

Application the GCC Model for Community Counselors' On-the-Job Training to Promote Career Intervention Skills — College Specialty-Oriented Career Planning Skills

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Abstract

This study is an action research, a total of 12 community counselors from the community career counseling center for youth, the Taipei Youth Salon in Taiwan, were chosen as the sample, and these research subjects participated two stages of on-the-job training group. The survey results in the "Satisfaction Survey of Community Counselors Participating in GCC on-the job training group" (5-point scale) where the overall satisfaction on the development group of this study is high ($M=4.8$ and $S=0.26$); it was not only improving their career intervention skills, but also very helpful for individual stress relief ($M=4.9$; $S=0.36$). It is expected that the GCC model will have a seed effect, and the long-term vision is to use the model to train specialty-oriented career counselors/teachers for "specialty-oriented career planning courses" in higher education.

Keywords: community counseling, on-the-job training, Group Career Counseling (GCC), career group interventions, college specialty-oriented career planning course

1. Introduction

For counseling services in any society, whether it is community counseling or school counseling, professional counselors want to improve their counseling skills, and want to build more effective helping relationships with their clients. In addition, school counseling and community counseling need to be combined and coalitional together to produce better counseling effectiveness. This research is an action research to train sufficient specialty-oriented career counseling professionals in higher education. The purpose of this study is to cultivate community counselors' professional skills by using GCC model through on-the-job training, and to nurture professionals for learning college specialty-oriented career planning skills. In the near future, it is expected that the participants of this study can help promote "college specialty-oriented career planning" scheme in higher education.

According to a 2020 Yes123 job search network survey in Taiwan shows that the average salary after graduation for people who "choose department of study over college/university choice" is 1.2 times higher than those who "choose college/university over the department choice". However, more than 50% of them have regrets about the majors/subjects they chose, and more than 60% would choose different majors/subjects to study. Those who think "what they learned does not apply" are mostly concentrated in the fields of literature, history and philosophy, management and arts. If they could "do it all over again", 61.6% of the office workers would not choose the same majors/subjects again. 54.6% of them "regret" their choices of majors/subjects. 36% think that what they learned in colleges/universities is "not helpful" to their current jobs. Things that they regret the most are that: they "did not strengthen their foreign language skills", "did not develop a second expertise" and "did not develop a useful skill" during the four years. In contrast, their "part-time work experience", "internship experience" and "club experience" are the most conducive for their workplace experience. This shows how important it is for college students to focus more on specialty-oriented career planning during their colleges/university's years.

2. Literature Review

In this study, based on the previous model of cooperation between community counselors and school counselors, and with the support of this project by the CEO of Taipei Youth Salon (TYS), a community counseling center in Taiwan, community counselors from this organization were invited to participate in an on-the-job training group for a 5-month two-stage on-the-job training intervention.

Community Counseling and Taipei Youth Salon (TYS) in Taiwan

Community Counseling is a comprehensive framework of services and strategies to effectively enhance the development of individuals and the well-being of all groups and communities. The community counseling model includes four different service aspects: direct individual, indirect individual, direct community, and indirect community, and integrates relevant theories of context, development, ecology, feminism, multiculturalism, and postmodernism to develop a professional service domain with the characteristics of foresight, prevention, multi-direction, environmental awareness, and empowerment. Community counseling can be defined as the concept of a multi-faceted approach of direct and indirect services that combines the strengths of multiple disciplines to help community members in living more productive lives and preventing recurring problems. The key underlying assumptions of the community counseling model include: an environment with both positive and negative influences, empowerment to enhance systemic and individual changes, a multi-faceted perspective on helping people, multicultural counseling considerations, and an emphasis on prevention and applicability to different domains (Grimmett, Beckwith, Lupton-Smith, Agronin, & Englert, 2017). Community counseling places more emphasis than traditional counseling models on the impact of cultural differences on individuals and the adaptation of people to their environment. In addition, the community counseling model includes not only traditional counseling approaches, but also focuses on system and environmental changes and prevention.

