

Designing ACT based career counselling framework (ACT-CF)

Noorjahan Khan^{1*}, Dr. Kiran Mathur²

ABSTRACT

Careers signify an individual's personality, habits, and lifestyle. Not finding the right career can lead to poor self-esteem, lowered self-efficacy, a lack of life satisfaction, and even depression. Various negative emotions might be experienced before or during various stages of the career decision-making process and during their performance at work. In the context of "life-career" integrations, there is a need to design specific methods of Acceptance and Commitment therapy for career counselling. Even after many trials and attempts to use ACT for career counselling there still is a dearth of robust empirical data from ACT incorporated career counselling trials. 15 students of age between 14 and 28 were invited as volunteers to participate in 6-sessions (45-minute-long) career counselling programme for each. A wide variety of issues were discussed including career indecision, procrastination, lack of interest in present career, expectations of family members in career success, high expectations from one self, negative self-evaluation in career, lack of focus in career development, avoidance of experiences related to "evaluation of one's strengths and challenges". In keeping with the spirit of the ACT, a non-reductionist and a de-intellectualized framework has been designed as a tool for designing case formulations while using Acceptance and Commitment Therapy in career counselling. The framework outlines some of the prominent questions, discussions, implications of ACT strategies and some examples of metaphors and worksheets.

Keywords: *Acceptance and Commitment therapy, Framework, Case conceptualization, Career Counselling, Psychotherapy*

Career development is a process, not just a destination. Career experiences do not occur in vacuum but rather in a macro-life context (Chen, 2001). This global life-context provides reasons, rationale and personal meanings in career planning. What happens in other life spheres affects career decisions. And, adjustment in career is dependent on life situations. Career experiences can never be "filtered" or "removed" from one's life experiences. Career decision are best made by taking an in-depth chronicle of personal journey of self-exploration into consideration. Several past and present life experiences can be reflected upon and a narrative approach can be used for facilitating this kind of life career exploration (Chen, 1998b; Peavy, 1996, 1997). It is important to identify one's strengths and competency in personal and social life situations, and transfer these aspects into more effective coping skills in varied career development contexts. The continuous career

¹Research Scholar, Department of Psychology, Barkatullah University, Bhopal, Madhya Pradesh, India

² Professor (Retd.), Regional Institute of Education, NCERT, Bhopal, India

*Responding Author

Received: August 08, 2020; Revision Received: September 11, 2020; Accepted: September 22, 2020

Designing ACT based career counselling framework (ACT-CF)

evaluation and exploration requires a combination cognitive processing, meaning interpretation, competency attainment, skill refinement and action execution. Thus, a lesson learned from any life experience, can be translated into client's life career planning and development.

Life-career integration in career counselling scenario emphasises on a more holistic and dynamic methodology. With this concept of "Career" set in the context of "life-career" integrations, we can design specific methods of Acceptance and Commitment therapy for career counselling. There have already been many trials and attempts to use ACT for career counselling. However more robust empirical data is yet awaited while such approaches are being continuously incorporated into career counselling settings. Career decision making, career related anxieties, challenges in adaptability, and navigating through boundaryless careers in search of the "Calling"; all present need for context-based theoretically-strong career counselling protocols.

ACCEPTANCE BASED THERAPIES FOR CAREER ANXIETY

Many Acceptance based behavioural therapies work towards acceptance of difficult private events. Acceptance and Commitment therapy is one of the "Third wave Cognitive behaviour therapies." According to the Acceptance and Commitment Therapy Model, the antidote to career anxiety is self-assurance and acceptance of the "Career identity" and "career values". Career identity is related to the evaluation of the current achievement in career versus as it ought to be. Career values are personally meaningful prioritized directions. In these value guided directions specific career goals can be formed.

