

# WAX ON, WAX OFF

## I: Development & Training

“Wax on, was off,” Mr. Miyagi told the rookie Daniel. [The Karate Kid](#) came to mind when thinking about my own training and development as a counselor.<sup>1</sup> The movie follows Daniel’s karate training and him competing in the All-Valley Karate Championships. If I were to ask a professional counselor about how to improve my time in training or development, a personal reflection would likely be the example given. Unlike newcomers already in training, or professional counselors, I can’t relate to those experiences because my own training will begin this Fall. Yet I found it useful to attempt to understand the process of development and training beyond the concepts I’ve read. I don’t like the feeling of counseling identity development being just distant material until it becomes relevant as my own experiences unravel. At face value, karate and counseling had little in common. But through writing this entry, I remembered why counselor identity is said to bind with one’s personal life.

For Daniel, Mr. Miyagi became his most important source to accelerate his development and life. The most memorable task I remember is Daniel’s pointless waxing of a car – to wax on, wax off. He eventually reached a moment of frustration and questioned the task and Mr. Miyagi, only to soon realize he had developed the very skills desired. From then on, wax on, wax off became internalized as something different. He no longer questioned Mr. Miyagi. And with similar peculiar tasks no longer assigned, it left me to consider about why these tasks were introduced early in his training – trust, scrutiny, confidence, reflection, and openness came to mind. To me, it seemed Mr. Miyagi was not only assigning tasks to teach knowledge and technique, he also passed down his philosophy of what it meant to be a martial artist.

Daniel’s opponents in the tournament were another example of his development being accelerated. The tournament became more difficult with each advancing opponent, yet he advanced with more confidence and less dependency on his teacher. Daniel began to self-validate his own capacity. The confidence and desire to fight became more evident. In the championship match, he won by landing a crane, the finishing move he tried and tried but seemingly failed to emulate in training as he watched his mentor. The Daniel that pulled off the crane was not the same rookie who entered the tournament, feeling unworthy, nervous, frightened.

Without his teacher or opponents, Daniel could have developed as a martial artist. But with Mr. Miyagi and his opponents, his development leaped as he

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<sup>1</sup> *The Karate Kid*, directed by John Avildsen (Columbia Pictures, 1984).

internalized, more than just knowledge and skill, and self-validated, more than he could have alone. He became a better martial artist than he could have alone.

There are useful similarities I found between the training phase in Daniel's development and the training in a counselor's development: both phases must end while development continues; both phases are time sensitive and serve as a foundation; and both phases allow for relationships that make development more efficient. Before looking at the idea of relationships, I used the first two similarities to imagine the context of where they take place.

A counselor's development is a process and graduate training is a phase within it. Daniel's own training began in the "Miyagi-Dojo" whereas my counselor training will begin school. Even after the formality of my preparation comes to an end at graduation, there will always remain a demand for continued growth because it is implied in the idea of development. After winning the tournament, Daniel didn't expect to challenge his opponents' teachers. He still had more to develop as a martial artist. Similarly, I don't expect - neither does anyone else - to rely only on my graduate training to be a self-sufficient counselor. Newcomers lose their training wheels but aren't expected to display black-belt performances thereafter. My next phase will be more challenging, but just enough to meet my capacity in a future field of practice. Once my training comes to an end, I imagine myself looking back to celebrate, but also to reflect on how much I learned and developed.

Every newcomer understands that graduate school programs are time limited and a significant phase. Newcomers seek to not only complete the tasks assigned, but also to grow and learn from them. If Daniel fought in his tournament a day after being assigned wax on, wax off, or if it was the only thing learned, he would feel less confident about winning and in absence of any significant development. And, if left alone, how long would he be waxing until he internalized the lesson? As his training deadline approached, perceived confidence mattered, but so did his actual development. During training, wax on, wax off served this purpose related to the sensitivity of time; Mr. Miyagi knew, but Daniel didn't. There is no wax on, wax off, or tournament, for counselors, yet tasks not fully understood will be assigned. Within this time-limited phase, completing tasks more quickly doesn't guarantee faster development (although it would guarantee Daniel an impeccable car). Fortunately, newcomers are not left alone to manage their own development. Graduate programs recognize that training is finite; preparation was not designed for tasks completion alone, but also to consider newcomers' development within this short-lived phase.