In the Study of Challenges and Coping Strategies of Community Counselor (Tung, 2011), it is mentioned that the challenges of community counselors can be divided into five major aspects: (1) challenges in adapting to the organization's operation; (2) challenges in professional roles; (3) challenges in casework; (4) challenges in business promotion and performance; and (5) challenges in collaboration. The strategies used by community counselors to cope with work challenges can be divided into nine major dimensions, namely (1) accepting the limitations of reality and matching the requirements of the organization's business; (2) adjusting the scope of their professional identity; (3) developing a balanced model of business and professional roles; (4) developing diversified cooperation strategies; (5) reinterpreting the meanings of challenge and stress; (6) nourishing through encouragement and feedback; (7) finding coping strategies of learning; (8) developing support systems; and (9) initiating self-care strategies. Lewis, Gamboa-Maldonado, Belliard, Nelson, and Montgomery (2019) propose a community counseling model for intervention construction. The four aspects of the community counseling service model are (1) direct community services (preventive education); (2) indirect community services (influencing public policy, promoting system changes); (3) direct personal services (counseling, outreach service to more vulnerable, high-risk individuals); and (4) indirect personal services (service network building, providing counseling, etc.).

To help serve the career development challenges of young adults, Taiwan established a community counseling center. The "Taipei Youth Salon in Taiwan" of the Taipei City Employment Service, "TYS" in short, was established in 2014. The purpose of its services is to guide Young people and help them find their own career directions and assist them in the sustainable development of their careers. In view of the rising unemployment rate of young people in recent years, which is higher than the overall unemployment rate, it is found that the difficulties encountered by many young unemployed people in their job search process are mainly due to factors such as, "unfamiliarity with the job market" and "lack of preparation and skills for employment", resulting in a lack of employment competitiveness and causing the social phenomena of "high academic degrees, high unemployment rate" and "working poor". In order to assist young people in career development and planning, enhance their employment competitiveness, and achieve the goal of assisting them smoothly entering the job market, the Ministry of Labor and the Bureau of Labor of Taipei City Government have been working for some time on developing the first public community career counseling center in northern Taiwan.

The "Taipei Youth Salon" in Taiwan provide young people with a space in the city to stop and think, then sail forward towards their dreams. In order to enhance the youth employment competitiveness and provide a dedicated and professional service venue for youth employment, its services include five items: career development assessment, workplace experience and internship, career growth support, job search services and an entrepreneurship inception platform. Since its establishment in 2014, it has worked with the R&D Office of National Taipei University of Business on a number of projects to serve students, such as the implementation of

career interest tests for all first-year students and classroom career-themed activities led by professional career counselors.

From 2015 to 2016, National Taipei University of Business (NTUB) and the Taipei Youth Salon (TYS) jointly organized a "Career Education Curriculum Promotion Model", an experimental intervention of "Specialty-Oriented Career Planning Course" that ran for two semesters, using the Finance Department of NTUB as the example. In addition, they also continued an experimental study in 2017, and coordinated with the Student Counseling Center of NTUB to complete a "Specialty-Oriented Career Counseling Group" project to assist low-achieving students in their self-exploration, hoping to inspire low-achieving students to explore their career goals and improve their motivation to learn, and to develop themselves into professionals as early as possible! The organization of TYS not only has outreach counseling services cooperate with colleges/universities but also has the regularly training programs for their community counselors. For community counselors in different community counseling centers need to have on-the-job training through career group interventions.

On-the-Job Training

On-the-job training is an important issue for human resource management. Through this training, employees can contribute to the development of their individual careers and the flourishing of the organization. OJT is the abbreviation for On-the-Job Training, which refers to a training method, where supervisors and skilled veteran employees teach general and new employees the necessary knowledge, skills, and work methods through their daily participation at the workplace. Its key characteristic is that both parties are involved in a specific task, in which one party demonstrates and explains, while the other party learns by doing. When encountering ambiguities, questions can be asked, information supplemented, actions corrected. The deficiencies and unreasonable areas of the previous work can be discovered during the interaction, and improved together. This is also known as "workplace training". The four-step approach of OJT is: (1) Preparation; (2) Transfer of job knowledge or skills; (3) Tryout; and (4) Assessment. Part of OJT is to face the challenges that arise in the work performance. Experienced employees or managers are performing the role of a mentor, who passes on their knowledge and company-specific skills to new employees through written or verbal instructions and demonstrations. Conducting training in a workplace, rather than a classroom, creates a more relaxed environment for employees. On-the-job training is widely used for practical tasks. It is inexpensive and does not require special equipment usually used for specific jobs, but requires leadership to really understand and value the significance of OJT (Huang & Jao, 2016)!

