

THE LIFE-CENTRED CAREER Facilitation Framework

Integrating the LIFE Development Perspective with the CAREER Facilitation Process
A Life-Centred Framework for Career Development Counselling, Guidance, Education and Facilitation

Professional Framework Paper

For practice, training, supervision, curriculum design and service development

Edited by Matthew SIN, MAPP

Founder and Executive Director, Life Development Institute, Hong Kong;
Founder and Honorary President, Hong Kong Life Planning Association, Hong Kong;
Area Representative of APCDA - Hong Kong;
NCDA Master Trainer of Career Development (CDM);
NCDA Certified Supervisor of Career Practitioner (CSCP)

Life Development Institute

**LIFE is our perspective; CAREER is our practice.
LIFE defines what we attend to;
CAREER structures how we facilitate developmental movement.
Career development is understood as the continuing integration of learning, work, relationships,
life roles, values, identity and ways of living.**

Executive Summary

The LIFE-Centred CAREER Facilitation Framework is an integrative, life-centred framework for supporting individuals as they navigate questions of learning, work, identity, life roles, relationships, meaning and future direction. It integrates the LIFE Development Perspective with the CAREER Facilitation Process and may be applied in career development counselling, guidance, coaching, education and group facilitation, while recognising that the depth, boundaries and ethical requirements of these services differ.

The framework distinguishes clearly between perspective and process. The LIFE Development Perspective provides the philosophical foundation through four interrelated dimensions: Life Context and Landscape, Identity and Inner Resources, Futures and Fit, and Engagement and Evolution. The CAREER Facilitation Process provides the practical pathway through which facilitators help participants move from diffuse concern or transition toward clearer understanding, meaningful possibilities, adaptive action and continued learning.

The CAREER Facilitation Process complements conventional helping-process models such as relationship building, case conceptualisation, goal setting, intervention, and review or closure. Conventional models describe the professional service container. CAREER makes the participant's developmental movement visible through six facilitation tasks: Connect & Contract; Assess & Articulate; Reframe & Refocus; Envision & Evaluate; Experiment & Execute; and Review & Reconstruct.

The framework is cyclical rather than mechanically linear. Participants may enter at different points, revisit earlier stages, or move through several cycles as new experiences reshape their understanding. The intended outcome is therefore not merely one decision, but stronger capacity to interpret life-career concerns, generate possibilities, act under uncertainty, learn from experience and navigate future transitions with increasing agency.

1. The LIFE Development Perspective

Life Development Institute uses the term life development to express a wider understanding of career than the common public association with occupational choice, employment or promotion. Within this framework, career is the evolving pattern through which a person integrates multiple domains of life over time:

- learning and education
- work, contribution and livelihood
- family, relationships and community
- personal and social roles
- identity, values and meaning
- health, wellbeing and ways of living
- constraints, opportunities and changing contexts

The LIFE perspective therefore broadens both the content and intended outcomes of facilitation. It asks not only, "Which option should I choose?" but also, "What kind of life am I trying to build, and how might learning and work support that life?"

Core proposition: Career development is life development. A career issue is rarely only about work; it is often a question about how a person wishes to live, contribute, relate, grow and adapt within a changing context.

1.1 Four Interrelated LIFE Dimensions

The four letters of LIFE represent four interrelated dimensions for understanding career. They are not four stages that must be completed in sequence. At any CAREER stage, the facilitator may use all four dimensions to review the participant's internal resources, external context, future possibilities and engagement with reality. LIFE defines the breadth of attention; CAREER structures how developmental movement is facilitated.

L — Life Context & Landscape

Understand the person's life stage, roles, relationships, health and practical responsibilities, together with the education system, labour market, technology, culture, social networks, policy, opportunities and constraints they encounter. Career is both personal and contextual. The same interests, abilities and values may lead to very different choices across different family responsibilities, institutions, economic conditions, locations and historical periods.

Core question: What life and environmental context am I currently living within?

I — Identity & Inner Resources

Understand interests, abilities, strengths, values, beliefs, emotions, motivation, self-efficacy, identity, life story, and available psychological and experiential resources. Inner resources extend beyond personality or assessment results; they also include transferable capabilities, experiences of overcoming difficulty, self-regulation, tolerance of uncertainty, and the ability to seek and use support.

