5. Career Development

1. Theories of career development

Although many theories have been presented to explain how career development occurs; five theories are most influential today. These are the theories of Donald Super, John Holland, Linda Gottfredson, John Krumboltz and Mark Savickas.

Other theories have historical value and newer ones are introduced regularly. Some of the theories presented in the section on Human Growth and Development also have implications for career development such as that of Erikson and Levinson.

2. Classification of career theories: Actuarial and Developmental

Actuarial: theorists from this perspective focused on some 'structure' of the individual such as needs, traits, interests, etc., and designed a theory of how career development occurs from that basis. Examples of actuarial theories are: trait-factor and needs-based theories.

Developmental: theorists from this perspective viewed career development as occurring over time, usually through stages. This process of career development could include various 'structures' such as self-concept and need.

3. Donald Super (developmental approach to careers)

Super preferred a broad self-description and labeled himself a differential-developmental-social-phenomenological psychologist. Evolving over time, his

Early Super

His early conception of career development (1950's and 1960's) included vocational development stages and vocational development tasks. **The vocational development stages** are:

- Growth (birth to 14-15). Development of capacity, interests and self-concept.
- Exploratory (15-24).Tentative choices made.
- Establishment (25-44). Trial (in work situations) and stabilize. d.Maintenance (45-64). Continual adjustment process.
- Decline (65+). Preretirement, work output issues and retirement.

He later changed decline to disengagement.

According to Super, self-concept was implemented in choice of career.

He identified the concept of career maturity and later renamed it career adaptability to make it less age-related.

Super also identified **five vocational development tasks.** These are:

- Crystallization (ages 14-18)-formulating a general vocational goal through awareness.
- Specification (18-21)-moving from a tentative to a specific vocational choice.
- Implementation (21-24)-completing training and entering employment.
- Stabilization (24-35)-confirming a preferred choice by performing the job.
- Consolidation (35+)-becoming established in a career; advancing; achieving status.

The ages of Super's stages and tasks no longer apply because some people have gaps in their employment (careers) and recycle. This model was initially focused primarily on white, middle-class, college-educated males.

Super recognized that we can repeat or recycle through these developmental tasks.

Later Super

By the 1970's, Super viewed career development as more holistic, that is, involving more of the individual than just the job or career. He presented the concept of life-career rainbow which included the life span with its major stages and life space which consists of the roles we play.

The **nine major roles we play in life** are:

Child	Student	Citizen,
Spouse	Homemaker	Parent,
Worker	Leisurite	Pensioner.

Roles are played out in four theaters which are:

Home   community   school   and workplace.

Super developed the **Archway Model** as a graphic representation of the many determinants that comprise one's self-concept. One pillar of the archway represents the factors and variables within the individual that influence career development such as needs, aptitudes, interests and achievements. The other pillar includes external factors such as family, community, and labor market. At the top of the arch between the two pillars is the Self of the individual. Super is responsible for the **Career Pattern Study** which examined the vocational behavior of 9th graders all the way into their 30s. Those adolescents who were career mature and achieving in high school tended to be more career mature and successful as young adults.

4. John Holland (a typology)

Although much of Holland's theory is actuarial or structural in approach, he goes to considerable lengths to explain how types develop. Furthermore, types provide the energy and motivation to do certain things, learn certain skills, associate with particular people, and avoid other skills as well as people.

To Holland, **career choice is an expression of personality**. We choose a career based on the stereotypes we hold about different jobs or careers. Holland identified six modal personal orientations (personality types) which developed based on genetic factors, environment, and parental influences.

Holland's six styles or types are:

- **Realistic:** aggressive; prefers explicit tasks requiring physical manipulation; has poor interpersonal skills. Examples: mechanic, technician.
- **Investigative:** intellectual; prefers systematic, creative investigation activities; has poor persuasive and social skills. Examples: chemist, computer programmer.
- **Artistic:** imaginative; prefers self-expression via physical, verbal or other materials; dislikes systematic and ordered activities. Examples: artist, editor.

- **Social:** social; prefers activities that inform, develop, or enlighten others; dislikes activities involving tools or machines. Examples: teacher, counselor.
- **Enterprising:** extroverted; prefers leadership and persuasive roles; dislikes abstract, cautious activities. Examples: manager, sales personnel.
- **Conventional**: practical; prefers ordered, structured activities; dislikes ambiguous and unsystematized tasks. Examples: file clerk, cost accountant.

Every person has all six types in varying amounts.

Occupational environments may be categorized into the same six types because environments are defined by the people (types) in that environment.