OJT is one of the earliest forms of training in the United States. This method is used when trained professionals transfer their knowledge to new recruits (Lyons, 2020). It is often used, because it requires only one person who knows how to perform the task and uses this knowledge to complete it. Over the years, as society evolved, many companies turned to simulation training and the use of training guides. Companies now prefer to hire employees who are already experienced and have the required skills. However, there are still many companies that believe that on-the-job training is best for the professional development of their employees. In the field of psychology, the concept of observational learning was introduced by Albert Bandura with his social cognitive theory. Bandura believes that people learn best by observing others. According to his theory, people must first pay attention to the people around them, retain what they observe, and then try to reproduce it. Bandura's theory can be applied to the implementation of on-the-job training, where employees first observe their trainers completing tasks and then try to perform the tasks themselves. Usually, after a period of observation, they will imitate the observed movements. This is the expected approach of OJT. If necessary, it is repeated until the employee can perform the task on his or her own (Na, 2021).

The objectives of OJT include: (1) enabling employees to do their jobs proficiently and brilliantly; (2) improving overall job performance; and (3) promoting personal growth. Conducting productive OJT (Pulley, 2016) requires attention to (1) ascertaining the trainee's work and skills status first. That is, familiar with the training subjects; (2) clearly indicating the training objectives to the trainees, and the levels of standards that should be achieved through the training, that is, specify the training objectives; (3) making detailed learning and training contents and schedules. That is, make short-term, phased learning and training plans. Na (2021) mention that the advantage of OJT is that training can be done on the job, without delay, without additional time, effort, and expense on either side, and that it also allows for a close connection between training and actual work, creating an interaction between teaching and learning. It is important to emphasize that OJT must be based on making plans and setting objectives in advance (Ahadi & Jacobs, 2017; Lin & Kim, 2020). For any career track to be experts in any field, on the job training is the lifelong learning process. The TYS community counseling center tried to experience on the-job training through career group interventions by using GCC model to cultivate career planning skills.

Career Group Interventions and GCC Model

The functions of career group interventions, whether for college students or company members, are to: increase self-understanding and self-development, increase self-efficacy and career choices, facilitate interpersonal communications, interact to increase mutual knowledge and understanding among members, reduce anxiety and stress, find the meaning of one's efforts, and understand one's career calling (Abueita & Al-Kousheh, 2017; Argyropoulou, Mouratoglou, Antoniou, Mikedaki & Charokopaki, 2020). Several studies have referred to the efficacy of group interventions: in Super's theory of career development (Super, 1973), it is specifically mentioned that the proportion of career rainbows varies across age and role. Therefore, contemporary career planning should help clients to manage and plan their careers from a whole-life perspective, and the overall career planning needs to find a balance between the roles of work and non-work. Career development and planning requires consideration of both work and non-work roles. Hirschi (2020) proposes an intervention for career planning to help case clients manage their own careers and find a balance between work and leisure. This includes four phases: (a) clarifying goals for work and non-work roles; (b) planning resources and barriers related to achieving goals; (c) developing action strategies to achieve goals; and (d) monitoring and adjusting the effectiveness of work and non-work goals. Study participants can use career intervention programming to better understand career self-management from a whole-life perspective. The intervention of this career planning focuses more broadly on explaining how individuals adjust their actions when actively pursuing work and non-work goals.

The design of career group interventions may include: career self-exploration, interpersonal communications, mood management and emotional education, learning counsel on learning and career planning, etc. Various career group intervention designs serve various research purposes. Osborn, Sides and & Brown's (2020) study of group interventions in career planning programs finds that: when compared to a control group, the group interventions in career planning help college students with career decisions, career maturity, and anxiety adjustment skills. Lin and Kim's (2020) study aims to examine the effectiveness of organizational initiatives to develop employee assistance interventions and finds that organizational on-the-job training interventions contribute to the continuous development needs of employees and are helpful in the improvement of employees' occupational competence and emotional intelligence, as well as self-efficacy. Park, Rie, Kim, and Park (2020) study the three main factors of FTP (Future Time Perspective) that targets the end as a starting point: opportunity, value, and connectedness, and the effect of career counseling interventions on college students' career decision making; compared to the control group, participants in the experimental group have higher career decision-making self-efficacy and career search self-efficacy. Career group interventions can constructively address inequities in educational and career choice and achievement; promoting health across life cycles.