To consider the last similarity, graduate programs come with relationships that make development more efficient during training. It wasn't until Mr. Miyagi interacted with Daniel that he *better* understood wax on, wax off. He also showed *more* self-confidence as he fought more opponents. Daniel's development wasn't limited to occur only while completing tasks, in training, it also improved during his interactions with Mr. Miyagi and his opponents. Similarly, in counseling, mentor and client interactions also lead to *better* development for a newcomer. What all newcomers want by the end of their training is not only their degree, but to *be* and *feel* prepared once some training wheels are gone. This is one of the reasons why I feel supervision and practicum are imbedded into the counseling profession: programs emphasize these interactions by creating relationships out of them; thus, training is designed so that a developmental process becomes a part of the newcomer experience. After graduating, I won't be able to take these relationships with me. But I won't have to if I believe in my own capacity. If graduate school is a place where these interactions are included by design, as recognition of their significance, then it should be worthwhile to learn how to optimize them, to improve my developmental pace.

To me, there is a benefit in using the Karate Kid as I learn about counseling professional identity development: a model can be better recalled and applied by someone with limited experience in the counseling profession if bounded to something familiar. What Karate Kid brings is an exercise to build a framework for my own training and development. In time, Daniel's development, wax on, wax off, Mr. Miyagi, and his fights will all be replaced with my own personal narrative and experiences in graduate school. There will also be experiences, tasks, and relationships with purposes that my mentors will understand...but I won't. Put me in Daniel's shoes, I would have made it a routine out of giving Miyagi answers to wax on, wax off. I am different in the sense that if I am to be told of something's purpose, I must also know how off the mark I was to begin with.

**A**s I searched for ways to improve my own development, I found a useful framework for conceptualizing counseling professional identity development (CPID). Understanding CPID helped me see different aspects that influence development. Among the topics of interest, I focused on the idea of accelerating development through catalyst. Below is a brief explanation of CPID, as I learned it, where the idea of catalysts – interactions that accelerate development – was originally found.

[Gibson, Dollarhide, and Moss \(2010\)](#) explored the transformational process that occurs during counseling professional identity development in counselors-in-

training (CITs).<sup>2</sup> “First, this study revealed that across time and experiences a progression from a reliance on external teachings and validation to a more internalized view of counseling and self-validation exists.”<sup>3</sup> As training progressed, “Personal definitions of counseling evolve, locus of evaluation changes [from external reliance to self-reliance], and reflection becomes increasingly important as counselor identity is solidified.”<sup>4</sup>

In a second study, [Moss, Gibson, and Dollarhide \(2014\)](#) continued researching this transformational process in practicing counselors, rather than CITs. Beginning professional practice also showed a transformational process. The study found that practicing counselors continued to develop at different career life stages after training.<sup>5</sup>

The studies did more than explain the process of transformation –the overall development desired – of how counselors become more self-reliant. They also described some of the career stages, transformational tasks, themes, catalysts, and implications about how to address CPID throughout one’s career stage. For example, development occurred because transformational tasks were completed within each stage of a counselor’s life-span. Then, within each of stage, CITs and practicing counselors moved from external validation towards self-validation. The tasks identified were also not useless (neither were those from Mr. Miyagi), but rather important for overall counselor development.