"Acceptance based behaviour therapies" work towards getting the person unstuck from a perpetual cycle of anxiety which come from using unhelpful strategies of avoiding anxiety. Acceptance and Commitment therapy (ACT) focus on three major goals: increasing awareness, increasing acceptance, and living a meaningful life worth living. Such ACT based therapeutic models are now also being used in career counselling, coaching and consulting. (Hayes & Smith, 2012; Hoare, McIlveen, & Hamilton, 2012; Luken & De Folter, 2019). In 2012, Hoare, McIlveen, and Hamilton published a paper emphasising the use ACT as a career counselling strategy. The Commitment part of ACT helps in discovering and maintaining a direction in life. The Acceptance part contributes to perceiving in an undistorted way internal and external signals that may lead to correcting or changing course. Together, the different processes of ACT contribute to developing psychological health, flexibility and resilience, which may be regarded as indispensable ingredients for thriving in the turbulent economies of this century. ACT does not emphasize conscious reflection. Instead it stresses an openness to experiencing, and taking a perspective of observing. ACT helps in accepting the inevitable anxiety, implied by having to make decisions for an uncertain or even chaotic future.

The central objective of ACT is psychological flexibility. ACT revolves around six core processes, often presented in a 'hexaflex' (Hayes et al, 2006). The processes are concretized by different kinds of interventions, e.g. exercises, metaphors, and homework assignments. The six core processes are: acceptance, mindfulness, defusion, values, self-as-context and committed action. Acceptance means accepting unwanted feelings or thoughts, e.g. the uncertainty and ambiguity regarding oneself and the future. Mindfulness, or presence in the here and now, means a non-judging openness to experience, which implies a better perceiving of signals from the environment and from within one's own organism. Mindfulness has shown to have many positive effects, e.g. on exploring behaviour (Jacobs

& Blustein, 2008), and the development of a career identity (Taber & Blankemeyer, 2014). “Values are chosen qualities of purposeful intended action that can never be obtained as an object but can be embodied moment by moment” (Hayes, et al, 2006, p. 9). Clarification of values has proved to be a relatively stable yet flexible procedures for career choices and development. Commitment means choosing to live according to one's own values, instead of being led by rules, anxieties, or fears. This contributes to being able to cope with obstacles and to hold direction. Self as context provides a background to experiencing the self as the context for ever-changing feelings and thoughts, instead of seeing the self as a collection of fixed traits. Defusion means stopping over-identification with one's own thoughts, which implies experiencing more freedom from prejudices, self-imposed rules, and limiting thought patterns.

Increasing acceptance and living a life worth living

ACT works towards building an acceptance of one's internal experiences, rather than an effort to avoid, change, or control them. On the other hand, ACT also works towards committed action in the direction of one's values. ACT also highlight the importance of living a life that is consistent with what is personally meaningful to individuals by helping individuals identify their values (what is personally meaningful to them) and encouraging them to take valued actions. ACT aims to not get rid of anxiety, but to rather help individuals create and live fulfilling lives despite their anxiety. ACT also make use of mindfulness practices which focus on being aware of the present moment (including thoughts, feelings, and sensations) without judgment; but rather with acceptance and compassion. Mindfulness can take the form of self-monitoring thoughts, feelings, and behaviours (formally or informally), and help to increase the awareness and acceptance of internal and external experiences.

At the core of ACT is minimising experiential avoidance and working for value-based life. People might apply dysfunctional distraction methods and coping mechanisms to overcome uncomfortable private experiences. It might have harmful effects on their performance and work engagement. There is a lot of research that shows that higher experiential avoidance is associated with lower wellbeing, work performance and quality of life. The alternative to experiential avoidance is learning to be present and accepting thoughts; which in turn would allow to see negative experiences as normal, whilst being able to refocus attention on chosen behaviour. Acceptance is the active and aware holding of private events that are prompted by our history. There is no need to attempt to change frequency or form of these private events, especially when doing so would cause psychological harm.

Acceptance and Commitment Therapy used in career counselling aims to develop psychological flexibility. Psychological flexibility is the ability to be present in current moment, mindfully aware of thoughts and emotions, and committed to valued-based goals. Greater psychological flexibility implies people have a willingness to change their action plan when it no longer serves valued ends or persist in important behaviours in the face of adversity.