One of the values of Holland's theory is that there are many methods for determining an individual's type. He developed the **Vocational Preference Inventory** and the **Self-Directed Search.** Other instruments, such as the Strong Interest Inventory and the Career Assessment Inventory, have adopted Holland's typology. Focused questions in an interview can usually determine the individual's Holland type as well.

Most occupations in the United States have been assigned a Holland type and can be found in the **Dictionary of Holland Occupational Codes.**

Holland used the hexagon to explain some important concepts about his theory:

The types must be arrayed around the hexagon in the order indicated. The theory is sometimes referred to as the **RIASEC theory**.

- **Consistency:** adjacent pairs of types are more psychologically alike than nonadjacent pairs of types.
- **Differentiation:** an individual's profile of six types has significant highs and lows (differentiated) or the profile of six types tends to be flat (undifferentiated).
- **Congruence:** the individual's type and the environment type are the same.
- **Vocational identity:** high identity individuals are those who have a clear and stable picture of their interests and goals.

Holland's theory is very popular; many others have incorporated this theory into their own work.

5. Linda Gottfredson (developmental)

This newer (1980's) career development theory is called **'Circumscription and Compromise**' and focuses on the vocational development processes experienced by children. Vocational self-concept is central and influences occupational selection. Individuals circumscribe (narrow down occupations) and compromise (opt out of unavailable or inappropriate occupations) as they develop.

Individual development progresses through the following four stages:

1. **Orientation to size and power (age 3-5).** Children have neither; they are concrete thinkers and begin to understand what it means to be an adult. Even as young as age 3 they can name occupations they would like to do.
2. **Orientation to sex roles (6-8).** Children learn that adults have different roles, and occupations are sex-typed. Even today, most occupations are performed primarily by one sex or the other.

3. **Orientation to social valuation (9-13).** There is greater awareness of values held by peers, family and community; occupations vary greatly in social value -desirability.
4. **Orientation to internal unique self (14+).** In occupational selection as a teenager or adult, internal factors such as aspirations, values, and interests are critical.

Young children (ages 6-8, and even younger according to some research) tend to choose occupations which fit their gender. Preadolescents tend to choose occupations which have social values consistent with their perceived social class. They may also rule out occupations which are inappropriate because of a mismatch in ability, intelligence level or cultural factors. In the teenage years and later, self-awareness of personal characteristics helps determine which occupation is selected.

Individuals develop a cognitive map of occupations based on sex-type, social value (prestige), and field of work (interest area). A zone of acceptable alternatives is identified and occupations within this range are consistent with the individual's self-concept.

6. John Krumboltz (learning theory of career counseling -- LTCC)

Krumboltz used Bandura's social learning theory to identify the principal concepts for this theory of career development and career counseling.

Reinforcement theory, cognitive information processing, and classical behaviorism are important concepts.

Career development and career decision making involve the following:

- **Genetic endowments and special abilities**. This includes inherited qualities which may set limits on career opportunities.
- **Environmental conditions and events.** Events and circumstances influence skill development, activities and career preferences. Natural resources, economic conditions, and legislation may be involved.
- **Instrumental and associative learning experiences.** This is learning through reactions to consequences, results of actions, and through reactions to others. Reinforcement and non-reinforcement of behaviors and skills are important. Associative learning experiences come from associations learned through observations and written materials. They influence an individual's perceptions.
- **Task approach skills (problem-solving skills, work habits, etc.)**. Skills acquired such as problem-solving, work habits, mental sets, and emotional and cognitive responses.

Learning experiences over the lifetime influence career choice. An individual's generalizations and beliefs may be problematic and may need to be challenged by the career counselor. New beliefs and courses of action may need to be learned and substituted. The **Career Beliefs Inventory** of Krumboltz may be used to identify clients' mental barriers preventing them from taking action. Unplanned and chance events will influence an individuals' career development, and such occurrences should be expected and taken advantage of Krumboltz refers to these events as 'planned happenstance.'

7. Ginzberg, Ginsburg, Axelrad, and Herma

These developmentalists first presented their theory in 1951 and believed occupational choice progressed through three periods:

- Fantasy (birth to 11). Play becomes work oriented.
- Tentative (11-17). Four stages in this period are: interest, capacity, value, and transition.
- Realistic (17+). Three stages in this period are: exploration, crystallization, and specification.