I became particularly attracted to idea of catalysts as something I surmised can be used for my own development during training. In the second study, three were catalysts identified to have accelerated counselors’ transformational process: 1) having a mentor, 2) working with clients, 3) and continuous learning.<sup>6</sup>

The idea of having catalysts available throughout my development became interesting for two reasons. One, because catalysts accelerate development, I found it important to understand the influence catalysts will have on my development. Two, because these relationships seem to be made available during training, improving my use of them early can become more significant as my development and career progress.

Just how the Karate Kid has helped conceptualize a framework for development, there are examples I can use to conceptualize the use of catalysts.

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<sup>2</sup> Donna M. Gibson, Colette T. Dollarhide, and Julie M. Moss, “Professional identity development: A grounded theory of transformational tasks of new counselors.” *Counselor Education and Supervision* 50, (2010).

<sup>3</sup> Gibson, Dollarhide, and Moss, “Professional identity development,” 33.

<sup>4</sup> Julie M. Moss, Donna M. Gibson, and Colette T. Dollarhide, “Professional identity development: A Grounded theory of transformational tasks of counselors,” *Journal of Counseling and Development*, 92, (2014): 3.

<sup>5</sup> Moss, Gibson, and Dollarhide, ““Professional identity development,” 6.

<sup>6</sup> Moss, Gibson, and Dollarhide, ““Professional identity development,” 6.

After all, I find that is the purpose of understanding CPID, to reach self-validation more effectively, implying I must better internalize and personalize development. To me, internalizing and personalizing development means having some understanding of the framework beneath. Even now the examples from the Karate Kid could have been replaced with personal experiences...but that would take away from the exercise of conceptualizing and be much less coherent. What follows are some examples of each of the three catalysts, many pulled and stretched out of the Karate Kid, with the intention of making them easy to share, remember, and replace.

## II: Seeing Catalysts

Wax on, wax off is a reminder of the impact catalysts can have on my own counseling professional identity development. The time spent with catalysts will be limited but what will be internalized can become timeless. For example, Mr. Miyagi's teachings remained within Daniel; fighting opponents did more than prove his skill; and continuously learning developed him beyond what he understood. Remember, Mr. Miyagi knew the essence of wax on, wax off, Daniel did not; yet Daniel developed. His development didn't begin with complete clarity because meaning was constantly redefined within this process.

The Karate Kid also showed that because time spent with catalysts was finite, it required the right amount of temperament from Daniel. To me, this means there should be balance between searching for new catalysts and optimizing those already being used. When should I expect more from one interaction or seek additional catalysts? Part of my answer considers, rather, how receptive I can become - to be able to receive what interactions have to offer - to then understand how many catalysts I can benefit from. I can be surrounded by an abundance of catalysts, but only one may be meaningful. On the other hand, not only can I underappreciate a catalyst, but I can also hinder my development by over relying on one catalyst. The idea is that catalysts can both vary in value and lead to a tendency to dismiss relationships, because they can appear meaningful or useless, beneficial or a waste.

Catalytic relationships with mentors begin with trust and remain with a continuous use of scrutiny. Gibson et al. (2010) found that as counselors-in-training (CITs) began preparation, "CITs reported strong reliance on external authorities to provide learning experiences and materials."<sup>7</sup> Newcomers to counseling can't predict the influence mentors will have on their development. Like CITs, Daniel began his training by trusting and relying on Mr. Miyagi. He

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<sup>7</sup> Gibson, Dollarhide, and Moss, "Professional identity development," 30.

waxed and waxed until his trust hit a limit. Then, by scrutinizing the relevance of wax on, wax off, the catalytic relationship soon revealed its merit. And with more scrutiny came his higher threshold for trust, because more time dedicated to scrutinizing a task assigned, but not yet understood, meant more trust was being used. Now, imagine the reasons why the essence of wax on, wax off could have never been revealed to Daniel – how he could have given up. If he would have failed to trust Mr. Miyagi, he would have also failed to build trust in himself; less scrutiny would have been used, so then less self-reliance would have taken place. I find that both trusting and scrutinizing mentors are abilities that will become inherently invaluable in my own development as a counselor. To me, trusting in myself, and scrutinizing my own competence, are trademarks of what makes counseling effective. Throughout my career, internalization will continue, with or without mentors being available, or capable, to help; what my development may need is to learn how to better rely on myself or to understand what I can already achieve. I may inherit something of great potential during training, or if scrutinizing a mentor’s influence does not reveal value, I trust that my development will help me grasp significance in the future.