ACT tools and methods for career values clarification

Clients who seek counselling have often tried a variety of strategies to overcome their difficulties and, in many cases, the reason they seek help is because those strategies have failed. Such strategies often attempt to control unwanted private experiences, which can lead to an increase in those experiences and, consequently, further attempts to control them. Therefore, ACT uses techniques that help clients to confront their control agenda: this is done by helping them to acknowledge that some of the methods they have used to solve the

Designing ACT based career counselling framework (ACT-CF)

problem are not working' and to consider the possibility that sometimes potential solutions may themselves be a problem (Hayes et al., 2003).

There are many ACT strategies which help clients to identify or clarify their values in several life domains. The typical domains included in ACT values clarification activities are: education; personal growth and development, marriage, couples and intimate relations, Family and parenting relations; friendships and social relations; career, employment; spirituality; citizenship; recreation and leisure; and health and well-being (Hayes et al., 2003; Wilson & Byrd, 2004). In the Values Assessment Homework task elucidated by Hayes et al. (2003), clients are requested to work around each of the life domains; thus, describe their values, and finally generate concrete goals that they would like to have towards those values. Like, in the careers and employment domain, clients are asked to describe what type of work they would like to do the world was ideal and what they wish it to be. They are also asked to write about why it appeals to them. another thing they have to discuss is: what kind of worker they would like to be with respect to their employer and co-workers, they are also required to ponder upon the type of work relations they would like to have (Hayes et al., 2003). Other varieties of this type of values clarification tool are the Life Values Questionnaire (Harris, 2007) and the Valued Living Questionnaire (Wilson, 2002).

Career counselling using ACT can help a client to clarify their values, to "...facilitate deep, intimate, experiential contact with values" (Harris, 2009, p. 196). There are many experiential activities that could be used to help clients to tap into their values.

Committed action in ACT involves acting on the goals by first defining the goals in specific areas along one's valued path, while anticipating and making room for psychological barriers (Hayes et al., 2003). Clients are encouraged to graduate from small steps to larger and larger patterns of committed action in line with values (Hayes & Strosahl, 2004). This is analogous to the contextual-action theory of career (Young & Valach, 2004) in which careers are constructed upon goals, actions, and projects. Action theory addresses human intentional, goal-directed action, project, and career. It also conceptualizes actions as reflecting everyday experiences and as being socially directed. Action-Project Method is a qualitative method based on Contextual Action Theory. It collects complete data of human action from three areas: external behaviour, internal process and social meaning.

Typical ACT based goal-setting techniques involve clients to write down goals that are directed towards with their personal values in each of the main life domains. The client would also be asked to identify any perceived barriers or obstacles to achieving those goals and to recognize what she can and cannot change in relation to those barriers.

To help a client commit to actions that are congruent with their values mindfulness, self-as-context, defusion, and acceptance strategies and techniques can be used to help clients to commit. Some ACT therapists (e.g., Eifert & Forsyth, 2005) advocate the use of Behavioural Activation strategies to help clients to work towards values-based activities. Behavioural Activation Treatment (Lejuez, Hopko, & Hopko, 2001) use techniques to select values-based activities, create a hierarchy for activities, make a commitment to action, set criteria for action, monitor progress, and provide feedback (Eifert & Forsyth, 2005). The clients start by completing a values worksheet or activity to identify their values in each life domain. Then, they are asked to identify specific activities that will take them in the direction of those values. They are also asked to create an activity hierarchy, which helps them to break complex goals into smaller, more manageable tasks, and concrete plans of

Designing ACT based career counselling framework (ACT-CF)

action. Clients are asked to engage in one or more of those activities in the next few weeks and also chart their progress. On completing the activities, they get appropriate reinforcements. They are also supported in exploring ways to deal with any difficulties or barriers they experienced are discussed in the next session (Eifert & Forsyth, 2005). To help clients to deal with any psychological obstacles, Defusion and mindfulness techniques such as “avoidance and escape behaviour”, or “mind and language traps” are used: (Eifert & Forsyth, 2005).