Core question: Who am I, what do I bring, and what truly matters to me?

F — Futures & Fit

Develop possible selves, learning pathways, work roles, ways of living and combinations of roles, then examine how they fit with the person's identity, values, responsibilities, resources and external environment. Fit is not a static person-job match; it is a dynamic relationship among person, life and environment that may change over time.

Core question: What futures are possible, and which are a better fit with me and my reality?

E — Engagement & Evolution

Use choice, participation, action, career experiments, real-world feedback and reflection to revise self-understanding, direction, capability and career narrative. Futures & Fit addresses which directions may be worth pursuing; Engagement & Evolution addresses how the person enters reality, gathers evidence and continues to develop through experience.

Core question: How can I engage with reality and continue to develop through experience?

LIFE dimension	Primary focus	Core question
L — Life Context & Landscape	Life stage, roles, relationships, systems, markets, opportunities and constraints	What life and environmental context am I living within?
I — Identity & Inner Resources	Identity, values, abilities, beliefs, motivation and inner resources	Who am I, what do I bring, and what matters?
F — Futures & Fit	Possible selves, pathways, option generation and dynamic fit	What futures are possible, and which fit?
E — Engagement & Evolution	Action, experiments, feedback, learning, adjustment and evolution	How can I engage with reality and continue to develop?

LIFE defines what we attend to; CAREER structures how we facilitate developmental movement.

2. Purpose and Scope

The framework responds to a practical limitation of broad stage models. Labels such as “case conceptualisation”, “goal setting” and “intervention” are professionally meaningful, but they do not always specify what the person needs to understand, produce or change at each point. The CAREER Facilitation Process translates the helping process into observable developmental tasks and outcomes.

The framework may be used in:

- individual career development counselling
- brief career guidance and consultation
- career coaching within appropriate professional boundaries
- school, university and community career education
- group programmes and workshops
- facilitator training and competency development
- case supervision and reflective practice
- curriculum design, service documentation and quality review

The term facilitator is used throughout as an inclusive designation. Depending on context and qualifications, the role may be undertaken by a career counsellor, career development practitioner, educator, coach, adviser or trained group facilitator. Users remain responsible for practising within their competence, role and ethical scope.

2.1 Overall Architecture

The framework has three connected layers. During ordinary practice, only the CAREER process needs to remain in the foreground; the other layers provide orientation and professional depth.

Layer	Function	Key question
LIFE Development Perspective	Defines the life-centred philosophy and breadth of career development through context, identity, futures and engagement.	What dimensions of this person’s life need to be understood?
CAREER Facilitation Process	Provides six developmental tasks that support participant movement.	What developmental task most needs attention now?
Theory and Method Resources	Supplies concepts, assessments, questions, helping responses and interventions.	Which theoretical lens or method is most useful now?

LIFE provides the lens; CAREER provides the pathway; theory and methods provide the professional resources.

3. The Six-Stage CAREER Facilitation Process

The six stages are developmental functions rather than a mandatory script. A facilitator may move forwards and backwards among them according to the participant's needs, readiness, context and emerging learning.

C — Connect & Contract

Build the relationship and define how the work will be undertaken together.

Developmental purpose: Establish a safe, purposeful and collaborative working alliance.

This stage goes beyond rapport. Facilitator and participant clarify why support is being sought now, what change is hoped for, what the service can and cannot provide, and how responsibility will be shared. A clear agreement protects both relational depth and purposeful direction.

In group or educational settings, contracting may also include participation expectations, limits of confidentiality, psychological safety, use of activities and intended learning outcomes.

Guiding questions

- Why is this concern important at this point in the person's life?
- What does the participant hope will be different?
- What is within the scope of this service and the facilitator's role?
- What expectations, boundaries and responsibilities need to be agreed?

Facilitator tasks

- Create psychological safety, trust and respectful engagement.
- Clarify the presenting concern and desired outcomes.
- Explain the facilitation process, scope, confidentiality and boundaries.
- Agree a workable focus and shared responsibilities.

Illustrative methods and tools

- Initial contracting conversation
- Expectations and boundaries checklist
- Presenting-concern timeline
- Readiness and support screening

Visible participant outcome: "I understand why I am here, what we are working on and how we will work together."