The influence of mentors goes beyond training because their value can continue throughout a counselor’s career. In June’s issue of *Counseling Today*, Lindsey Phillips wrote of Clemmont Vontress’ mentoring impact in a memoir.<sup>8</sup> He not only served as an immediate source of encouragement and opportunity to his mentees, but one of lasting influence. Phillips shared some of Vontress’ influence on Andre Marseille, a previous mentee and now a licensed professional counselor. “Marseille recalls several occasions when Vontress gave him advice that didn’t make sense to Marseille at the time,” said Phillips.<sup>9</sup> After “some event would happen,” Vontress’ past teachings would reveal insights previously inaccessible to Marseille.<sup>10</sup> “I wonder how many more times in the next 10 or 15 years I’m going to be like, ‘Oh, that’s what he meant,’” shared Marseille with Phillips.<sup>11</sup> The idea of “delayed” value in a catalytic relationship is interesting to me. Mentors almost seem to continue being catalysts to their mentees’ developmental process even after their relationship ends. For Marseille, “some event” happen *after* Vontress had shared value. Vontress was no longer a catalyst at that point, which meant something of delayed value was given *during* their earlier interactions. Mentorship is more than just about the immediate value understood. Delayed value is another example of how mentors can know something that I won’t. I will be sharing only a present context with a mentor; but unlike the past we can both search for commonality, the mentor is also able to look into a future I will likely encounter.

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<sup>8</sup> Lindsey Phillips, “Clemmont Vontress,” *Counseling Today*, June 2021, 49.

<sup>9</sup> Phillips, “Clemmont Vontress,” 50.

<sup>10</sup> Phillips, “Clemmont Vontress,” 50.

<sup>11</sup> Phillips, “Clemmont Vontress,” 50.



Seeing mentorship as a catalyst favors an approach of having more than one mentor. To move beyond the formality of counseling training, I will remind myself that a supervisor must be a mentor, not that a mentor must be a supervisor. This mindset allows me to keep a degree and control and responsibility over my development: I am responsible for my development; mentors are there to help me, if they can, and if I let them. I find that indiscriminately searching for more mentors is not that different from being resistant to any of their help – there’s a lost sense of control, a need of reliance, from a mentee. While indiscriminately searching becomes an over reliance on mentors, closing off all mentors wrongly asserts mentor influence as superior; for a mentee is to ultimately self-validate, which the Latin root word, *valere*, implies for the self to *be strong*. Limiting myself to a supervisor, or one mentor, limits my opportunities for developing. I will limit myself to one way of defining counseling, to another person’s preferences and disagreements; forcibly appropriating one view comes at the expense of neglecting my own preferences and disagreements, which will linger alongside those I’ve adopted. If a mentor is there to influence, *to flow into*, a newcomer’s development, then the mentor shouldn’t “define” newcomer identity (“define” partly comes from the Latin word, *finish*, – meaning *end*, completing an expression). To salvage what’s personal and unique, allowing myself to search for the “right mentors” means looking into my own personal context. What is allowed to influence is what aligns to my current stage, including the trust I place to receive something of value.