ACT tools and methods for mindfulness, experiential avoidance/ acceptance and psychological inflexibility

A number of instruments have been developed to measure ACT-specific processes. The Acceptance and Action Questionnaire (AAQ-2); The work-related acceptance and action questionnaire (WAAQ); Repressive Defensive Coping; Miller Behavioral Style Scale (MBSS); Experiential Avoidance Scale; Balanced Inventory of Desirable Responding (BIDR); Fusion / Dysfunctional thinking; Automatic Thoughts Questionnaire (ATQ); Autonomy Scale (SAS); Mindfulness / Awareness of feelings; Kentucky Inventory of Mindfulness Skills (KIMS); The Mindfulness Attention Awareness Scale (MAAS); Value clarification / Goal striving / Action orientation; Personal Strivings Assessment; Valued Living Questionnaire (VLQ); The BULLs-eye Instrument about valued life Primary Care Version (BULLI-PC); The Bulls-eye Instrument about valued life; Action Control Scale (ACS-90); Avoidance and Fusion Questionnaire for Youth (AFQ-Y); ACT weekly Diary; and many others have already been designed and are being tested. However, it was difficult to find a tool which is specifically designed to measure the “Acceptance” of the private feelings related to various aspects of “Career”. Most measures that have been designed work around the concept of psychological flexibility that is a more deep-rooted and universal kind of process.

To date, the ACT literature suggests that observing, distancing oneself from and accepting one’s thoughts, emotions and bodily leads to a deeper understanding of self, and enables a person to recognize contradictions and ambiguities as well as learn to cope with them. Moreover, ACT allows the person to see the situation from several vantage points, so that he or she can make choices that are better aligned with his or her needs, values and interests. Several ACT tools exist in career counselling, as they do in therapy, coaching and other forms of intervention.

In an atmosphere that’s accepting and free of judgment, the counsellor helps clients identify what’s important to them, particularly with respect to their career. The process brings to light their values and interests, as well as their strengths and weaknesses. In the grips of anxiety and indecision, fear and confusion can taint people’s perceptions. In these cases, fighting against their thoughts and emotions is futile. By focusing clients’ attention on the here and now, the counsellor helps them observe and distance themselves from their thoughts as well as observe and acknowledge their uncomfortable feelings. This helps clients take actions that are in line with their values as opposed to following a path that distances them from their uncomfortable thoughts and emotions.

METHODOLOGY

Sample

15 students of age between 14 and 28 were invited as volunteers to participate in 6-session career counselling programme for each. One session was around 40 to 45 minutes long. The students who participated were from different educational backgrounds. The case studies

Designing ACT based career counselling framework (ACT-CF)

were transcribed and then analysed for underlying processes and case formulations. A general case formulation was designed on the basis of all the common features of counselling sessions.

Instruments

ACT based Career Counselling Framework (ACT-CF) for case formulations was designed to use as a tool for applying Act in career counselling. This framework outline some of the prominent questions that were discussed between the client and the counsellor. Also, some examples of specific techniques that were used are also mentioned in the next column. These are just a few picked from hundreds of different tools and techniques that counsellors use.

Procedure

The sessions did not follow any specific protocols but particularly followed the basic therapeutic principles of Acceptance and Commitment therapy. The issues dealt with in these counselling sessions had a wide variety; including career indecision, procrastination, lack of interest in present career, expectations of family members in career success, high expectations from one self, negative self-evaluation in career, lack of focus in career development, avoidance of experiences related to “evaluation of one’s strengths and challenges”. The feedbacks and follow ups revealed better adjustment and greater sense of wellbeing in the participants. The participants also reported to increased awareness of their private experiences and automatic behaviour patterns. They also reported to being more committed to career development goals and consistency in their efforts towards their respective preferential areas of work.

