

projects. Another nice motivational prompt is the use of short quotes from well-known “gurus” such as Figler, Shaw and Sheehy.

There are two previous versions of this workbook and a 1984 print version of the same name written for a U.K. audience, and a computer software program called Career Builder2, designed as an organizational development tool originally developed at least 15 years ago. In a pilot study of this software, students in the Faculty of Continuing Education, at the University of Calgary loved it. There is virtually no difference between the 1984 workbook and this 1993 Americanized version with the exception of some unfortunate deletions of 1984 content.

The closest existing other book of similar content is Richard Bolle’s *What Colour is Your Parachute?* This book has the advantage of being developed some twenty-odd years ago in North America and the reputation of being the job search “bible” of North America. Bolle’s book deals with many of the same career planning components more thoroughly than do Hopson and Scally, and in a tone more oriented towards an adult audience of mid-career changers. Hopson and Scally’s definition of “career” (“the pattern of jobs that you have had, have now or hope to have”) is somewhat narrower than that commonly used in North America today, which may present a problem for some career development professionals who wish to use this with their clients.

There is a mixed message about the intended readership. In its introductory level discussion of the career decision-making process, this self-directed workbook appears to be intended for the novice career decision-maker. On the other hand, the exercises clearly acknowledge previous career experiences and multiple life roles of the reader. I would use these two books with different clients; *Build Your Own Rainbow* for less sophisticated/self-directed clients who may be new at career planning, and *What Colour is Your Parachute?* for highly sophisticated/self-directed clients who are already familiar with the career decision-making process.

---

Zunker, Vernon G. (1994). *Career Counselling: Applied Concepts of Life Planning*. (4th ed.). Pacific Grove, CA: Brooks/Cole Publishing.

---

*Reviewed by:* Faye Wiesenber, University of Calgary.

This textbook clearly focuses on the application of career counselling theory and techniques within educational settings and covers a broad range of topics related to career counselling. Although never explicitly stating this target audience, the “Supplementary Learning Exercises” at the end of each chapter are most suitable for senior undergraduate university students in a school guidance program.

The first edition of this textbook was written to “point out the relevance and pervasive nature of career guidance” (preface). This fourth edition claims to have revised/updated every chapter and added two new chapters which describe a career assessment interviewing procedure, and provide

case studies illustrating the use of this technique in a variety of career counselling settings.

The book consists of five major sections plus an appendix that contains an explanation of relationships within the "data/people/things" hierarchies of the American occupational information system. Part One (Foundations and Resources) describes historical developments in the field, career development theories, perspectives of work, career life-planning procedures and career counselling resources. Part Two (Career-Guidance Programs in Educational Institutions) provides counselling models and programs for elementary through senior high school and for postsecondary institutions. Part Three (Career-Guidance Program for Adults in Transition) intends to build an understanding of career development of adults in organizations, stages and transitions in adult development and career counselling programs to meet their needs. Part Four (Career-Guidance Programs for Special Populations) discusses counselling models and programs for women, men, ethnic minorities and persons with disabilities. Part Five (Techniques for the Career-Counseling Interview) gives a rationale for this technique and case studies that illustrate the use of the career counselling interview.

This very ambitious book contains much of value, but this breadth of coverage is also its major downfall. When dealing with career counselling within educational settings, Zunker does his best work. For example, Part One offers a good standard historical overview of the field, acknowledging the reality of white, middle class, male bias in the theories and the need for a more multidisciplinary perspective of career development. He could however go further in his use of organizational theory to broaden our understanding of work behaviour. The chapter on "Career Life Planning" provides a well rounded discussion of this complex concept. The chapter on "Using Standardized Assessment in Career Counseling" alludes to the current debate on the value of formal versus non-formal assessment techniques and to the value of teaching clients self-assessment strategies. Surprisingly however the chapter on "The Career Resource Centre" does not even mention the use of computers, either as occupational data banks or information searching tools.

It is in Part Two that Zunker appears to be moving out of his range of expertise and perhaps should have switched roles to that of editor of guest contributions. The chapter on "Career Guidance in Institutions of Higher Learning" discusses the career development concerns of the traditional 18 to 24-year-old student only and seems to have totally forgotten the fact that the faces on our campuses have aged considerably in the past decade. Part Three continues to disappoint, with the chapter on "Career Development of Adults in Organizations" turning out to be an aid for college students choosing a first time employer (an overview of career development issues within organizational settings would have been more appropriate), and "Career Counselling for Adults in Career Transition" offering a very inadequate discussion of adult development theory right out of Zimbardo's *Psychology and Life*. I did however, like Zunker's excellent model of seven career counselling components for adults in career transition, that offers many alternatives to standardized assessment tools, and lists specific tasks for each

component. Part Four is where Zunker definitely should have invited guest contributors to address each of these areas of specialization (women, ethnic groups, and individuals with disabilities), as these chapters appear to be seriously outdated.

Part Five is new and a valuable contribution to the practice of assessment, supporting the current trend towards a "constructivist" approach to counseling that moves away from standardized tools and typologies. The focus here is on using the "assessment interview" to both diagnose faulty cognitions that may keep the client from acting on his/her career plan and on helping the client to understand the integration of all life roles in career development. The case studies provided to illustrate this approach are rare and valuable addition to the discussion.

Overall, the book is well written, avoiding excessive use of jargon. On the down side however, it is not very accessible to visually-oriented learners, with no pictures and very few diagrams. The closest facsimile to this textbook is Herr and Cramer's *Career Guidance and Counseling Through the Lifespan: Systematic Approaches* which has covered exactly the same topics (the Table of Contents is virtually identical) and deals with each much more expertly and in more depth. I would chose Herr and Cramer's textbook for my students, supplementing the topic of assessment with Zunker's material.

---

Vanzandt, C. E. & Hayslip, J. B. (1994). *Your Comprehensive School Guidance and Counseling Program: A Handbook of Practical Activities*. New York: Longman. 134 pp., \$31.95 CDN.

---

*Reviewed by:* Garnet W. Millar, University of Alberta.

This handbook was written by two counsellor educators who obviously have a great deal of practical experience. These authors "felt a need for functional training material for school counsellors."

The content is current and reflects the authors' understanding of the field with respect to the development of comprehensive school guidance and counselling. At present 38 American states and three Canadian provinces are espousing the comprehensive approach. Schools are realizing that guidance and counselling must be viewed as an integral part of the total school program and must move away from being perceived as only an add-on or a frill.

The organization of the handbook is refreshing. Eleven chapters, with related appendices, provide a total management scheme (the Big Picture) of guidance and counselling programs with identification and description of the components (the Little Pictures). Counsellors are then able to synthesize the experience and put it to practical use.

The first chapter helps counsellors conceptualize comprehensive, developmental guidance and counselling and answers the "why" question in relation to the role of the counselling profession and the counsellor's work in schools. Succeeding chapters deal with the "how" question.