The Ginzberg group based their early theoretical formulation on a small group of middle-class males who supposedly had freedom of choice in occupation. Decision making was important and was influenced by adolescent adjustment patterns. Later, Ginzberg agreed that occupational decision making was a lifelong process. Their theory stimulated further research. Super, for example, found many concepts in the Ginzberg et al. theory useful in the formulation of his own career development theory which he presented a few years later.

8. Ann Roe (needs approach)

Roe believed that genetic factors, environmental experiences, and parent-child relations influenced the needs structure each child developed. Parental influences and early childhood experiences were viewed as major determiners. Later, occupational selection would be a function of those needs.

Roe believed that careers were chosen to meet needs through either person oriented or non-person oriented occupations. This part of the theory was not well supported by research.

Roe developed a **field-by-level classification of occupations.**

She identified: Six levels:

1. Professional and managerial (highest level)
2. Professional and managerial (regular)
3. Semi-professional and managerial
4. Skilled
5. Semi-skilled
6. Unskilled

Eight fields:

1. Service
2. Business contact
3. Managerial
4. General cultural
5. Arts and entertainment
6. Technology
7. Outdoor
8. Science

The last three contained the non-person oriented occupations.

Robert Hoppock was also a needs-based career theorist. He identified a number of hypotheses which addressed the role of needs in choosing, changing and being satisfied with career.

9. Tiedeman and Miller-Tiedeman's decision-making model
Tiedeman (with O'Hara) believed that career development occurred as part of cognitive development as one resolved ego-relevant crises. For them, career development paralleled the eight psychosocial stages identified by Erikson. Tiedeman saw life decisions and career decisions as integrally related. Career decision making is a continuous process consisting of two phases, anticipation or preoccupation, and implementation or adjustment.
Anticipation or Preoccupation includes the following phases:
- Exploration
- Crystallization
- Choice
- Clarification

The phases of Implementation or Adjustment are:
- Induction
- Reformation
- Integration

Later, Tiedeman (with Miller-Tiedeman) emphasized the importance of the individual in the decision making process. The personal reality (I-power) of the individual was at the center of this potential for self-improvement and subsequent self-development. Through a continuous process of differentiating one's ego development, processing developmental tasks, and resolving psychosocial crises, career development takes place.

10. Cognitive information processing and career development
Reardon, Lenz, Sampson & Peterson (2008) presented a theory of career development based on cognitive information processing (CIP). A procedure for solving career problems was developed based on a series of assumptions which emphasize cognitions, information, and problem solving.
This sequential procedure, summarized as **CASVE**, involves the following processing skills:
- **Communication:** identifying the career-related needs of the client.
- **Analysis:** identifying the problem components and placing them in a conceptual framework.
- **Synthesis:** formulating courses of action or alternatives.
- **Valuing:** judging each action as to its potential for success or failure and impact on others. This is a prioritizing process.
- **Execution:** developing plans and implementation strategies.

11. Social cognitive theory and self-efficacy

Many concepts are based on Bandura's social learning theory. A cornerstone of that theory is self-efficacy which postulates that an individual's expectations will influence whether a behavior will be initiated, how much effort will be expended, and how persistent the individual will be in the face of barriers. In short, self-efficacy theory is an individual's belief that he or she can perform some task or be successful in some endeavor. In the career domain, these beliefs will influence choice, performance and persistence. Nancy Betz and Gail Hackett, and others, believe these concepts explain gender differences in career choice. Society empowers males, through expectations, to pursue a wider range of occupations than females and this may help explain why more men pursue math and science majors and careers.

Personal agency reflects an individual's ability and power to achieve objectives. Self-efficacy can be strengthened through learning experiences such as:

- personal performance accomplishments
- vicarious learning
- social persuasion
- physiological states and reactions

The career counselor can structure these learning approaches to increase a client's self-efficacy.

12. Constructivism and contextualism

The constructivist approach suggests that individuals construct their own reality or truth through their own way of organizing information. This becomes a very subjective phenomenon and focuses on how individuals extract meaning from their present situation.

Contextualism implies that career development is a constant interplay of forces within the individual, within the environment, and the interaction between the two. One cannot separate (remove) individuals from their environments (context) and the individuals' perceptions and information organizing processes create their reality.

The goal for the career counselor is to encourage the client to make meaning of his or her situation. Because context is so important, unraveling (dissecting) events into very small pieces may be counterproductive and reduce the possibility for constructing personal meaning. The focus of attention is actions which are cognitively and socially based. These actions are viewed from three perspectives: the behavior which occurs, the internal state (affect), and their social meaning.

