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Career Counseling Rooted in Reality

Julia Kirst, PhD – designdefuturos.com

Ana Claudia Gomes, MSc – colegiobis.com.br



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Defining the terms

Career Counseling: from “a sidekick” to “the foundation”

The special case of Latin America

Absent & Light Career Counseling

Career Counseling Rooted in Reality – the concept

“Rooted in Reality” in practice – ACG

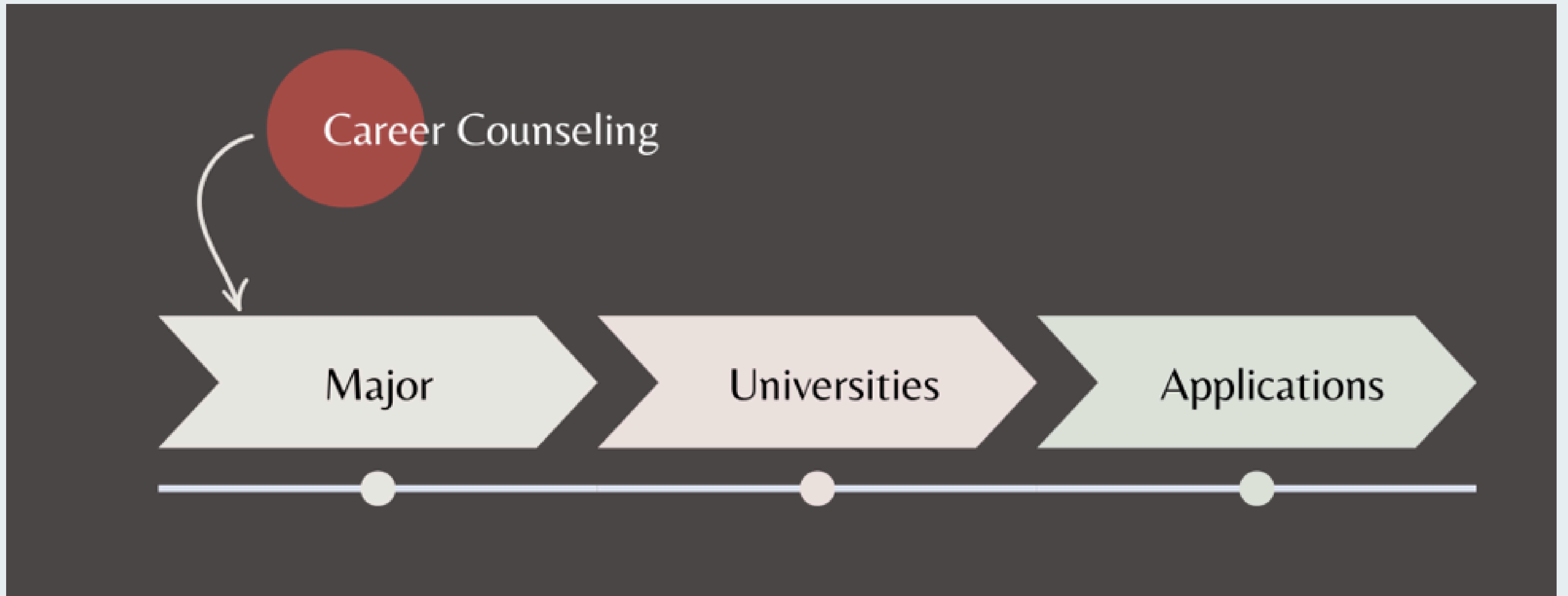
“Rooted in Reality” in practice – JK

Discussion

Agenda

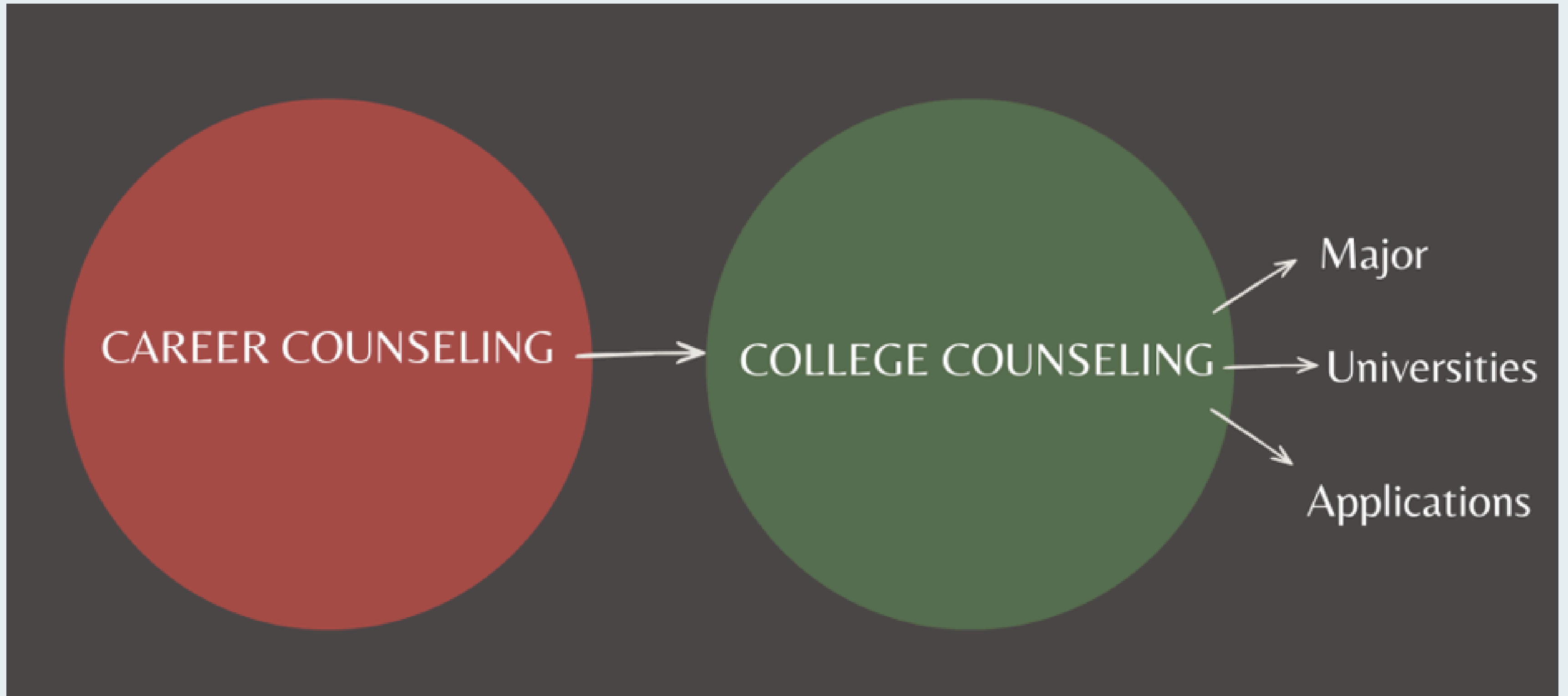


College Counseling



Career Counseling

What is seems



Career Counseling

What it is



**Latin America's career
counseling needs
are different**

Our students, rarely, if ever:

have access to
multidisciplinary degrees

can switch majors
mid-course

can switch universities
mid-course

can experiment
adding a minor

can experiment before
committing to medicine,
dentistry, law, etc

can study full-time
without working

Recap

ABSENT



LIGHT



ROOTED IN REALITY



CC Rooted in Reality

The Concept





CC Rooted in Reality

The Practice

Ana Claudia Gomes, MSc



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THE GROW COACHING MODEL

Developed by Sir John Whitmore, Graham Alexander, and Alan Fine during the 1980s



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The GROW Framework in Schools

The GROW coaching model structures career conversations to build self-advocacy and strategic planning skills:

- ✔ **Goal:** Guiding students to target what they want, establishing an internal locus of control.
- ✔ **Reality:** Grounding students in self-assessment of their skills and objective market demands.
- ✔ **Options:** Brainstorming creative paths and preparing alternative strategies for barriers.
- ✔ **Will:** Locking in concrete commitments and building sustainable accountability metrics.



Building Core Life Competencies



Self-Advocacy

Fostered during the **Goal Setting** phase. Students learn to articulately map out their own unique motivations and life designs.



Critical Thinking

Engineered by testing current **Reality & Options**. Students constructively evaluate skills gaps and navigate educational landscapes.