Mentorship, like counseling, provides empowerment and a relatable experience. What mentors provide to counselors, and what counselors provide to clients, is an intentional force to support a transformational process. A goal of counseling is to create an environment to nurture or heal or grow – effort is required not only from a client, but of his or her counselor as well. Within this safe space, the counselor-client relationship is used to empower, to create potential outside of sessions. Successful experiences tend to be shared by clients; others relate, and so others will come. And, as others come in different life stages, they too will likely share successful experiences. Mentorship is relatable because it also empowers counselors throughout their stages of development: beginning and ending training; beginning practice and ending practice for something different. Yet counselors don’t achieve developmental milestones because of mentorship. Instead, mentors are remembered for believing, encouraging, and influencing their mentees – that is, seeing their mentees’ potential. Mentorship and counseling are both short-lived; what remains after periods of empowerment is a fulfilling life surrounding these smaller moments, for mentees and clients alike. I can then value my own developmental process in a profession meant to similarly interject as professional source of empowerment in individuals’ lives desiring their own catalytic relationship. If someone like Daniel came to me, in years to come, we will find his or her own Miyagi to be a place of commonality and connection.



Work with clients was an interesting catalyst to explore as it is intermingled with what is learned in practicum and then continues throughout professional practice. Perhaps what becomes embedded in training is having the right amount of “selflessness” needed as a counselor. I see the selfless response, “*I am not the counselor you need,*” as the ideal recognition that time is fleeting for others, not to be robbed for the sake of testing limits of competency. But the other selfless response, the burnout from helping others, is almost a struggle to maintain that same recognition for oneself; time is being dedicated to helping but by robbing it from what is needed for self-care. In a professional role that has an affinity for being altruistic, giving without receiving, I see reciprocity as a better approach to balance a healthy desire for personal and professional development – keeping the right amount of selflessness. Reciprocity is seen with seasoned counselors who can do much more as work with clients continues; as a counselor helps his or her clients, naturally, development will occur for the counselor as well.

I see the process of working with clients to be more influential than any specific relationship with a client. Counselors can’t expect every client to be a significant catalyst. To me, this means that in a counselor-client relationship, the client must develop within that timeframe, but my personal and professional development will not be constrained to that period. In terms of purpose, Daniel’s fights with his opponents and a counselor’s work with clients wasn’t a parallel example. But, in terms of a catalytic relationship, Daniel was an example of how each match and the entire tournament process worked together to develop him. Each opponent and fight prepared him for the next round, yet nothing momentous was received in any fight alone. For Daniel, it was accumulation of fights that created more value than any single, short-lived match. And in each fight, his concern was his opponent, more than his concern about his development. My development as a counselor and helping of a client are also not mutually exclusive. A better view of the counselor-client relationship is that by helping clients, I help myself use a catalyst; but first I must focus on clients, not my own development, to then unfold what experience has to show.

Client interactions provide counselors energy to keep them going – at times this is tied to rejuvenation, restoring one back a healthy state. My view is that each meaningful experience with a client, however significant at its time, will eventually become a part of my developmental process and a source of potential and fulfillment to sustain that process. Moss et al. mentioned that “Beginning counselors were surprised at the strength people showed despite their circumstances.”<sup>12</sup> The study further mentioned, “Successes with clients made the frustrations [of roles and other work duties] worthwhile.”<sup>13</sup>

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<sup>12</sup> Moss, Gibson, and Dollarhide, ““Professional identity development,” 9.

<sup>13</sup> Moss, Gibson, and Dollarhide, ““Professional identity development,” 9.

Newcomers in training also received this “energy to keep going” in their search for external reliance. Gibson et al. mentioned one CIT’s experience of professional identity came after “receiving positive feedback,” while another CIT expressed being “privilege” to be working with clients.<sup>14</sup> Work with clients will be just one of my functions as a professional, yet it will be unique for its connection to another human being. If a client is empowered later in life, it is likely because he or she became empowered during our relationship.