13. Mark Savickas

Savickas is a proponent of a postmodern career counseling approach based on career construction theory. The career counselor is not viewed as the expert with infallible scores from inventories but rather as an active agent in assisting career clients to make sense of their life and work in order to be successful and satisfied. Recently, Savickas presented the concept of life design as a paradigm for career intervention. In this paradigm, individuals construct careers through identifying and presenting small stories

in response to a few questions. These stories are deconstructed with the help of the counselor and then reconstructed. Using these small stories, the counselor co-constructs with the client a life portrait or identity narrative and assists the individual to construct this career story into a new episode. This life design paradigm focuses on contextual possibilities, nonlinear progress, dynamic processes, multiple perspectives, and personal patterns which represent the world of work today. Intakes into account the changing nature of the workplace including the need for workers to be flexible, continuously employable, and have the ability to be temporary, contingent, casual, freelance, and self-employed.

14. H. B. Gelatt
Gelatt focuses on the decision-making process and outlines a fairly traditional five step process:
- Recognize a need to make a decision
- Collect data and look at courses of action
- Besides looking at courses of action, examine potential outcomes and their probability
- Attend to your value system
- Evaluate and make a decision (choose), and the decision can be investigatory or permanent

His later model of career decision making is called 'Positive Uncertainty' and is viewed as a whole-brained approach. Rational and intuitive components must be considered in decision making.

15. Trait and Factor (career counseling approach)
This approach is sometimes called an actuarial or matching approach. The trait-factor approach was developed by Frank Parsons (Father of Guidance). Parsons wrote: *Choosing a Vocation* which was published in 1909 the year after he died.
Trait-factor means you:
- study the individual (trait)
- survey occupations (factors)
- match the person with an occupation (using true reasoning)

This approach stimulated the development of assessment techniques (tests and inventories) and occupational information gathering.
E. G. Williamson (1930's) refined the 'trait-factor' approach. To him, the career counseling approach involved six steps: analysis, synthesis, diagnosis, prognosis, counseling, and follow-up.

16. Sociological or situational models of career development
There are sociological reasons why individuals choose the work that they do. People choose what they know about, i.e., occupations family members may expose them to. Ethnic group membership and cultural factors influence individuals toward and away from certain jobs and careers. Other factors which may influence occupational choice

include risk behavior, work identity and career mobility. Situationally, the environment and its opportunities influence the work an individual does. Local labor market conditions, educational/training and employment opportunities, as well as the mix of employers will impact what is available and often determines an individual's 'career development.'

17. John Crites

Crites developed a comprehensive model of career counseling. The counselor makes three diagnoses of the career problem.
1. Differential-what are the problems?
2. Dynamic-why have the problems occurred?
3. Decisional-how are the problems being dealt with?

After diagnosis, Crites advocated: client-centered and developmental counseling to begin with, later followed by the use of psychodynamic techniques such as interpretation, finally followed by trait-factor and behavioral approaches.

Crites is associated with the study of vocational maturity. He viewed it as a continuous developmental process moving through a series of stages and tasks. He developed the *Career Maturity Inventory*.

18. Decision models

In applying a decision-making model to career development, several factors which might affect decision making are:
- risk taking style
- investment (by chooser, such as time, money, deferred gratification)
- personal values
- self-efficacy (belief that the individual can perform the behavior necessary)

19. Career theory limitations

Many career theories had their origins in the 1950s and 1960s with data from small samples usually comprised of young, white, middle-class males. Many samples were college-educated. Non-whites and women were often excluded. Consequently, early career theories had limited generalizability to women, non-whites, and other ages. Over the years, other issues such as workplace trends, women in the labor market, an increasing multicultural population, single family homes, and dual-earner families argue for modifications in career theories. Most good career theories are still evolving.

20. Undecided and indecisiveness

Undecided implies the individual needs more information and then can or will make a decision. It is a state of being. Indecisiveness is an ongoing trait of the individual which implies that even with more information, the individual has problems making a decision. This is true beyond the career domain. Different counseling approaches are indicated based on whether the individual is undecided versus indecisive. With an indecisive client, personal counseling may be necessary before career counseling is helpful.

21. Career development
Career development is a lifelong process in which we develop values, skills, interests, and knowledge of the world of work. In this process, we also make decisions and implement these decisions through education and work.

22. Career-related definitions
- **Job:** one person in one position doing a set of tasks.
- **Occupation:** a definable work activity found in many locations (e.g. counseling, welding).
- **Career:** a series of jobs and occupations one does (narrow).
- **Career:** the education, training, work experience, and related professional activities associated with one's occupation (middle).
- **Career:** all of the work and other life roles one engages in (broad -from Super).
- **Lifestyle:** refers to the person's orientation and preference in regard to career, family, leisure, place of residence, work climate, and overall style of life.