Agility & Adaptability

Locked in during the **Will/Way Forward** phase. Fosters resilience as students take direct responsibility for their progress.

Step 1: Reimagining Goals



Structuring Future Outcomes

Traditionally, counselors ask "What major do you want to select?" This often prompts panic or uninspired, standard answers.

The coaching methodology shifts the dialogue. We ask: *"What challenges in the world are exciting to solve?"* and *"What does your ideal work environment look like?"*

This allows the student to build a comprehensive view of success, ensuring goals remain deeply intrinsically motivated.

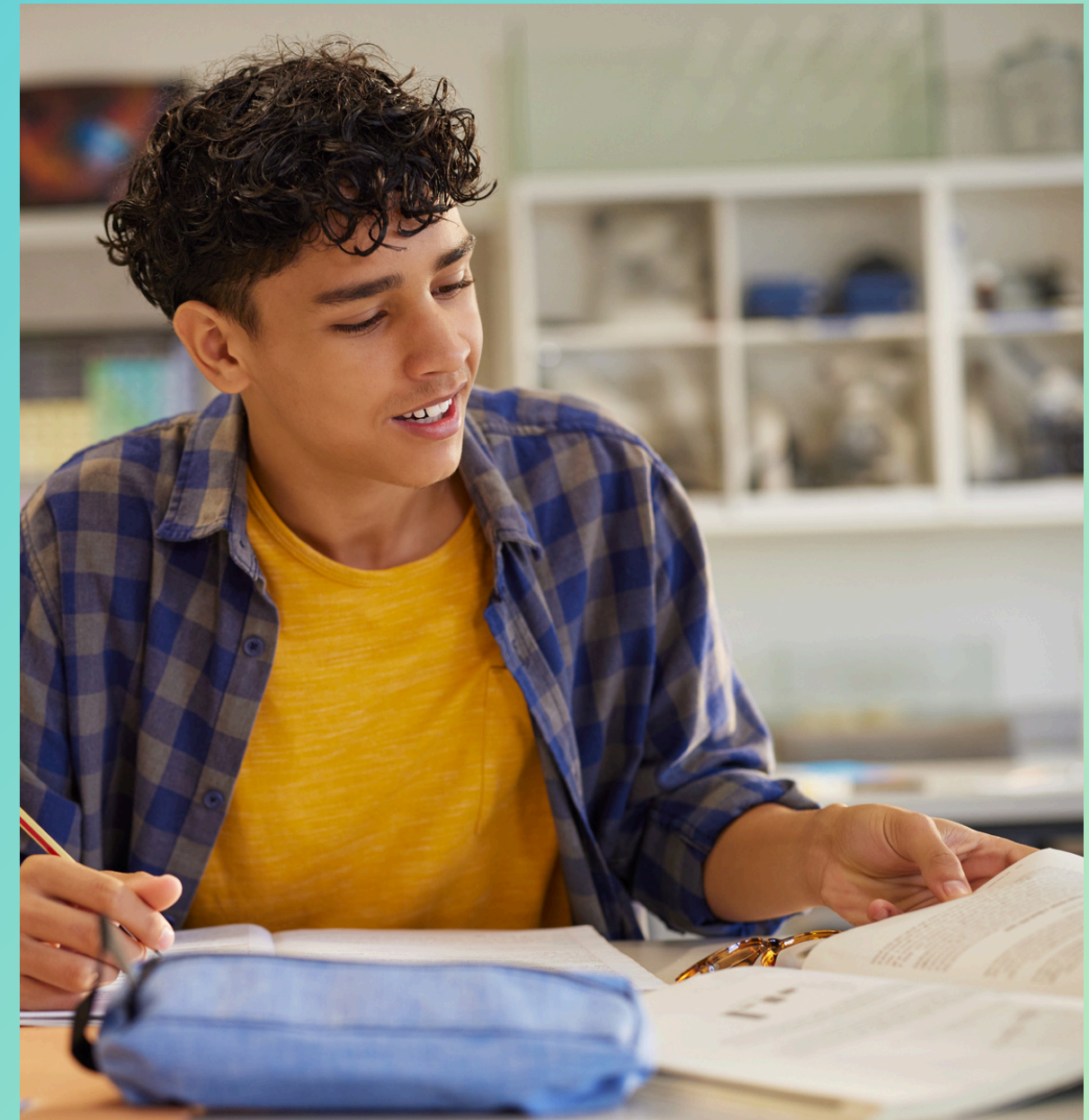
Step 2: Grounding Reality

Objective Self-Assessment

Before launching straight into career planning, a coach helps students analyze their present state objectively.