A — Assess & Articulate

Understand the person, life context and emerging concern.

Developmental purpose: Develop a coherent and contextualised understanding of the participant's experience.

Assessment is broader than psychometric testing. It may include life stories, significant experiences, interests, strengths, abilities, values, identities, roles, relationships, cultural expectations, work and learning history, emotions, beliefs, decision patterns, opportunity structures and material constraints.

Articulation is essential: insight should not remain only in the facilitator's interpretation. The participant is supported to describe the situation, patterns and tensions in language that feels accurate and personally meaningful.

Guiding questions

- What life experiences and transitions have shaped the current concern?
- Which personal, relational, cultural and structural factors are influencing it?
- What strengths, resources and supports are available?
- What is difficult to name, organise or express?
- How ready is the participant to make or implement a decision?

Facilitator tasks

- Gather and organise relevant information without reducing the person to test results.
- Identify patterns across life roles, experiences and contexts.
- Assess readiness, complexity, resources and potential barriers.
- Help the participant develop a coherent account of self and situation.

Illustrative methods and tools

- Life-role mapping
- Career or life-line interview
- Values, interests, strengths and skills exploration
- Narrative prompts and pattern identification
- Context, resource and constraint mapping

Visible participant outcome: "I can describe myself, my context and what is troubling me with greater clarity."

R — Reframe & Refocus

Move from the presenting question to the central developmental focus.

Developmental purpose: Co-construct a more accurate and workable life-career proposition.

People often arrive with surface questions such as “Which programme should I choose?”, “Should I resign?” or “Which occupation suits me?” One value of facilitation is to examine the assumptions, meanings and tensions beneath those questions.

Reframing changes how the issue is understood. Refocusing identifies the aspect that is most useful and appropriate to address now. The purpose is not to impose a hidden interpretation, but to formulate the issue collaboratively in a way that opens new possibilities for action.

Guiding questions

- How is the participant defining fit, success, security or the right choice?
- Is the apparent decision masking a question of identity, permission, confidence, belonging or life design?
- Is the key gap one of information, capability, experience, support or self-regulation?
- Which internal and external conditions are maintaining the concern?
- What is the most useful focus for this cycle of work?

Facilitator tasks

- Notice contradictions, recurring themes and untested assumptions.
- Connect present concerns with wider life patterns and contextual influences.
- Challenge limiting interpretations respectfully and tentatively.
- Co-create a concise statement of the central developmental focus.

Illustrative methods and tools

- Problem-reframing questions
- Belief and assumption mapping
- Preferred-future contrast
- Core life-career proposition statement

Visible participant outcome: “I now understand the deeper issue and can state what I most need to work on.”

E — Envision & Evaluate

Generate possibilities and develop criteria for direction.

Developmental purpose: Expand the field of meaningful possibilities before making or narrowing choices.

Goal setting is often premature when a person has not yet seen credible alternatives. This stage supports imagination of possible selves, life arrangements, learning pathways, work roles and combinations of roles. Possibilities are then evaluated using criteria that reflect the person's values, responsibilities and context.

Evaluation does not mean identifying one universally best option. It means learning to make transparent, sufficiently informed and personally accountable judgements under conditions of uncertainty.

Guiding questions

- What possible selves, roles, pathways or ways of living can be imagined?
- Which possibilities have been excluded too quickly or never considered?
- What values, needs and responsibilities should guide comparison?
- What are the likely benefits, costs, risks and opportunity implications?
- Which choices require commitment now, and which can first be explored or tested?

Facilitator tasks

- Facilitate option generation and broaden perceived possibilities.
- Help distinguish attractive ideas from viable directions.
- Support systematic comparison using personally relevant criteria.
- Integrate impacts on self, significant others, community and wider life roles.
- Support a provisional direction without demanding false certainty.

Illustrative methods and tools

- Possible-selves exercise
- Life-design scenario building
- Option-generation matrix
- Decision criteria and weighted comparison
- Information interviewing and opportunity research

Visible participant outcome: “I can see meaningful and realistic possibilities, and I know how I will evaluate them.”

E — Experiment & Execute

Translate direction into action and reality-based learning.

Developmental purpose: Create forward movement while using experience as a source of knowledge.