23. Portfolio and encore careers
Portfolio career: Refers to the fact that many workers are engaged in more than one line of work at the same time. These jobs may or may not require similar skills.
Encore career: For a number of reasons, many retired individuals by choice or necessity are returning to work. Typically, they do not go back to their pre-retirement employer and thus do a "work encore" in some other kind of employment.

24. Compensatory versus spillover theory of leisure
Leisure includes periods of time in which an individual engages in activities or pursuits chosen freely such as relaxation, hobbies, sports, travel, and other outdoor or indoor activities.
Do you compensate (in terms of using skills, abilities, interests) for what you cannot do on the job -so you do very different things off the job?
Does what you do on the **job 'spillover'** into your leisure-so you do the same kinds of activities, using the same skills?

25. Career guidance and career counseling
Career guidance: assists individuals in understanding and acting upon self-knowledge and knowledge of opportunities in work, education, and leisure, and to develop decision-making skills.
Career counseling: the emphasis is on career development of an individual with special attention to values and attitudes, in a dynamic environment with a focus on self-understanding, career information, and career planning and decision making.

26. Personal versus career counseling
Most professionals believe that career counseling is personal counseling. Clients are holistic with problems and concerns that are multifaceted and overlap in several domains of life including home, work, and family.

27. Career counseling process

1. Establish a relationship

As with all counseling, career counseling is built upon a relationship between a career counselor and a client. In addition to helpful personality characteristics of the counselor, certain conditions experienced by the client in career counseling will facilitate sharing of issues with the career counselor.

2. Problem identification

As a result of this sharing, the career counselor and client should develop a better understanding of the issues or problems confronting the client.

Without this information, career counseling will lack direction and focus.

3. Assessment

Assessment is a continuous process and occurs from the moment the career counselor meets the client. Assessment might include the use of standardized and non-standardized instruments. Some level of assessment continues until termination.

4. Provide information

This step of the career counseling process relies on the career counselor as expert to provide pertinent information. The focus here is in informing the client of possibilities , opportunities, and resources helpful in addressing her or his specific career problem. Often, much of this information can be gathered by the client with appropriate direction, rather than given to the client.

5. Decision making

In the career counseling process, decision making usually follows.With the help of the career counselor, the client has identified the problem, participated in the assessment process, and has gathered and been given information. Decision making is next.

6. Implementation and follow-up

The career decision made in the previous step in the career counseling process is implemented. This will be highly idiosyncratic depending upon the individual, her or his circumstances, and the educational, employment, or other opportunities found in the environment. Follow-up with the client should occur as agreed upon.

28. Career counseling and individual differences

Career counselors must be sensitive to the unique characteristics presented by each client. They must fight the natural tendency to stereotype a client because he or she comes from this ethnic group, has that disability, etc. Diversity includes such dimensions as gender, socioeconomic status, age, and spirituality, as well as ethnicity, disability, and sexual orientation. Career counselors must be committed to self-reflection, and aware of the personal, social and occupational oppression that many individuals have experienced. This section identifies some major categories of individual differences and outlines some issues and characteristics about which counselors should be sensitive.

Adults in career transition

- identify issues; values and needs may be changing
- skills may be obsolete; retraining considered

- physical capacities may be changing
- family structure; empty nest issues
- leisure, lifestyle, pre-retirement issues
- may lack information resources and job-seeking skills

Cultural diversity
- the career counselor must be sensitive to the various contexts (individual, family, culture) of the client
- perceptions of power, work, time, and counseling will vary across cultures
- the career counselor must be sensitive to and respect the extent to which a client comes from a collectivistic versus individualistic cultural framework
- career counseling effectiveness is enhanced as the counselor uses procedures/techniques and defines counseling goals consistent with cultural values and experiences
- since much of what defines a culture is learned, level of acculturation signifies the extent to which an individual has learned and adopted the beliefs and world-view of another culture
- to understand a cross-cultural client, the career counselor must be aware of the historical and socio-political environment that has influenced that culture
- discrimination and stereotyping characterize what many individuals of cultural groups experience in the labor market
- individuals from minority groups are characterized as possessing less vocational information than majority group members
- counselors must encourage and support the consideration and entry of individuals in occupations nontraditional to that cultural group