This study adopts Pyle and Hayden's (2015) group career counseling (GCC) model. The focal points of GCC are: (1) the complexity of GCC is the same as group counseling, while counselors have the added challenge of helping members personalize and process external information; (2) when conducting GCC, counseling techniques are used to build trust and confidence, so that each person feels comfortable in opening up about their career issues and challenges; (3) structured practice is integral to most GCCs and has the added benefit of improving career decisions; (4) the rationale for promoting GCC is to enhance the outcomes of career counseling, including time, efficiency and cost-effectiveness, group feedback, personalized career information, enjoyment and variety. Based on the fact that collaboration between community and school counseling can create a win-win situation, it is expected that the community counselors can assist the counselors in colleges to transfer their experience to run "College Specialty-Oriented Career Planning Group or Curriculum" in different departments for their college/university students.

College Specialty-Oriented Career Planning Course

Generally speaking, the knowledge and skills acquired by college students in college career planning courses or career group interventions can be applied to their future career choices. Institutions of higher learning play an important role in promoting career development; therefore, they should pay particular attention to the integration of school education and workplace applications. For college students, career planning, is to have the courage to dream and the will to fulfill that dream. Specialty-oriented career planning is the creation of a personal travel map for professional development. From 2014 to 2020, the action research series on the topic of "College Specialty-oriented Career Planning Course" emphasized: (1) Promoting the importance of specialty-oriented careers in higher education; (2) Content analysis of the curriculum design of Specialty-Oriented Career Planning; (3) Changes in teaching methods for Specialty-Oriented Career Planning courses. The purpose of this study, a research on GCC for community counselors, is to cultivate the training of college specialty-oriented career counselors and teachers.

Promoting the importance of specialty-oriented career planning skills in higher education: to resolve the issue of the "mismatch between education and work" requires a focus on closing the gap that connects "college/university taught" and "students learned" with the employment market requirements of the future, in order to achieve the educational goal of nurturing professional talent that can apply what is learned. There should be a distinction between the contents of high school career planning classes and that of college career planning classes. High school career planning focuses on the subject selection in college, while college career planning must focus on specialty-oriented career planning. The content analysis of the curriculum design of specialty-oriented career planning courses shows (Peng, Lin, & Lin, 2017): (1) A TYS and NTUB co-organized two-semester experimental project on "Career Counseling Education Curriculum Promotion Model" study in 2017-2018 finds that in addition to the sharing of career counseling theories and professional topic contents, the course content may include the teaching of "specialty-oriented career planning" by alumni of the Finance Department, the "career advisors", and the interviewing of upper-classmen, "academic advisors". (2) An action research on learning satisfaction in incorporating art therapy and spirituality into a college specialty-oriented career planning course (Peng, 2018b) finds that incorporating art therapy-related activities into the curriculum helps to enhance concentration, increase learning interest, and improve students' learning satisfaction. Students also respond that the course has a stress-relieving and meditative effect.

Regarding the teaching methods, the design of the curriculum also improves the effectiveness of the teaching evaluation. Changes in teaching methods for Specialty-Oriented Career Planning courses: (1) In the design of the audio-visual lesson plans of the college specialty-oriented career planning materials and its pilot project (Peng, 2018a), the nine major topics of the 18-week courses given in a semester are all designed from the perspective of students and based on the principle of gentle-on-the theory, while easy-to-read and understand, thus promoting the importance of college specialty-oriented career courses. This set of courses has been uploaded to YouTube's "TYS Career Soft Power" playlist, and can be used in flipped classroom curriculum or integrated into general education courses and professional courses. (2) In the Effect of Incorporating the "Case Study" Model into A College Career Planning Course on Career Choices and Learning Satisfaction (Peng & Lin, 2019), it aims to evaluate the effectiveness of innovative teaching methods in career planning courses, and it is expected that the case study model can influence changes in the teaching models of college career planning courses. (3) In the study on career development groups organized specifically for low-achieving college students, by Peng, Shie, & Chang (2020), it finds that the participation of low achieving college students in the Spreading-Wings "Specialty-Oriented Career Exploration" group counseling can increase satisfaction with counseling; the unique feature of this career development group intervention is the integration of group counseling, individual counseling, and peer learning counseling.