Life-career direction is not always discovered through reflection alone; it is often constructed through contact with reality. Execute means implementing a direction that already has sufficient grounding.

Experiment means testing a possibility, assumption or identity before making a major commitment.

A useful action therefore serves two functions: it moves the participant forward and generates evidence. An action plan should define not only what will be done, but also what the participant hopes to observe and learn.

Guiding questions

- What is the smallest meaningful next step?
- Is the next step an implementation action, a learning experiment, or both?
- What assumption or possibility will the action test?
- What evidence, feedback or emotional response needs to be observed?
- What barriers, supports and review arrangements are needed?

Facilitator tasks

- Translate broad intentions into specific, time-bound actions.
- Design low-risk, feedback-rich life-career experiments.
- Anticipate barriers and mobilise resources and support.
- Clarify indicators of progress and learning.
- Strengthen agency while maintaining realistic flexibility.

Illustrative methods and tools

- Information interviews and work shadowing
- Short courses, volunteering, projects or role trials
- Portfolio, application or networking experiments
- Implementation intentions and barrier planning
- Action-learning log

Visible participant outcome: “I know what my next step is, when I will take it and what I need to learn from it.”

R — Review & Reconstruct

Transform experience into learning, adaptation and an evolving life-career narrative.

Developmental purpose: Integrate outcomes and experience into updated understanding and future direction.

Review is more than judging whether an action succeeded or failed. It examines what happened, what was learned about self and context, which assumptions changed, and how the experience influences the participant's evolving identity and story.

Reconstruction helps the participant move beyond simplified interpretations such as “I failed, so I am not suited to this.” Experience may instead reveal a capability gap, contextual mismatch, insufficient evidence, changed priorities or a more appropriate pathway. This stage may lead to continuation, adjustment, redirection, a new CAREER cycle, or appropriate closure.

Guiding questions

- What happened, and how did it differ from what was expected?
- What has been learned about self, relationships, opportunities and constraints?
- Which assumptions were confirmed, revised or rejected?
- How has the participant's understanding of identity, success or direction evolved?
- What should be continued, adjusted, paused, redirected or explored next?

Facilitator tasks

- Review both action outcomes and the action process.
- Facilitate reflection, meaning-making and self-compassion.
- Distinguish useful evidence from overgeneralised success/failure judgements.
- Support reconstruction of the life-career narrative.
- Agree the next cycle, independent action, follow-up or closure.

Illustrative methods and tools

- Structured reflective review
- Evidence-versus-interpretation analysis
- Updated life-career narrative
- Learning-transfer plan
- Next-cycle or closure summary

Visible participant outcome: “I can use this experience to update my understanding and decide what to continue, change or explore next.”

4. Integrating CAREER with the Professional Service Process

The conventional five-stage helping process and CAREER are not competing models, nor are they two procedures that must be stacked in sequence. They describe two different dimensions of career helping practice.

The conventional five-stage process describes how a professional service is established, managed and completed. It supports responsibilities related to working alliance, information gathering and case conceptualisation, goal negotiation, intervention planning, progress review, closure and referral. It therefore forms the external professional container for the service.

CAREER describes the developmental tasks and movement that the participant needs to accomplish within the service. It helps the facilitator determine whether the participant most needs to establish collaboration, understand and articulate experience, redefine the issue, generate and evaluate possibilities, undertake a real-world experiment, or learn from and reconstruct experience.

The two dimensions influence one another but do not need to move in mechanical synchrony. A service may already be in the “intervention” phase while the participant still needs to return to Reframe & Refocus. New information arising in Review & Reconstruct may require the facilitator to update case conceptualisation or renegotiate goals. CAREER therefore does not replace the five-stage process; it improves the facilitator’s judgement about which developmental task requires attention within each professional stage.

4.1 Three Concurrent Practice Judgements

In practice, a facilitator should not ask only, “Which procedure have I reached?” Three judgements are required at the same time:

1. Service judgement: Where is the professional service now - initial engagement, case conceptualisation, goal negotiation, primary intervention, or review and closure?
2. Developmental judgement: Which CAREER task does the participant most need to complete now?
3. Intervention judgement: Which question, helping response, activity or tool is most likely to facilitate that task?

The conventional five-stage process provides the service map; CAREER provides the developmental navigation; helping skills provide the immediate means of action.