People with disabilities
- most disabilities are not perceptible
- functional limitations and the person's adjustment to them need to be determined
- self-concept and social/interpersonal skills should be assessed
- independent living/coping skills may be an issue
- counselor advocacy role with potential employers may be necessary
- state vocational rehabilitation services offer specialized assessment and placement
- counselors must know the "American s with Disabilities Act" provisions and job accommodation possibilities

Gays, lesbians, bisexuals and transgendered
- for many gays, lesbians, bisexuals, and transgendered, a major conflict is whether to 'come out' and the potential repercussions on the job
- discrimination by some employers (especially for certain jobs such as caretakers and teachers) is still very strong
- iii. many employers do not recognize same-sex partners for benefit purposes
- there is no federal law addressing employment discrimination based on sexual orientation or gender identity

29 Manifested versus expressed interests

Knowing a person's interests can help predict future occupational selection and satisfaction with an occupation.

- **Expressed interests** are those spoken or reported.
- **Manifested interests** are determined by examining what a person is studying (college major), previous jobs held, and what activities the person likes.
- **Tested interests** are those measured via inventories or tests.

30. Testing/assessment in career counseling

When using tests and inventories in career counseling, the counselor must be sensitive to the instrument's appropriateness for that client's cultural and linguistic context. Is that test or inventory functionally equivalent within that client's culture as for the culture for which the instrument was originally designed?

Tests/inventories often used in career counseling are:

- **Aptitude:** O*Net Ability Profiler (formerly, General Aptitude Test Battery, GATB); Armed Services Vocational Aptitude Battery (ASVAB); Differential Aptitude Tests (DAT). Each of these measures several aptitudes and many are the same on each instrument such as verbal reasoning, mathematical reasoning and spatial perception.
- **Achievement:** Iowa Tests of Basic Skills (/TBS); Scholastic Assessment Test (SAT); American College Test (ACT); Graduate Record Examination (GRE)
- **Interest:** Strong Interest Inventory (SII); Self-Directed Search (SDS); Kuder Career Search Planning System; O*Net Interest Profiler; COPSystem JC (measure interests, abilities, & values);Campbell Interest and Skill Survey
- **Personality:** Myers-Briggs Type Indicator
- **Values:** O*Net Work Importance Profiler; Super's Work Value Inventory – Revised; Minnesota Importance Questionnaire

31. World-of-Work Map

The World-of-Work Map is a method of organizing families of occupations and was developed by ACT. It incorporates the Holland codes by creating a circle of occupations organized by the primary tasks of working with People, Data, Things and Ideas. ACT identified 26 career areas (families of occupations), and using their career exploration materials, over 500 specific occupations can be identified as well as hundreds of college majors. (www.act.org/wwm)

32. Computer-Assisted Career Guidance Systems

Computer guidance systems are designed to complement or supplement career counselors and not to replace them. Research, in general, is finding computer guidance systems helpful. The top-of-the-line systems are:

- **SIGI 3:** System of Interactive Guidance and Information (www.valparint.com)
- **DISCOVER** (www.act.org)

These two systems have extensive assessment components measuring interests, values and skills. They do college major matching, provide guidance activities and occupational information.

The following systems have limited assessment components, but, in general. ha,-e very good information files covering occupations and colleges. Some also have military occupations, financial aid, apprenticeship files, etc.

- **CHOICES** (bridges.com)
- **Focus II** (www.focuscareer2.com)

Many states have designed their own Career Information System (CIS) which includes assessment, occupational search activities, occupational information and educational information. Other software is available for resume writing, interviewing skills, and job matching.

33. Computer (Internet) Resources

The use of the Internet in career development activities is critical.

Clients should be encouraged to use all technology including social media sites rather than be overcautious and not use such sites. Social media can be used m present the client's qualifications, interests, goals, and activities which enhance their employability. Tech media can also be used to explore job openings, research prospective employers, provide information to potential employers, do job interviews and network with those who might be helpful about career possibilities.

Social media sites which may be the most useful for career related purposes are Linkedln, Twitter and Facebook. It is reasonable to assume that employers will check social media sites in their search for potential job candidates or to round out their picture of individuals who have been identified as potential candidates.

Starting in high school and continuing in college, individuals should be concernee and develop an "online" brand. This is the online image or reputation which will be of interest to employers. Such things as academic experiences, volunteer activities, awards, ideas, and travel can all help develop a personal brand.

Besides social media sites, other potentially useful sites include educational resources (training programs, colleges, universities, etc.) financial aid, military opportunities, and job listings. Sending resumes via the Internet is common. Self-assessment possibilities also exist online.