From the aforementioned discussion, the promotion of "specialty-oriented career planning" in college education is of epochal importance, and the design of specialty-oriented career planning courses may have different contents (for example: the design of multiple activities such as art therapy, spiritual factors, positive psychology, etc.), and the teaching methods of specialty-oriented career planning courses need to be changed (the use of audio-visual media and the use of case studies, etc.). Finally, the promotion of college specialty-oriented career planning skills requires an increase in counselor/teacher manpower. In order to train sufficient specialty-oriented career counseling professionals in colleges/universities, this study's purpose is to cultivate community counselors' career planning skills, which focus on college specialty-oriented career counseling skills.

3. Research Method

The research method is based on the analysis of theoretical foundations and the design of practical counseling activities, including literature studies and the operation of practical counseling activities. This study adopts the model of action research. The purpose of this action research is to have community counselors participate in the two major stages of group career counseling (GCC) model to help them prevent and avoid the sense of occupational burnout, as well as to further enhance their "skill training for specialty-oriented career counseling scheme design and guidance".

3.1 Research Procedures

A total of 12 community counselors from the community career counseling center for youth, the Taipei Youth Salon in Taiwan, were chosen as the sample, and these research subjects participated two stages of on-the-job training group. The unique features of the GCC career group interventions instituted in this study are five-month, two-stage group sessions: (1) the first stage of this on-the-job training group includes five three-hour semi-structured career counseling activities; (2) the second stage is four two-hour group interventions sharing in the designing of the "Specialty-oriented Career Planning" interventions, and (3) the inclusion of art therapy in

the process. To help understand their satisfaction with the group activities, participants in this study completed the "Satisfaction Survey of Community Counselors Participating in on-the-job training group (5-point scale)" at the end of the two-stage activities. Research procedures include theoretical foundation analysis and practical operation are conducted in both directions. TYS Professional Counselors on-the-job training group Implementation Plan, Dreamer Career Workshop, the group process and group leader intervention structure design shown in Appendix 1.

Adequate preparation for the design of the career group interventions, prior to leading the group, is directly related to the implementation and effectiveness of the group counseling. The group leader's understanding of the group participants, and careful and appropriate design of career counseling group interventions are the blueprints for effective group work. Through career group intervention design and arrangement, the group can progress smoothly. The activities are designed to meet the expectations of the members during the process and to achieve the co-development of group objectives and member growth at the end. Factors to be considered in the design of a career group interventions include: the nature of the group, the number and duration of activities, the topics and goals, the number of participants and the understanding of group members, the principles of arranging group activities and the stages and steps of the activities.

3.2 Research Subjects and Group Leaders

Professional group career counseling (GCC): the TYS professional community counselors of this on-the-job training group are 12 full-time staff members (4 males; 8 females) of the Taipei Youth Salon. The group leader is a licensed Counseling Psychologist with a PhD in counseling and years of experience in leading practical groups. In the first stage, the group leader assumes the group leader position to introduce the theory and contents of GCC. In addition, a co-leader, with a rich professional background and a master's degree in counseling, designs GCC-related group counseling activities, so that members can personally experience the four phases of GCC, understand the theory and the implementation methods of this practice, then easily generate specific subsequent actions. In the second phase, the original co-leader becomes the main group leader, and the original group leader assumes the role of co-leader and observer.

3.3 Research Samples

The participants' professional counseling background: The major work content of 12 career counselors in Youth Salon is to provide career counseling services for young people in Taipei City. One third of these career counselors are licensed employment service personnel. They mainly graduated from relevant departments, such as psychology, counseling, educational psychology, applied psychology, social work, sociology, human resources and other education related departments. Ever since the Youth Salon was established in 2014, the career counselors have engaged in outreach services regarding promotion of career counseling in universities. Such outreach services are mainly career development speeches and forums invited by different departments, implementation/explanation of career tests and career development case consultation and counseling.

3.4 Description of the Research Intervention

This study adopts Pyle and Hayden's (2015) group career counseling (GCC) model. The first stage of the training is conducted with the GCC's four-phase model: (1) Encounter, (2) Exploration, (3) Working, and (4) Action, to stimulate professional enthusiasm, provide stress relief, and promote professional skill enhancement among the community counselors. The inclusion of career group intervention design into the second stage of on-the-job training is the creative feature of this study. In the first stage, it is the participation, observation and experience of the GCC model by the participants; the second stage is the implementation. Thus, the two-stage integrated training method is used to cultivate the community counselors' college specialty-oriented career planning skills.