4.2 The Interwoven Relationship Between the Two Processes

The five-stage process and CAREER can be mapped broadly, but the relationship should not be interpreted as a strict one-to-one sequence. Relationship building is concentrated in Connect & Contract, yet safety, trust, boundaries and agreement require attention throughout. Case conceptualisation is concentrated in Assess & Articulate and Reframe & Refocus, yet it is continuously updated by new information from envisioning, experimentation and review. Intervention does not begin only at Experiment & Execute; relationship building, articulation and reframing are themselves interventions.

Professional service process	CAREER tasks most often carried	Practice note
Relationship building	Connect & Contract	The working alliance is established here but maintained and renegotiated throughout.
Case conceptualisation	Assess & Articulate; Reframe & Refocus	Conceptualisation is a working professional hypothesis that remains open to revision.

Professional service process	CAREER tasks most often carried	Practice note
Goal setting	Reframe & Refocus; Envision & Evaluate	Goals should arise from an accurate central proposition and credible possibilities.
Intervention	Envision & Evaluate; Experiment & Execute	Primary change work may concentrate here, but all CAREER stages can facilitate change.
Review and closure	Review & Reconstruct	New learning may support closure or require renewed conceptualisation, refocusing or another cycle.

4.3 Dual-Axis Case Positioning and Supervision

To prevent CAREER from remaining at a conceptual level, the framework recommends that practice records, case discussions and supervision identify both the professional service position and the CAREER developmental position. The two may be out of synchrony; this difference is often clinically or educationally informative.

Record field	Question for the facilitator	Illustrative entry
Professional service position	Where is the overall service process?	Primary intervention phase
CAREER developmental position	Which developmental task most needs attention?	Still at Envision & Evaluate
Evidence for judgement	What statements, behaviours or information support this conclusion?	The participant lists several directions but has no personal criteria and repeatedly asks the facilitator to decide.
Session intervention focus	What method will facilitate the task in this session?	Delay major commitment; develop criteria around values, responsibilities, risk and life impact.
Post-session movement and next step	What visible movement occurred, and should the next session continue, progress or return?	Three core criteria were formed; next compare two priority directions and design a small experiment.

4.4 How LIFE Runs Across CAREER

LIFE and CAREER are not matched one-to-one. CAREER is the vertical facilitation process that identifies which developmental task requires attention. LIFE is the horizontal whole-life lens that reminds the facilitator to attend throughout to context, identity, futures and engagement. The matrix below offers prompts rather than a requirement to complete every cell in one session.

CAREER stage	L: Context & landscape	I: Identity & resources	F: Futures & fit	E: Engagement & evolution
Connect & Contract	Current transition, service environment and external pressures	Expectations, needs, safety and readiness to collaborate	Initial picture of hoped-for change	Willingness, responsibility and way of participating

CAREER stage	L: Context & landscape	I: Identity & resources	F: Futures & fit	E: Engagement & evolution
Assess & Articulate	Family, roles, market, systems and opportunity factors	Identity, values, abilities, beliefs and available resources	Futures currently seen or not seen	Past action, coping and learning patterns
Reframe & Refocus	How context and systems shape or maintain the concern	Identity, beliefs, core tensions and self-understanding	The future question that actually needs attention	Patterns of avoidance, stuckness and self-regulation
Envision & Evaluate	Reality conditions and life impact of each direction	Fit with identity, values, ability and resources	Generate and compare multiple futures and forms of fit	Which directions can first be tested and which require commitment
Experiment & Execute	Mobilise opportunities, support, networks and system resources	Apply and develop inner resources and action confidence	Test the fit of a provisional direction with real evidence	Enter reality, gather feedback and adjust action
Review & Reconstruct	Update understanding of environment, opportunities and constraints	Update identity, capability, self-efficacy and narrative	Revise futures and fit judgements	Turn experience into the next cycle of evolution

In practice, LIFE may be used as a quick pre- and post-session review: Have we discussed work while neglecting life and environment? Have we examined external options without understanding identity and resources? Have we narrowed the future too early? Have we remained in analysis without entering reality and learning?