Through systematic questioning, students assess their true current academic performance, active skills, and real barriers to entry.

This reality check minimizes cognitive biases and grounds their strategic planning on actual facts rather than vague wishful thinking.



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Step 3: Creating Options

- 💡 **Promote Diverse Ideation** Encourage students to discover multiple pathways to their objective (e.g., direct career paths, internships, apprenticeships, or specialized certifications).
- 🛡️ **Identify & Dismantle Obstacles** Brainstorm practical strategies to bypass predictable blockages, from complex financial requirements to academic prerequisite demands.
- 📝 **Alternative Planning Strategies** Ensure the career design plan contains pivot alternatives, embedding long-term career adaptability directly within the student's mindset.



Step 4: Cultivating Will

40%

GOAL ATTAINMENT INCREASE

Unlocking Accountability

The "Will" phase converts options into structured action steps, creating immediate forward momentum.

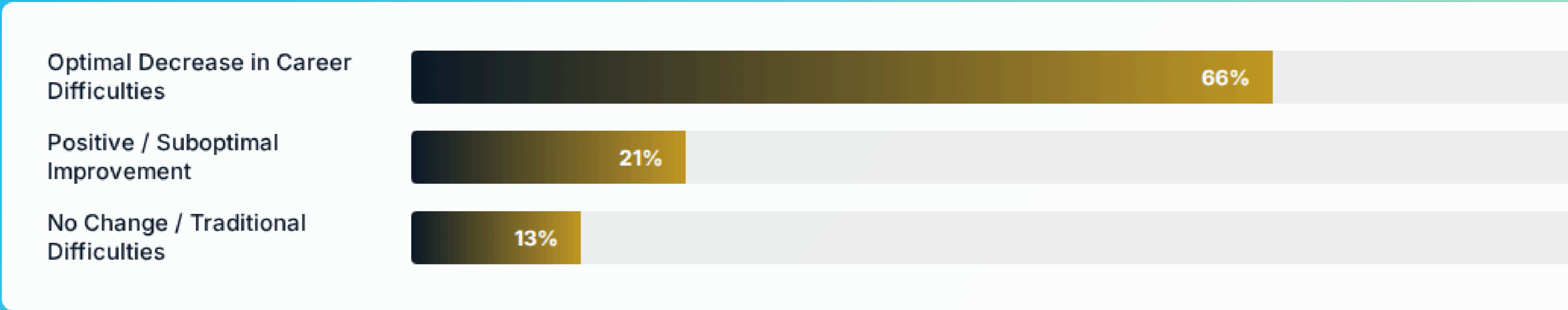
By asking questions like *"What is the single thing you can do today?"* and *"How will we measure success?"*, counselors facilitate active commitment.

This phase builds lifelong self-efficacy and teaches adolescents that planning must always lead to strategic, measurable action.

Comparing the Approaches

CRITERIA	TRADITIONAL ADVISING METHOD	GROW COACHING FRAMEWORK
Primary Goal	Course alignment and resume checking	Building lifelong decision-making competencies
Counselor Role	Directive "answer-giver" & resource provider	Curious facilitator guiding student discovery
Student Engagement	Passive client receiving career roadmaps	Active designer responsible for goal actions
Core Competency	Content knowledge (specific universities/majors)	Agility, adaptability, and self-advocacy

The Long-term Utility of Coaching



Research demonstrates that active career-coaching models yield sustainable positive decision-making outcomes for up to 87% of student participants over a 12-month period.



CC Rooted in Reality

The Practice

Julia Kirst, PhD



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The Self

**WHAT DO
YOU LOVE?**

**WHAT DOES
THE WORLD
NEED?**

**WHAT ARE
YOU GOOD
AT?**

**WHAT WILL
THE WORLD
PAY FOR?**

WHAT DO
YOU LOVE?

