

S.F.: I used to smoke a little weed, if that will help. (laughs) I do have some friends who have had problems.

A.A.: What about outreach worker?

S.F.: Yeah, fine.

A.A.: Counseling is a tough field to learn and it depends upon accumulated experience. I guess sometimes I feel the lack in your background in terms of moving into counseling, ok? In terms of listening sometimes, and sometimes I feel you're rather selective in your listening. I guess if I were to recommend you for something right now, I would prefer that that position be something like outreach. How do you feel about that?

S.F.: That's fine because it's a start, dealing with people in a context situation, you know, and could expand from there (voice softer and somewhat tremulous).

A.A.: How are you feeling about what I just told you?

S.F.: You mean about the outreach worker?

A.A.: Yes.

S.F.: Fine. The thing about the counseling was, as you say, I'm green on that, but I was figuring if I was working with others in this area, that this might help.

A.A.: We still have to be realistic. What would be an option if we couldn't get this kind of work given the time limitation here?

S.F.: Well, what do you mean by optimistic? You see, from what I understand...

A.A.: Did I say optimistic?

S.F.: "Realistic", you said. I'm thinking optimistic.

A.A.: Yeah, I'm glad you're thinking optimistic, but realistically... if we had to pursue an alternative to human services, what would you do?

S.F.: Oh, some form of Civil Service possibly.

A.A.: Which also takes a long time. What if you get into a pinch; like you mentioned that you needed to pick up this loan pretty fast (referring to housing loan).

S.F.: Well, I'm afraid I'll blow the whole thing if I take a job like that.

A.A.: Like what?

S.F.: Well, you see, last year when I was unemployed I could have gotten a job through CETA. Instead, I went and I got that garbage job.

A.A.: Your voice isn't whiny as you tell me that for the umpteenth time. I don't think you're feeling quite as sorry for yourself today (chuckle).

S.F.: Well, it was my idea to do it. Then here I heard about all these people that were getting these jobs through CETA...

A.A.: Ok, what I'm saying now, is what are you talking about? Tell me what you're trying to tell me.

S.F.: Ok, well what I'm saying is we were talking about these alternative jobs. The same thing would happen, I'd have to be unemployed for so long...

A.A.: What do you mean? For our program, you don't have to be unemployed for such a long time.

S.F.: What I'm getting at is getting through the bureaucracy of the employment office. You know what I'm talking about.

A.A.: No.

S.F.: Ok, I applied for a job as an ASAP driver. They had no openings for even getting in and taking the test. But a guy that my dad played tennis with was able to get me in to take the test. It was a matter of knowing somebody.

A.A.: (Wearily) S...

S.F.: (Angrily) Well, I don't understand these government jobs! I was talking to the carpenters (at his house) today, and they told me that its almost political.

A.A.: Ok, ok... wait a minute... let's back up a minute. I asked you about alternatives to Civil Service, which could take a long time, or outreach worker. You're going off into a completely different tangent. I suspect that that area is real uncomfortable for you right now and I'm not feeling real comfortable, because I feel you're really 'up' today and really want to make a change.

S.F.: You popped this same question on me last time, and then I started lowering my sights and then when I got home, I started thinking about it and realized, 'oh here we are again, back in the same boat', see, and that's why I'm uncomfortable now.

A.A.: Ok, well let's leave this for now and if we reach the point where you have to get a job at all cost, we'll pursue it more at that point.

***

A.A.: How about going around and calling on each human service agency in town, asking them wh t they've got, see if they could use an outreach worker, somebody who really knows the city and has some good driving experience who can get out there and hustle for them.

S.F.: Yeah... I'll get a list of places...

A.A.: Ok, I'll give you a directory for that. You know enough about sales to know about cold calling, don't you, and how many calls it takes to make one sale?

S.F.: Yeah... what do you think about letting your fingers do the walking?

A.A.: (pause) Are you referring to the yellow pages?

S.F.: I'm referring to the dial.

A.A.: I don't think its a real great idea. Over the phone, its just an excuse to put you off and you need to get moving.

S.F.: Yeah...

A.A.: And what about your driving experience. You love to drive. Why not put that experience to good use and go out and call on them. I've got to get you going because there's only so many of those jobs that are going to come through on the board.

S.F.: Yeah... well, maybe I should go and see her.

A.A.: (pause) Who is "her"?

S.F.: The girl that you talked to about the outreach worker job. (He is referring here to the director of an agency whom I had contacted the week before).

A.A.: No, I think we'd better wait until she contacts me. Ok, what else can we do here... well, you tell me. Any other ideas?

S.F.: Well, um, ok, as far as these resume's go now... when (sigh) ah, I don't know if I mentioned this to you before, but the thing about filling out these four page applications... ah, is there anything wrong with making up several more than the usually complete copies of something, to walk around with, and when they say, "you're more than welcome to fill out this application", say, "yes, well, here is a composite..."

A.A.: No, no, no...

S.F.: (exasperated) Why does that freak your head?"

A.A.: Because... you have to do what they have, it looks best to them. I know it seems like an ordeal. I remember when I went through this and tried to refer to my resume' on several different applications, but I didn't get called in for the job. I look back now, and wish that I had completed them. I wish that I had done them exactly as they wanted them. They look at that, how you fill out the application, they want it done their way.

S.F.: Did you get a card back from that truck driving outfit?

A.A.: Now wait a minute, why are you asking me about something entirely different?

S.F.: Because, I filled out a four page application for them and I'm just curious how I came across on that.