One source of information about online interviews is **SparkHire** (www.SparkHire.com). Candidates may submit responses or a video of their performance to questions submitted by the employer. Or the video interview may be conducted directly with both candidate and employer present -online. An excellent information **source about employers and organizations** is **Glassdoor** (www.glassdoor.com).

Other internet sites in a variety of related areas are: **America's Career InfoNet** (www . acinet.org) **America's Job Bank** (www .jobbankinfo .org) **Monster** (www .monster.com) **US Department of Education** (www.ed.gov)

Career information for under-represented groups: **Imdiversity** (www.imdiversity.com)

Military Careers (todaysmilitary.com)

34. O*NET (online.onetcenter.org)
O*NET (Occupational Information Network) is a free comprehensive data base of worker attributes and job characteristics. Its three major components are: Find Occupations, Skills Search, and Crosswalk. It replaces the Dictionary of Occupational Titles. A number of assessment and career exploration tools have been developed. These include:
- Ability Profiler
- Interest Profiler
- O*Net Computerized Interest Profiler
- Work Importance Profiler
- Work Importance Locator

35. Dictionary of Occupational Titles (DOT)
Although the O*Net system has replaced the DOT, it is still available. About 12,000 different jobs are defined. There are a total of over 20,000 different titles of jobs in this U.S. Department of Labor document. The DOT contains occupational descriptions including duties, tasks, and tools used. Each occupation has a nine digit code number. The first three digits identify the general category, division, and group of occupations. The middle three digits represent data-people-things. The lower the number (zero is lowest) the greater the involvement of that job with data, people or things.

36. Occupational Outlook Handbook (OOH) (www.bls.gov/oco/)
This is a national document published by the U.S. Department of Labor.
It is current (published every two years) and contains job trend data, employment projections for the next ten years, jobs of the future, occupational information, salary data, etc. It is the document most used by career counselors as determined by a national survey.

37. Hidden job market
It is estimated that approximately 80% of jobs are not advertised or generally known. These jobs are most apt to be identified through networking. Most employers now list position vacancies on their websites. Failure to examine these employer websites will decrease valuable job-hunting information.

38. Outplacement Counseling
This is career counseling provided to workers of an organization who are to be terminated. Outplacement counseling might include assessment, career counseling, job seeking skills development, and job placement assistance.

39. Retirement Counseling
Individuals who retire may transition to a number of new and different roles.

Some of these individuals may find that their circumstances do not allow them to continue retirement and may be forced to return to employment of some kind. Retirement counseling assists individuals in their transitions including the examination of their circumstances, options, fears and possibilities which will prevail following employment. This might include addressing family, home, leisure, employment, social, medical, financial and legal concerns.

40. Career Education
Originally career education was a strategy of infusing career development concepts into existing kindergarten through high school curricula. Ken Hoyt, a long-term leader in the career development field, was closely associated with this concept.
Goals of career education were:
- Career Awareness (elementary level)
- Career Exploration (middle or junior high level)
- Career Orientation (high school level)
- Career Preparation (high school level)

Career education promotes career awareness and development concepts with school children via classroom activities, guest speakers, field trips, internships and part-time employment for older students.

41. Displaced homemaker and dislocated worker
A displaced homemaker has traditionally been a woman who is a former homemaker whose children may be in school or gone. She is looking for employment and may be divorced or widowed. Issues for her may include lack of information about the labor market, poor job- seeking skills, no support system, and shaky self-concept.
Dislocated worker is anyone who becomes unemployed because of obsolete or no longer needed skills, downsizing, rightsizing, company relocation, shutdown, or high unemployment.

42. Dual-career (job) or dual-earner couples
Many individuals work but do not have careers in the traditional sense. However, they have 'jobs' and are wage-earners.
Potential conflicts for dual-career or dual-earner couples are:
- home and children chores are not equitable (asymmetry of roles)
- whose job takes precedence if a career move is offered c.time for leisure
- the woman may make more money than the man

Identity tension line: This refers to the comfort area each sex has based on sex role socialization. Going beyond (doing opposite sex chores) may create tension. Most current research indicates that when the woman becomes the second earner, she typically maintains the majority of her original household and children chores in addition to her new job.

43. Family and gender issues

A variety of family issues influence the workplace:
- Families are forming later and fewer children are the norm.
- Single heads-of-household are common and, in part, reflective of the high divorce rate.
- The "traditional" family of father working and mother staying home to care for children is no longer the norm.
- The acceptance of cohabitation before/instead of marriage has delayed or precluded marriage.