The motivation for this study's career group intervention design: it is very important to know how to stimulate profession enthusiasm and avoid burnout for community counselors, and to further enhance professional counseling skills through on-the-job training for lifelong learning, and use the GCC model to lead professional counselors in on-the-job training. The process of this intervention is divided into two major stages: there are five group sessions in the first stage, each takes three hours (the first group activity is a week of preparation). The curriculum design is based on the four phases of GCC theory. After the introduction of each GCC phase, the focus was to lead members to experience the relevant group activities in person. In the second stage, there are four 2-hour sessions, in which the participating group members will design and attempt to lead their own group activities, focusing on issues related to the clients they are working with, or group topics they are interested in leading. Before the start of the second stage, this study includes designing the process for the second stage and arranging a schedule for members to lead the activities, sharing their ideas, implementing practices, participating in groups and reviewing results.

The objectives of career group interventions for community counselors include: (1) to stimulate the job enthusiasm of professional counselors; (2) to find energy for self-control and the work content for their own stress-relieve; and (3) to try out the content design, while leading their own group, and thus learn group leadership skills. There are two aspects of the intervention features: (1) professional development, learning the application of theories and practices of the "Specialty-Oriented Career" group; (2) self-understanding, finding one's own stress-relieving lifestyle, and learning interpersonal communication patterns in the workplace. The rationale for promoting GCC is to enhance the outcomes of career counseling, including time, efficiency and cost-effectiveness, group feedback, personalized career information, and enjoyment and variety. Based on the fact that collaboration between community and school counseling can create a win-win situation, it is expected that the participants of this study can help promote "College Specialty-oriented Career Planning Skills" in their future endeavors.

3.5 Research Instrument

Assessment tools for group dynamics include: the satisfaction survey and open questions/interviews, which completed after two stages of designed group activities, and a list of discussion topics for discussion after each led group activity in the second stage. In order to estimate the effects of the GCC group on participants' satisfaction, the GCC group satisfaction scale was used, which includes: (1) the contents of the GCC group; (2) the time arrangement of the GCC group; (3) the group leadership of the GCC group; (4) helpful for relieving personal stress through the process of the GCC group; (5) overall the two stages of on the job learning to promote personal career intervention skills. In the present study of the internal consistency reliability was 0.82.

The part related to qualitative research: Part 2 of the satisfaction questionnaire consists of open-ended question. The question is: What have you obtained and what impressed you the most from the GCC career growth group? The conceptual classification analysis adopted in this study was divided into two parts: (1) stress-relief effectiveness of participation in the GCC group; (2) skills of college specialty-oriented career counseling and gains from professional growth.

4. Research Findings

The GCC model is used to lead professionals in on-the-job training, with a two-stage curriculum design focused on theoretical components and practical training. There are two levels of characteristics: (1) Self-understanding, finding one's own way of life to relieve stress, and learning interpersonal communication patterns in the workplace; (2) The professional development portion leads the members in developing the basic knowledge of the "Specialty-oriented career planning", and nurtures the counselors/teachers in increasing the manpower of specialty-oriented career planning. The community counselors (4 males; 8 females) of TYS, who participate in the "Community Counselors on-the-job training group", are the research subjects. To help understand their satisfaction with the group activities, participants in this study completed the "Satisfaction Survey of Community Counselors Participating in on-the-job training group (5-point scale)" at the end of the two-stage activities. According to the satisfaction analysis: (1) they are satisfied with the contents of the group ($M=4.9$; $S=0.27$); (2) they are satisfied with the time arrangement of the group ($M=4.9$; $S=0.27$); (3) they are satisfied with the group leadership ($M=4.9$; $S=0.27$); (4) overall, participants in the specialized-career counseling training found that it is very helpful not only learning the career interventions skills but also in relieving personal stress in one's professional work ($M=4.9$; $S=0.36$); (5) they are satisfied with the appropriateness of the overall planning ($M=4.8$; $S=0.26$).