5. Stage Outcomes, Completion Indicators and Progression Judgement

CAREER does not measure progress by the number of activities completed. Progress is judged by whether the participant has produced the developmental outcome required at that point. The table below identifies the minimum visible outcome or record, evidence that progression is appropriate, and common signs that the work should remain at or return to that task. These are minimum developmental indicators, not requirements for perfection or permanent completion.

The “visible participant outcome” in each stage description explains the conceptual movement intended by that stage. The completion indicators below support session documentation, progression judgement and supervision. A visible outcome need not always be a formal document; the key is that the participant’s understanding and movement can be recognised, explained and appropriately recorded when needed.

CAREER stage	Minimum visible outcome / record	Evidence sufficient to progress	Common signs not yet sufficient
Connect & Contract	Shared focus and working agreement	The participant understands purpose, focus, boundaries and shared responsibilities, and is willing to engage.	Expectations are misaligned; responsibility is unclear; engagement is low; or safety is not established.
Assess & Articulate	Coherent map of self and context	The participant can connect key experiences, roles, influences, resources, constraints and concerns in an organised account.	Information remains fragmented; the participant repeats labels or test results without personal understanding.
Reframe & Refocus	One central life-career proposition	A more accurate, workable focus within the scope of service has been formed collaboratively.	Work remains at the surface question; the focus is too broad or numerous; or the facilitator has defined it for the participant.
Envision & Evaluate	Possible directions and personalised criteria	The participant sees meaningful, reality-based possibilities and can compare them using personal criteria.	Options are narrow; criteria are absent; or the participant continues to ask the facilitator to decide.
Experiment & Execute	Action or career experiment with a learning purpose	The action is specific, feasible, feedback-generating, and clear about what is to be tested and learned.	There is only a broad intention or task list; the action is too large or risky; or there is no learning purpose.
Review & Reconstruct	Updated understanding, career narrative and next step	The participant can convert experience into new understanding and decide whether to continue, adjust, pause, redirect or explore again.	The participant judges self only through success or failure and cannot identify evidence, learning or a next step.

6. Diagnosing Stuck Points and Returning to Earlier Tasks

When a case becomes stuck, the facilitator should not immediately add more techniques or intensify pressure. First consider whether an earlier CAREER task has not been sufficiently completed. Returning to an earlier stage is not regression or failure; it is a response to new information and a means of re-establishing an appropriate foundation for the work.

When returning, explain the reason transparently. For example: “We were preparing an action plan, but our discussion suggests that you are still unsure whether you want to change industry, role or way of living. I suggest that we return briefly to refocusing the issue, so that the later action has clearer direction.”

Surface sign of stuckness	Task that may need revisiting	Possible practice response
Repeated absence, passivity or low engagement	Connect & Contract	Renegotiate expectations, focus, roles, responsibility and whether the service matches the person’s need.
A great deal is said, but the situation becomes more confusing	Assess & Articulate	Use timelines, role maps, summaries and pattern organisation to form a coherent context.
Repeatedly asks, “What do you think I should do?”	Reframe & Refocus	Clarify the problem definition, ownership of choice, expectation of a correct answer, and underlying beliefs or fears.
Only a few familiar options are repeated	Envision & Evaluate	Expand possible selves, role combinations, ways of living and information sources, then build screening criteria.
A direction exists, but no action follows	Experiment & Execute	Reduce the size and risk of action, address barriers, increase support and redesign action as a learning experiment.
One setback leads to rejection of the entire direction	Review & Reconstruct	Separate outcome from identity; organise new evidence; identify what remains, what needs revision and what is still untested.
New issues appear continually and the service cannot close	Connect / Reframe / Review	Revisit scope, central focus, dependency, referral need and whether a separately contracted cycle is required.

7. Practice Principles and Ethical Boundaries

Life- and context-aware (L): Understand work, education and choice within life stage, roles, relationships, wellbeing, culture, systems, labour market, opportunity structures and material realities.

Collaborative: Meanings, focus, criteria and action are developed with the participant, not prescribed by the facilitator.

Developmental: Address the immediate concern while strengthening transferable capacity for future life-career management.

Identity- and resource-oriented (I): Do not reduce the participant to a problem, label or test result; identify identity, values, strengths, experience, psychological resources and mobilisable support.

Futures- and fit-conscious (F): Do not assume one correct option; develop multiple futures and examine dynamic fit among person, life and environment.