RESULTS

ACT based Career Counselling Framework (ACT-CF)

Presentation of Psychological inflexible patterns	Psychological flexibility methods from “ ACT Hexa-flex”	Questions, discussions for working around these patterns	ACT strategies to navigate through the dysfunctional patterns	Examples of Specific methods for the therapeutic strategies
Lack of clarity on values Remoteness from values	Values	What do you “really-really” want to do in your career? What do you want to do with your life?	Intention/ presenting problem	Bull’s eye, Funeral/ tombstone/ old man looking back/ celebration Miracle question Values first- then goals/ action Values Assessment Homework task Life Values Questionnaire Valued Living Questionnaire
		What do you want your life to stand for?	Terminal values	
		What sort of person do you want to be?	Preferences/ Priorities	
		What principles would you like to follow in your career life?	Instrumental values	
		Where do you see yourself in a really long	Value clarification	

Designing ACT based career counselling framework (ACT-CF)

		time? How do you want to act/ behave in the world/ towards others/ towards yourself?	Autonomy and connectedness values	
		What sort of relationships do you want to build?	Realtionship values	
		What is stopping you to get it?	Obstacles/ roadblocks	
Loss of contact with present moment	Mindfulness	What private experiences do you have when you want to work for your career?	Awareness of private experiences	Mindfulness of physical sensations Observe, breathe, expand, allow Pick the strongest sensation; observe it like a scientist – non- judgmentally, without trying to interfere; accept it repeat with the next sensation etc. Visualize feelings as objects; shape, color, weight, temperature, texture, etc. I'm having a feeling of..... This is a feeling of ___ and I'm evaluating it as __
		How does it feel when you think about the challenges in your career?	Opening up to uncomfortable thoughts/ feelings	
		How does it feel when you think about your present status in your career?	Contact with the present moment	
		How can you open up and make room for the private experiences and feelings related to career?	Opening up to experiences	
		How can you be more in contact with your feelings when you are trying to work towards your career?	"Pure awareness"	
Experiential avoidance	Acceptance	What is there that is unalterable?	Acknowledging the roadblocks	Identifying cost of avoidance and unhelpful strategies by using DOTS exercise, (Distractions, opting out and thinking strategies, substance etc.), Polygraph (lie detector), Struggle switch, Clean versus dirty discomfort, Acceptance = making peace, letting go of the struggle, Vicious cycles – struggling in quicksand/ digging your way out of a hole , Two countries at war metaphor, , You don't have to like it, want it, approve of it, in order to accept it., Demons on the boat Discriminate willingness from tolerating / resignation
		What have you tried to change that hasn't worked for you?	Confronting the agenda	
		What comes as a package with your expectations?	Acceptance of unwanted experiences Willingness to feel unpleasant in value guided goals	
		What are you trying to get rid of that you know would not go away?	Creative hopelessness	
		What would you like to do when you know that change is not possible?	Perspective change	
	Self as context	What worked for you by now in your career development?	Workable action	Spirituality and transcendence as human experience, Chessboard, Sky and weather, Your mind is the worlds greatest documentary maker, Observer exercise : notice
		What did not work for you?	Unworkable action	

Designing ACT based career counselling framework (ACT-CF)

		What are your strengths/ challenges in the different areas of your career choices?	Noticing the self in context	who is noticing; notice what doesn't change
	Defusion	If you were free to make a choice what change would you make?	De-fusion	Leaves on a stream (or on a moving black strip), Reception – eg. Lemon, lemon, lemon, Pop-up thoughts (children should be seen and), I'm having a thought that...., I notice that I'm having a thought...., Hear thoughts sung to happy birthday – or other tunes, Hear thoughts in silly voices, See thoughts on a computer / TV screen – change font, case, colour (+/- bouncing karaoke ball), Radio doom and gloom, 2 radios metaphor, Thank your mind, Naming the story, Say thoughts in ultra-slow motion, or silly voices; or sing them aloud
		What comes to your mind when you want to make a change?	Identifying Fusion	
		What are your rules about yourself and others?	Identification of conceptualized self	
		What rules of thoughts were not letting you make a change?	Noticing thoughts	
	Committed action	What all steps you need to take to be in the direction of your values?	Value-based goals	Identifying Fusion, excessive goals, Avoidance and remoteness from values SMART goals (Specific, Meaningful, Adaptive, Realistic, Timebound goals) Immediate goals Short term, medium term and long-term goals
		How can you make step-by-step progress?	Smart goals	
		How willing are you to make that change?	Willingness plan	
		What can you do now to start?	Goal setting	
		How would life be different when you commit to your goals?	Value based committed action	