A.A.: Ok... I didn't get a card back yet. (pause) S., I just went through a long thing about the importance of filling out those applications and you distracted me again...

S.F.: Oh, I'm sorry... well, what I should have is a composite thing to carry with me, to use when I have to fill that out.

A.A.: (enthusiastically) There you go, all right, now you're cookin'!

S.F.: ... because it's hard to remember all those dates when I fill it out.

A.A.: Tell you what. I'll give you a copy of your HIRED application to take with you but there are a few things we need to eliminate here. For instance, I don't think you should put down "member of the human race". (In reference to application on table and to section requesting race- this is part of the CETA tracking system and is used for statistical purposes only).

S.F.: I know, I've had other people tell me that, but I still don't see what that has to do with the price of eggs.

A.A.: With what?!?

S.F.: With job relatedness.

A.A.: All you have to do is put down your own ethnic group.

S.F.: Yeah, I know, but I'm a little bugged about all this...

A.A.: Yeah, you're bugged...

S.F.: Well, I just think we should start calling ourselves Americans instead of all this ethnic...

A.A.: Well, philosophy is fine on a conversational basis but here we're talking about an application that they want done exactly right, their way. I would also eliminate the job title "garbologist".

S.F.: Yeah, you're right.

***

S.F.: Ok, this CETA counselor that I first had, he told me that you could cut a little mustard here.

A.A.: With what?

S.F.: You know, breaking the ice, like you're not going in green.

A.A.: What did the CETA counselor mean and what do you mean?

S.F.: Um, you know, a mediator type thing so I'm not just coming in off the street.

A.A.: Yeah, I can do that, perhaps places I have worked or other places where one of the other counselors may have contacts, I can find out what's going on. They may take my recommendation. We do that sort of thing. But this can't be taken as "pulling strings" for you because we only have so much to work with. (This last statement was in reference to number of agencies where personal contact can be made as well as to time limitations. It appears that the client may have taken this in relation to himself, as indicated by his next statement).

S.F.: No, I know that...I'd like your honest opinion of me, now, how do I come across to you, say, you were a potential employer. Am I pessimistic or cynical, or how am I coming across?

A.A.: Well, in general, an employer would not get into the kinds of things we get into. I think, to me, you seem reluctant to take charge of your life and to take care of your own situations. Now that's why I'm really glad to see the kinds of things we've talked about today. I've seen you work gradually towards this. If I were an employer and you were coming in to meet me as you are today, I would say you are a very nice, enthusiastic person, who smiles easily, who probably likes to get off the track and tell stories every once in a while; I'd maybe kind of wonder about that. But otherwise, I'd say the guy was ok.

I would also wonder why you had not gotten into the field before this, and I think that's going to be an inevitable wonderment. Now what would you tell me if I asked you why it had taken so long to get into human services?

S.F.: (Summary) Schooling, travelling, not really sure of where I wanted to live.

The jobs that I took were with the idea that this is not what I'm going to be doing for the rest of my life...

A.A.: Ok, I'm going to cut you off there. Have you gone through Job Seeking Skills yet?

S.F.: No.

A.A.: I think it would be a good idea for you to go so you could work out some of those things there.(Client nods in agreement). As far as my own observations, again, this kind of "hanging back"... as a counselor, I have at times gotten extremely frustrated at your not making the extra effort to get what you want.

S.F.: What do you mean now, that I haven't chased all over? I did, I went to all of the hospitals in town, I have been around quite a bit. But I'll tell you, after batting my head against a stone wall for awhile, I really did get turned off.

A.A.: And I think that's where I've been trying to bring you back from. Part of my frustration comes in the time bind, because I can see you coming along here. Beyond that, the only other feedback I can give you is I feel like I've been unfair from time to time in not sharing with you your behavior and my frustrations. If my opinion is important...I'm basically an idealist and I guess that's were you and I have a common bond (hand gesture to client and self). I hate to see people not use their potential, and I see you as having enormous potential that you're not putting to good use. On the other hand, there are some things in human services, such as counseling, that I feel you're not quite ready for yet. As an employer, they're going to look at your qualifications...(Client abruptly straightens back in chair).

Now, what's going on with you?

S.F.: I'm just listening

A.A.: You just straightened up all of a sudden.

S.F.: I'm just trying to get comfortable.

A.A.: How do you feel about all of that?

S.F.: Yeah...

A.A.: Yeah, what?

S.F.: You're right...

A.A.: No, how do you <u>feel</u> about it, not that I'm right. What's going on for you with everything I've just told you?

S.F.: Well, you've said that I'm not ready for the counseling yet...

A.A.: Does that hurt you in any way?

S.F.: No, no because I've had other people say this too. My father was told he shouldn't be an electrical engineer too.

A.A.: See, I don't like to make those long term predictions. I'm looking at the here and now.

S.F.: Yeah, I hear you.

A.A.: Now, what else is going on.

S.F.: I just want to break in.

***

A.A.: Would you please tell me in your own words what you think we've a plished here today.

S.F.: Well, we've managed to separate priorities. I explained to you where coming from, what I'm looking for. I'm looking for something that's no just another dead end.

A.A.: What else?

S.F.: Well, you've talked about some of the appearance types of things. That's why I shaved my beard off and got a haircut. I read Maxwell "Schmaltz's" book that said "you are what you look like".

A.A.: Good. (Gestures to client's shirt sleeve). But be sure to take your cleaning tag off before you go out on job interviews. (Both laugh).

Conclusion