Engagement- and evolution-focused (E): Connect reflection to real-world participation, experiment and practice, and support evolution through feedback, adjustment and meaning-making.

Cyclical and iterative: Movement may be non-linear; new evidence may require reassessment, reframing or renewed option generation.

Outcomes made visible: Each stage should produce meaningful change, an artefact or learning outcome, rather than merely complete facilitator activities.

Ethically bounded: The framework does not replace professional scope, safeguarding duties, informed consent or referral responsibilities.

Empowering: The ultimate purpose is greater agency and independent navigation, not dependence on the facilitator.

8. Application Settings and Intended Outcomes

8.1 Flexible Use Across Settings

Individual counselling: The six functions may unfold over one or several sessions, with greater depth in assessment, emotional meaning, context and reconstruction.

Brief guidance: Where readiness and focus are already clear, work may begin at Envision or Experiment while retaining brief contracting and review.

Group facilitation: Activities may be organised around self-and-context exploration, possibility generation, action experiments and structured reflection.

Career education: CAREER may organise learning units, while the LIFE perspective prevents career education from being reduced to occupational information.

Coaching or mentoring: Goals and action may be supported where practitioner role, training and boundaries are appropriate.

Supervision: Supervisors may identify where the work is stuck: relationship, articulation, focus, possibility, action or learning.

Service design and quality review: Visible outcomes may inform case records, programme logic, practitioner competence and evaluation indicators.

8.2 Intended Outcomes

A successful facilitation process should leave the participant with more than one option. Depending on the purpose and intensity of the service, the framework aims to strengthen the following capacities:

L — Context and landscape understanding

- Recognise life stage, roles, relationships, material conditions, institutional factors, opportunities and constraints.
- Understand career concerns through interaction between person and environment, without reducing structural or contextual issues to personal deficiency.

I — Identity and resource understanding

- Articulate identity, values, strengths, needs, beliefs and available resources more clearly.
- Strengthen self-efficacy, agency and capacity for self-regulation under uncertainty.

F — Futures and fit capability

- Generate multiple meaningful futures beyond habitual or socially prescribed choices.
- Use personalised criteria to evaluate directions and dynamic fit among person, life and environment.
- Make transparent, sufficiently informed and personally accountable provisional judgements under uncertainty.

E — Engagement and evolution capability

- Translate direction into feasible action and career experiments with a learning purpose.
- Treat feedback and setbacks as information rather than final judgements of identity.
- Use experience to revise understanding, direction, capability and career narrative, and seek appropriate support when needed.

9. Theory Integration and Framework Development

The LIFE-Centred CAREER Facilitation Framework is integrative rather than a replacement for established career theories. Theories function as professional lenses and resources within the CAREER Facilitation Process. They should deepen judgement and expand intervention choices without making the participant-facing process unnecessarily complex.

CAREER function	Examples of relevant theoretical resources	Potential contribution
Connect & Contract	Working alliance, helping-process and ethical-practice models	Engagement, boundaries, shared purpose and relational safety
Assess & Articulate	CIP readiness, Holland, Super, strengths, values, narrative and contextual approaches	Self-knowledge, role patterns, readiness, resources and contextual complexity
Reframe & Refocus	Narrative, career construction, cognitive and systemic perspectives	Meaning-making, examination of beliefs and reformulation of the central issue
Envision & Evaluate	CASVE, possible selves, life design, planned happenstance and decision models	Option expansion, comparison, valuing and provisional direction
Experiment & Execute	Action learning, experiential learning, design thinking and happenstance learning	Reality testing, implementation, feedback and adaptation
Review & Reconstruct	Reflective practice, narrative reconstruction, career adaptability and metacognition	Learning integration, identity updating, self-regulation and the next cycle

Different theories may support different CAREER functions. For example, CIP/CASVE can support problem analysis, option generation, valuing and action planning; career construction and narrative approaches can support meaning-making, reframing and identity development; and career adaptability, social cognitive and experiential perspectives can support resource assessment, action and transition. These remain background professional resources rather than additional participant-facing stages.

The framework may continue to develop through research, practice validation and use across different service settings. New theories should support judgement and intervention in the background rather than automatically adding new foreground process steps. Any extension should state its theoretical basis, conditions of use, ethical boundaries and level of evidence clearly.