DISCUSSION

Use of the ACT-CF tool

ACT-CF is a “non-reductionist and de-intellectualized” framework in keeping with the spirit of ACT. It can be used to conceptualize cases and arrive at specific case formulations. The framework consists of identification of “Presentation of psychological inflexibility patterns” and the “Psychological flexibility tools” that can be used to deal with such presenting problems. The strategies which can be used for applying from “ACT Hexa-flex” are then mentioned along with a series of “questions or possible discussions” which can be used for working around these patterns. Then some ACT strategies are given which can help therapists to navigate through the dysfunctional patterns. In the last column some examples of popular tools are given which are used for specific methods for the therapeutic strategies. ACT case formulations can fill the gap between diagnosis and treatment, with potential to provide insights into integrative, exploratory, explanatory and predictive aspects of the cases. This framework designed can be used as a guideline to integrate the complex cases with multiple aspects. It can also help identify the most prominent aspects clearly and specifically. The framework can be used to explore the various facets and dimensions of the processes incorporated in ACT based Career counselling. This kind of framework can provide insights into problems faced by the client in specific areas of life which are affecting the development and adjustment in career. The framework can also be used to examine the interactions of various dynamic or stable psychological factors. The framework is a flexible plan which can be used to design the interventions and strategies. The framework allows the

Designing ACT based career counselling framework (ACT-CF)

therapists to have a bird's-eye-view of the entire case and focus on otherwise overlooked experiential aspects of the career related cases. The framework can also be used as a generic tool for research in this area.

Future directions

It was a pilot project based on literature review and working with a very small sample. The theoretical model of the ACT based career counselling is yet to be thoroughly designed. The initial trials indicate of the huge possibilities in using ACT for career counselling. The model take care of “Life-career-integration” and “Narrative approach” along with Acceptance of uncomfortable private experiences and committed action towards a value-based rich and meaningful life.