Before Daniel’s last fight, his opponent wrongfully injured him. He then asked Mr. Miyagi to heal his injury. There was a desire within him to fight in the final match, more fatigued yet more confident as his most challenging opponent loomed. Daniel entered the tournament wanting to fight, but in the tournament’s progression, he developed the desire to win. I suspect that same determination was not present in his first match, nor did he receive it because of his final match. Like Daniel, perhaps training is not meant to fully assert my confidence or capabilities working with clients. My development will require effort, to grow and to sustain. Because much more fulfilling and challenging experiences with clients will come, it makes sense to me that fatigue and rejuvenation must be part of the process; the turbulence that comes with development is a sign that reciprocity is attempting to equalize selflessness and the demand for continued growth.

Continuous learning was my most overlooked catalyst, but it became the most valuable to conceptualize before training. I suspect this is because some form of continuous learning serves as the main catalyst in graduate programs and remains the main catalyst thereafter but in a different form. I will be in school, primarily, for education – to internalize knowledge. Once formal education ends, I will need to refine that knowledge and skill acquired. But the catalyst is also entangled with mentorship and work with clients; I will learn from my supervisor or mentor; internships and practicum will teach me how to work with clients. Because supervision and practicum are imbedded into training, I could have revisited the previous catalysts to show continuous learning. Instead, I tried to find examples without the other two catalysts. What is better than using one catalyst is knowing how two are simultaneously being used. And to use both means knowing when continuous learning is working synergistically or independently.

In training, continuous learning seems to be enforced through education and reflection, both of which are expected of counselors. Moss et al. mentioned that “new professionals move from an external to an internal locus of evaluation and from a reliance on experts to a reliance on their own experience and

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<sup>14</sup> Gibson, Dollarhide, and Moss, “Professional identity development,” 31-32.

training.”<sup>15</sup> I find this to mean that during training there is a gradual increase in reflecting on internalized knowledge and ideas. Perhaps, wax on, wax off was designed so that Daniel learned how to reflect. He had to shift away from his expectations, what was going to be learned, to instead focus on his purpose, what was being learned now. Wax on, wax off worked because Daniel no longer questioned the task’s validity or asked his mentor for definitive answers; rather, he committed himself to understand his tasks – to form his own answers valid for him. What happens as formal education and training ends – seizing CITs’ early reliance on experts and Daniel’s early reliance on Mr. Miyagi – is that the demand for new knowledge is replaced by a demand of reflecting on what is already internalized.

Reflection becoming a demand later in my career seems rather obvious, yet it does not mean I should wait until I need it. I think catalysts are used to varying degrees because they are given and required to varying degrees as well. New professionals, beginning their constant work with clients, is one example; the mentor catalyst will remain as a renewed relationship but it being less of an authority component in this phase; lastly, it is the continuous learning catalyst that will be given and required as counselors are demanded to reflect, refine, and personalize their practice. Reflection seems limited now because the activity implies that I need to first internalize expert knowledge. However, I return to the significance of wax on, wax off. Improving the ability to continuously learn matters. There were lessons, abilities, and skills Daniel developed through tasks that had seemingly little to do with Karate but nevertheless benefited his development, mentorship, and matches; trust, scrutiny, confidence, and openness developed further because of his opportunity to begin reflecting on these seemingly pointless tasks. His ability to reflect *before* Mr. Miyagi revealed the purpose of wax on, wax off, was not the same thereafter. Like wax on, was off, there are exercises (like the current blog entry) that can help me practice reflection – forcing my own answers – because those I receive from authorities will soon become less reliable.

The professional community can become a source of continuous learning as well. I first recognized the catalyst as the textbooks to be read, the peers I will have, and the research I can pursue. In reading a study from [Cureton et al \(2019\)](#), I realized these components can come together and transform the community from it being an identity-forming concept into a more tangible organization one can hear, see, and speak with. Their study showed that a single-day event was enough to influence counseling professional identity development.<sup>16</sup> In this single-day example, the catalyst was more than made

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<sup>15</sup> Moss, Gibson, and Dollarhide, ““Professional identity development,” 3.