The qualitative study is from the questionnaire feedback. The members' feedback is as follows: (1) Related to stress-relief effectiveness of participation in the GCC group: "The leading method was relaxing and the content was solid"; "The teacher who led the group was very dedicated and all group sessions led by the teacher were very meaningful"; "Positive thinking and positive believes are the most difficult skills to teach in the classroom, and being able to apply positive thinking and positive believes in the workplace can be very helpful"; "The group was very energetic; got a lot of warmth and gained a lot"; "It is a great concept to include emotional education in the curriculum; emotional education is needed in career planning discussion"; "I really enjoyed the sharing and insightful guidance from the leaders; thank you for everything, thank you group leaders for your hard work". (2) Related to the skills of college specialty-oriented career counseling and gains from professional growth: "The group was superb, the curriculum was rich, and it was lively and interesting with the use of video and pictures as teaching materials"; "The teacher who led the group has a deep understanding of career theory, and the person who taught the practical work knows about integration and verification of practice and theory; I gained a lot"; "The topics shared by the leaders are very practical, life-oriented and diversified, and there are hands-on activities led by the leaders that are very practical and helpful for career counseling"; "Thanks to the

leaders for the two-stage activity design, so that we learned a variety of ways to incorporate college specialty-oriented career planning skills into the design of future career course activities”; “The importance of combining life education and emotional education in career planning make it worthwhile to be extended and developed in career planning teaching materials”; “The long-term goal includes the completion of a ‘Specialty-Oriented Career Planning Curriculum for Distant Learning’ handbook”.

From the aforementioned positive feedback, the research found that the on-the-job training of community counselors can enhance the effectiveness of professional counseling. Not only did the questionnaire survey show high satisfaction with the overall design at the end of the two stages; the qualitative questionnaire responses also showed that the strong support from the CEO of the TYS and his encouragement to the members to participate in the whole process is one of the main reasons for the remarkable results of the group career counseling training for the professionals. The commitment and sincerity of the participating members of the TYS are the keys to the group's remarkable dynamics. It is expected that the community counselors will be able to creatively design and lead their own GCC activities, if they find the need in their future work.

5. Discussions and Recommendations

Higher education should value college students' specialty-oriented career development and extend it to all departments of the colleges/universities. In order to train enough professionals in specialty-oriented career planning courses in colleges and universities, this study by using GCC model not only to train community counselors' college specialty-oriented career planning skills, but also to assist community counselors in preventing and avoiding professional burnout by involving them in the two-stage on the job training group. It is also expected that the design and implementation of pre-art therapy activities may improve the effectiveness of community counselors' participation and increase satisfaction.

Currently, Taipei Youth Salon is aggressively promoting the career counseling of university students. The community counselors of Taipei Youth Salon participated in this GCC on-the-job training to avoid the sense of occupational burnout. This research used GCC to guide professionals to participate in on-the-job training and focused on the course design of two major stages: theories and practices. After the implementation of the two-stage training of GCC for the community career counselors, the results of questionnaire (5-point scale) of satisfaction with participation in the GCC of community professionals showed that the mean of overall satisfaction with the GCC in this research was 4.8, and the standard deviation was 0.26. The mean of personal stress-relief effectiveness was 4.9, and the standard deviation was 0.36. The results of the qualitative study also show that participants are satisfied with the group leader's leadership approaches and style, and the overall design of the two-stage career group intervention. The results of qualitative interviews showed that: (1) the GCC process inspired the work passion of professional counselors and enabled them to find their own stress-relief methods and control the energy sources of positive thinking and self-emotion management; (2) the participation in the two-stage on the job training of GCC enabled the community career counselors to master the principles for guiding university specialty-oriented career planning of group counseling/courses and to develop confidence in future the completion of a ‘Specialty-Oriented Career Planning Curriculum for Distant Learning’ handbook”.

As a whole, the career group interventions of Taipei Youth Salon are worthy of vigorous promotion and training. In the two stages of the training process, the goals of career group interventions by using GCC model for community counselors are achieved. Hopefully, it may produce seed effects which can be extended to other university counseling centers. Moreover, instructors, mentors, and teachers are also encouraged to participate in group career teacher training. In the future, the resources from community counselors and college counselors may be combined, and the participation of instructors, mentors, and counselors on-the-job group training is also encouraged. In the past, Taipei Youth salon mainly provided services-related to career counseling for university students and accepted the invitations from various universities to implement career tests and offer tests' explanations. The counseling work were mainly associated with specific career speeches and career case counseling. In the future for the TYS annual budget planning, if the whole semester series of the specialty-oriented career counseling's outreach services based on the departments of various universities can be provided, a greater impact can be created on career counseling. Lastly, this study also hopes to generate a seed effect that cultivates sufficient counseling manpower to promote the long-term vision of "college specialty-oriented career planning courses" in higher education.