REFERENCES

- Chartrand, J. M., Robbins, S. B., Morrill, W. H., & Boggs, K. (1990). Development and validation of the Career Factors Inventory. *Journal of Counseling Psychology, 37*(4), 491–501. <https://doi.org/10.1037/0022-0167.37.4.491>
- Crites, J. O. (1969). Test reviews. *Journal of Counseling Psychology, 16*(2, Pt.1), 181–184. <https://doi.org/10.1037/h0027163>
- Fuqua, D. R., Seaworth, T. B., & Newman, J. L. (1987). The relationship of career indecision and anxiety: A multivariate examination. *Journal of Vocational Behavior, 30*(2), 175–186. [https://doi.org/10.1016/0001-8791\(87\)90017-0](https://doi.org/10.1016/0001-8791(87)90017-0)
- Hayes, S. C. (2004). Acceptance and commitment therapy, relational frame theory, and the third wave of behavioral and cognitive therapies. *Behavior Therapy, 35*(4), 639–665. [https://doi.org/10.1016/s0005-7894\(04\)80013-3](https://doi.org/10.1016/s0005-7894(04)80013-3)
- Hayes, S. C., Wilson, K. G., Gifford, E. V., Bissett, R., Piasecki, M., Batten, S. V., Byrd, M., & Gregg, J. (2004). A Preliminary trial of twelve-step facilitation and acceptance and commitment therapy with polysubstance-abusing methadone-maintained opiate addicts. *Behavior Therapy, 35*(4), 667–688. [https://doi.org/10.1016/s0005-7894\(04\)80014-5](https://doi.org/10.1016/s0005-7894(04)80014-5)
- Hoare, P. N., McIlveen, P., & Hamilton, N. (2012). Acceptance and commitment therapy (ACT) as a career counselling strategy. *International Journal for Educational and Vocational Guidance, 12*(3), 171–187. <https://doi.org/10.1007/s10775-012-9224-9>
- Lejuez, C. W., Hopko, D. R., LePage, J. P., Hopko, S. D., & McNeil, D. W. (2001). A brief behavioral activation treatment for depression. *Cognitive and Behavioral Practice, 8*(2), 164–175. [https://doi.org/10.1016/s1077-7229\(01\)80022-5](https://doi.org/10.1016/s1077-7229(01)80022-5)
- Luken, T. (2019). Easy does it: an innovative view on developing career identity and self-direction. *Career Development International, 25*(2), 130–145. <https://doi.org/10.1108/cdi-05-2019-0110>
- Meyer, B. W., & Winer, J. L. (1993). The Career Decision Scale and Neuroticism. *Journal of Career Assessment, 1*(2), 171–180. <https://doi.org/10.1177/106907279300100206>
- Saka, N., Gati, I., & Kelly, K. R. (2008b). Emotional and Personality-Related Aspects of Career-Decision-Making Difficulties. *Journal of Career Assessment, 16*(4), 403–424. <https://doi.org/10.1177/1069072708318900>
- Savickas, M. L., Esbroeck, R., & Herr, E. L. (2005). The Internationalization of Educational and Vocational Guidance. *The Career Development Quarterly, 54*(1), 77–85. <https://doi.org/10.1002/j.2161-0045.2005.tb00143.x>
- Shen, Y.-J., & Herr, E. L. (2004). Career Placement Concerns of International Graduate Students: A Qualitative Study. *Journal of Career Development, 31*(1), 15–29. <https://doi.org/10.1177/089484530403100102>
- Spokane, A. R. (1992). Personal Constructs and Careers. *Journal of Career Development, 18*(3), 229–236. <https://doi.org/10.1177/089484539201800306>

Designing ACT based career counselling framework (ACT-CF)

- Strosahl, K. D., Hayes, S. C., Bergan, J., & Romano, P. (1998). Assessing the field effectiveness of acceptance and commitment therapy: An example of the manipulated training research method. *Behavior Therapy*, 29(1), 35–63. [https://doi.org/10.1016/s0005-7894\(98\)80017-8](https://doi.org/10.1016/s0005-7894(98)80017-8)
- The Career Is Dead? Long Live The Career: A Relational Approach to Careers (Jossey-Bass Business & Management Series) by Douglas T. Hall (1996-05-13).* (2020). Jossey-Bass.
- Valach, L., & Young, R. A. (2004). Some Cornerstones in the Development of a Contextual Action Theory of Career and Counselling. *International Journal for Educational and Vocational Guidance*, 4(1), 61–81. <https://doi.org/10.1023/b:ijvo.0000021138.12299.cf>
- Vignoli, E. (2015). Career indecision and career exploration among older French adolescents: The specific role of general trait anxiety and future school and career anxiety. *Journal of Vocational Behavior*, 89, 182–191. <https://doi.org/10.1016/j.jvb.2015.06.005>
- Vondracek, F. W. (1991). Osipow on the Career Decision Scale: Some Comments. *Journal of Counseling & Development*, 70(2), 327. <https://doi.org/10.1002/j.1556-6676.1991.tb01606.x>
- Vondracek, F. W. (1992). The Construct of Identity and Its Use in Career Theory and Research. *The Career Development Quarterly*, 41(2), 130–144. <https://doi.org/10.1002/j.2161-0045.1992.tb00365.x>

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: Khan N. & Mathur K. (2020). Designing ACT based career counselling framework (ACT-CF). *International Journal of Indian Psychology*, 8(3), 1131-1140. DIP:18.01.118/20200803, DOI:10.25215/0803.118