<sup>16</sup> Jenny L. Cureton, Hannah Davis, and Victoria Giegerich, “Counseling Professional Identity Development: Narratives from a Professional Event,” *Journal of Counselor Preparation and Supervision*, 12, 1, (2019).

“available” for use, to a degree, it was instead “given” to the participants. The interaction, between participant and the catalyst, started with the opportunity to hear the community members and reflect on what was being shared. It was “given” because listening was enough for participants to realize personal experiences were shared by others, affirming that their development was taking place within a professional community (21-23).<sup>17</sup>

If continuous learning appears as a broad catalyst, I think that’s what it is meant to be. The truth about wax on, wax off, is that none of Daniel’s opponents had to learn it. Wax on, wax off wasn’t a necessary task for karate; waxing became an important task because of the leaps it created. After wax on, wax off, Daniel formed stronger interactions with continuous learning – the ability to learn and reflect within his environment. Was wax on, wax off the catalyst and the task? The questioning of his environment became the catalyst, the car, the time spent, the teacher. Before Daniel questioned Mr. Miyagi, he questioned the car and anything else he thought about. Mr. Miyagi found it necessary to withhold the purpose because it seems that was part of its purpose: for Daniel to learn how to question, how to see his environment differently. He learned how to use the catalyst in general without knowing its name. Interestingly enough, he began by questioning everything but himself; when reflection turned inwards, he stopped relying on being given answers and became aware that something was already given but must be found within him. The car, wax, and everything else that made wax on, wax off remained, but it offered no more value than what it could possibly give to a rookie.

To extend the idea of broadness to counseling and my own development: Counseling has also used ideas from related professions and amongst its own specialties. These borrowed ideas are the broader catalytic relationships for the counseling profession. Before ideas are validated within the counseling profession, they are researched and studied by the experts the community relies on. One example is the second study on transformational development in practitioners. Moss et al. (2014) built on a previous study where Rønnestad and Skovholt (2003) explored development in professionals with doctoral degrees in psychology.<sup>18</sup> The emergent themes from Rønnestad and Skovholt served as a foundation for studying CPID.<sup>19</sup> Looking outside of counseling, beyond the helping profession, and into the broader environment, expands the concept of continuous learning. I think continuous learning will be limited if I used catalysts only made “available” or “given.” If the counseling profession searches

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<sup>17</sup> Cureton, Davis, and Giegerich, “Counseling Professional Identity Development,” 21-23.

<sup>18</sup> Moss, Gibson, and Dollarhide, ““Professional identity development,”” 3-4.

<sup>19</sup> Moss, Gibson, and Dollarhide, ““Professional identity development,”” 4.

for opportunities outside their own body of literature, then there can be value in searching broadly for ways to validate my own development.

Not everything found to be relatable to counseling will always be of value to everyone. Daniel's story, if told to seasoned counselors, would see it as an unnecessary stretch in their phases filled with more personal and relatable experiences. Remember, catalysts need to react with current circumstances, even when reactions are unbeknown in their purpose or significance. This is why Mr. Miyagi seemed more determined in Daniel waxing early. Before Daniel realized the magic was simply ordinary, so that its power was not lost because of his own development.

## Furthered Reading

Avildsen, John, director. *The Karate Kid*. Columbia Pictures, 1984.

Cureton, L. J., Davis, D., & Giegerich, V. "Counseling Professional Identity *Preparation and Supervision* 12, 1, (2019).

Gibson, D. M., Dollarhide, C. T., & Moss, J. M. "Professional identity development: A grounded theory of transformational tasks of new counselors." *Counselor Education and Supervision* 50, (2010).

Moss, J. M., Gibson, D. M., & Dollarhide, C. T. "Professional identity development: A Grounded theory of transformational tasks of counselors." *Journal of Counseling and Development*, 92, (2014).

Phillips, Lindsey. "Clemmont Vontress." *Counseling Today*. June 2021.

Development: Narratives from a Professional Event." *Journal of Counselor*