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Appendix 1

TYS Career Counselors' On-the-Job Training Group

Group Career Counseling (GCC)

1. Group Objectives

The GCC model is used to lead professionals in on-the-job training, with a two-stage curriculum design focusing on theoretical components and practical training, and supplemented with the design and implementation of pre-art therapy activities, in the hope of improving the effectiveness of counseling professionals' participation and increasing satisfaction. Objectives of the two-stage training process of career group counseling:

- (1) To stimulate the job enthusiasm of professional counselors, and to find energy for their own stress-relieve;
- (2) To help members learn the skills of using GCC group intervention to design curriculum and lead activities for "specialty-oriented career planning", and to try the content design for them to lead their own group and learn group leadership skills/ specialty-oriented career planning skills.



Location: Group Room, Taipei Youth Saloon.







Participants: 12 TYS career counselors

Leaders: One doctoral-level counselor and one master's-level counselor

2. The Outline of the Career Group Intervention by using the GCC model

Dreamers' Career Workshop

Time/ Group Sessions	Activity Objective	Subject
Stage I Introduction 9:00-12:00	Preparation Share the results of the two-year project collaboration and learn about the Dreamer website . 	<ol style="list-style-type: none"> Gratitude feedback and sharing the research report of the collaborative projects between NTUB and TYS, on the effectiveness of the experiment, "Specialty-Oriented Career Planning Course" from the past two years. Johari Window and reminders of the differences between this development group counseling and routine group counseling. Leading art therapy activities: members are also encouraged to think of a title for their own life story, emphasizing that every person's life is a book. Self-Introduction: sharing Dreamer's Learning website. <p>***Group expectations: Members are asked to state their expectations of participating in the group.</p>
(1) Encounter 9:00-12:00	Group Career Counseling Encounter Phase  Topic 1	<ol style="list-style-type: none"> Group leaders getting to know members. A "Unique pair of hands" art therapy activity; Introduction of incorporating art therapy into group activities. Explain the content of GCC career development group, so that members understand the basics and concepts of leading career groups. Members are able to understand the concept of specialty-oriented career planning and its application.

			<p>Topic 1: Luck is not accidental/career planning theory</p> <p>Topic 2: Specialty-oriented career planning</p> <p>**Learn the application of "specialty-oriented career" group theory and practice.</p>
		Topic 2	
(2) Exploration	Group		1. Review and sharing
	Counseling		2. Art therapy activity extension: Career Lifeline, life review / sharing of career values.
	Exploration Phase		3. Major topics today
			<p>Topic 3: Recognizing Potential and Multiple Intelligences</p> <p>Topic 4: The importance of career/positive beliefs</p>
		Topic 3	4. Introduction to the Law of Attraction and Positive Beliefs / Positive Thinking
			
		Topic 4	
(3) Working	Group		1. In addition to reviewing the last activity; explain the working phase content of the GCC model.
	Counseling		2. Art therapy: painting fish or birds/being clear about your interests or strengths.
	Working Phase		3. Topics sharing:
			<p>Topic 5: Recognizing Your Own Interests and Advantages</p> <p>Topic 6: Career Values</p>
		Topic 5	4. Emotional score activity: 1) Scoring your current status on a scale of 0-10 and share your happy and unhappy experiences; 2) Introduction to various therapies (music, film and story therapy, etc.) on Dreamer's teaching website.
			
		Topic 6	5. Role playing, status of work stress; Storytelling therapy: Identify your current stressful, problems-to-be solved situations, and share them with the group.
			** At the end: reminding members again of confidentiality.
(5) Action	Group Career		1. Guiding members through reviewing and organizing their experience in practicing specialty-oriented career planning skills and to explore how to apply them in group practice.
	Action Phase		2. Introducing the ABCs of Emotional



Topic 7



Topic 8



Topic 9

Processing; Art therapy - Doodling into Stories

3. Topics sharing:

Topic 7: Time Management

Topic 8: Narrative Counseling/Life & Leisure/Emotional Therapy

Topic 9: Career decision strategy/Career Flow

****Choose a topic for the design of specialty-oriented teaching plan**

Stage II

Practical Work

Four sessions for

Group Sharing of Results

Action

Implementation Stage

The focus of the second stage is on the sharing of "Specialty-Oriented Career Planning Intervention Design"; and designing and compiling the lesson plans into a handbook.

****Members are encouraged to read the information on the Dreamer learning website <https://www.dreamerpengh.com/> and related audio-visual courses on YouTube.**

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