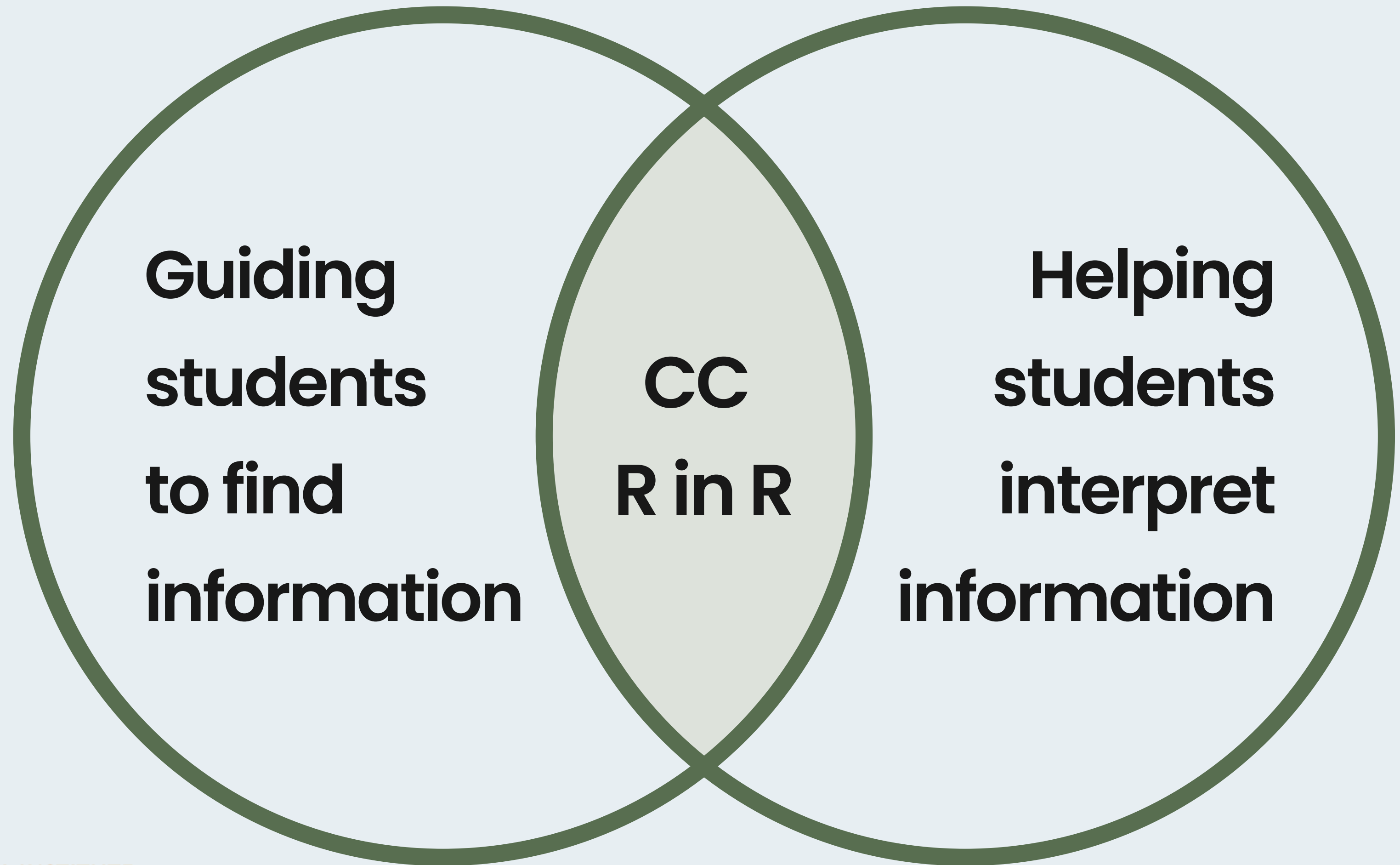
WHAT DOES
THE WORLD
NEED?

WHAT ARE
YOU GOOD
AT?

WHAT WILL
THE WORLD
PAY FOR?

The World





Discussion

- Do you feel that you already practice CC RiR, and if so, how?
- Perhaps you feel that you don't practice it. If not, what is in the way?
- Are there any other parts of this presentation that you would like to comment on?

Thank you!

Want to continue the conversation?

Julia Kirst, PhD

www.designdefuturos.com

julia@designdefuturos.com

Ana Claudia Gomes, MSc

www.colegiobis.com.br

ana.gomes@colegiobis.com.br