10. Framework Definition and Concluding Position

10.1 Formal Definition

The LIFE-Centred CAREER Facilitation Framework is a cyclical framework that integrates the LIFE Development Perspective with the CAREER Facilitation Process. The LIFE Development Perspective defines the breadth of attention through a person's Life Context and Landscape, Identity and Inner Resources, possible Futures and their Fit, and continuing Engagement and Evolution. The CAREER Facilitation Process structures developmental movement through six tasks. Together, they support participants in addressing current life-career concerns and strengthening their lifelong capacity to navigate choice, change and uncertainty. The facilitator helps participants move from diffuse concern toward clearer understanding, meaningful possibilities, reality-based action and continued learning.

The framework may be applied in career development counselling, guidance, coaching, education, group facilitation, professional training and case supervision. It does not replace the ethical standards, competency requirements, risk assessment or referral responsibilities of the user's profession. CAREER stages are developmental functions, not a standard script to be completed in a fixed sequence.

10.2 Overall Positioning

Layer	Function within the framework	Key question
LIFE Development Perspective	Defines the breadth of career that needs to be seen through context, identity, futures and engagement.	Which dimensions of this person's life need to be understood?
CAREER Facilitation Process	Defines six developmental tasks and provides navigation for participant movement.	Which developmental task does the participant most need to complete now?
Professional Service Process	Manages establishment, progression, review, closure and referral responsibilities.	Where is the overall professional service process now?
Theory, Tools and Helping Skills	Provides methods for case understanding, assessment, questioning and immediate intervention.	Which lens, response or tool is most useful now?

LIFE provides the lens; CAREER provides the developmental navigation; the professional service process provides the service map; and theory, tools and helping skills provide the means of action.

10.3 Final Core Proposition

The purpose of the LIFE-Centred CAREER Facilitation Framework is not merely to help a participant make one educational, employment or transition decision. It is to strengthen the capacity to understand self and environment, form meaningful future possibilities, act under uncertainty, and continue learning and reconstructing career through experience.

Career development is not the search for one permanently correct answer. It is the continuing process of understanding context, knowing oneself, developing possibilities, engaging in practice and evolving across different stages of life.

LIFE is our perspective; CAREER is our practice.

LIFE defines how we understand career; CAREER guides how we facilitate development.

Appendix A: CAREER Practice Quick Reference

Stage	Core question	Primary task	Visible outcome	Common risk
C	Why are we working together?	Build alliance and agree scope	Shared focus and agreement	Using tools before trust and purpose are established
A	What is happening across the person's life context?	Develop a coherent understanding	Map of self and context	Reducing assessment to test scores
R	What is most useful to address?	Reframe and select the focus	Core life-career proposition	Solving the surface problem too quickly
E	What meaningful possibilities exist?	Generate and evaluate options	Possibilities and criteria	Narrowing options before imagination and research
E	How can the next step create progress and learning?	Act and test in reality	Action or experiment	Writing a task list without a learning purpose
R	What has the experience changed?	Integrate learning and reconstruct	Updated understanding and next step	Judging the outcome only as success or failure

Appendix B: LIFE Perspective Quick Scan

The LIFE quick scan is not an additional assessment or fixed procedure. It helps facilitators avoid overlooking important whole-life dimensions during sessions, documentation and supervision.

LIFE	Practice review question	Common risk when overlooked
L — Life Context & Landscape	Do I understand the participant's life stage, roles, relationships, environment, opportunities and constraints?	Structural or contextual issues are mistaken for personal deficiency, or unrealistic solutions are proposed.
I — Identity & Inner Resources	Do I understand identity, values, abilities, beliefs, psychological resources and mobilisable support?	Matching relies only on tests, occupational titles or external conditions.
F — Futures & Fit	Have we developed enough future possibilities and examined fit among person, life and environment?	Options are narrowed too early, one correct answer is pursued, or only surface job conditions are compared.
E — Engagement & Evolution	Has the participant entered reality, gathered feedback and turned experience into new understanding and a next step?	Work remains at analysis and planning, or one result becomes a simplified success/failure judgement about identity.

Four-question scan: What is happening in my life and environment? Who am I and what do I bring? What fitting futures are possible? How can I engage with reality and continue to evolve through experience?