Gender issues
- The number of women in the labor market is nearing 75 percent of all working-age women. Many of these women work part-time.
- Women make up about 47% of the workforce. More men than women lost their jobs in the recent recession.
- Women earn between 70% and 80% of what men earn with greater wage equality among younger workers .However, more women than men work in part-time jobs which pay less.
- Women are earning more undergraduate and master's degrees than men and nearly as many degrees as men in law and medicine.
- Women still assume primary responsibility for children as well as taking care of sick and elderly parents.
- 'Glass ceiling' refers to the set of restraints, typically imposed by men, which impact women's (or any other group's) ability to move up the career ladder within an organization.

In career counseling, family and gender issues must be addressed. Research evidence suggests that family patterns and relationships are carried into the workplace.
Family of origin issues are sometimes expressed in occupational choice and workplace behavior. An occupational family tree or genogram may be used in career counseling. Career couples counseling may be appropriate at times.

The Family and Medical Leave Act (FMLA) covers employers with 50 or more workers. This federal law provides up to a total of 12 weeks of unpaid leave during any 12 month period. It may be taken by a new parent or to care for an immediate family member who is ill.

44. Other workforce trends
1. Issues with economy:
Even with the official national unemployment rate (those seeking work) between 5 and 6 percent, millions of additional workers are unemployed because they have become 'discouraged,' and are no longer seeking employment. One consequence of the uncertain employment situation is the increase in worker stress. The demand for employee assistance services by workers has increased many fold over the past few years.
2. Occupational changes:

The **fastest growing occupational clusters** during the next ten years will be health care/personal assistance, and professional and related occupations. The occupations with the most job openings will be registered nurses, personal care aides, and retail salespersons. The **slowest growing occupational clusters** will be lumber workers, locomotive firers, and postal service clerks. **Within government**, federal employment will decrease during the next ten years but state and local government employment will increase.

3. Unemployment:
Unemployment is experienced differentially depending on cultural/ethnic group. From lowest to highest unemployment, the current order is as follows: white male, white female, Hispanic male, Hispanic female, black female and black male.

4. Relationship of education to income:
There is a strong positive relationship between levels of education and income including lifetime earnings. There is a strong negative relationship between level of education and unemployment

5. Outsourcing:
The cost of labor is cheaper in other countries (especially developing countries) so many US companies find it economically rewarding to shift some or all of their operations out of the US. This includes goods- producing companies as well as those that provide information and technical services.

45. Issues for long-term unemployed
Following a recession, the number of long-term unemployed rises.As the recession goes on, many of the short-term unemployed become long-term. The two most likely reasons are:

- With increasing length of unemployment, discouragement occurs and less effort may be put into a job search.
- There is evidence that employers may discriminate against the long- term unemployed. One study found that employers preferred shorter-term unemployed with less skill than longer-term unemployed who had more skill.

46. Workforce Innovation and Opportunity Act
This federal law was passed in 2014. It consolidates programs for employment and training, adult education as well as programs under the 1973 Rehabilitation Act. It replaces the Workforce Investment Act of 1998.

47. National Career Development Association and the National Employment Counseling Association
These are divisions within the American Counseling Association which relate to career development and employment issues.

Career Development Study Questions

1. Maria, a 25-year-old Latina woman, is in career counseling. In reviewing her background, the counselor determines that she has followed the 'rules' and expectations of her close-knit family. She now finds herself in a position needing to support her family on her own and can't decide between three different occupational possibilities which she has heard about. Maria may be characterized as
A. career inefficacious.
B. career undecided.
C. needing more schooling.
D. career indecisive.

2. Jobs and careers of individuals have been changing over the years. Some newer conceptualizations of the world of work have been noted. For example, when a retired person chooses to re-enter the workforce, such work or career is often called
A. compensatory.
B. portfolio.
C. encore.
D. life-career.

3. Jason, the sole source of income in the family, suffers unemployment unexpectedly. As the unemployment continues, a variety of consequences are likely to ensue for him, his wife, and their children. Research suggests that
A. the next job Jason finds will probably be better than the last one.
B. the children should not be told of their father's unemployment in order to reduce their anxiety.
C. it is unlikely that Jason will experience the grief cycle.
D. as unemployment continues, his wife will slowly pull away from her circle of friends.

4. A 45-year old woman is returning to the labor market after an absence of nearly 20 years. She does not know what work she should apply for because she claims she has no skills. Besides dealing with self-concept and confidence issues, the career counselor will attempt to help the woman identify
A. obsolescence factors.
B. "empty nest" issues.
C. a mentor.
D. transferable skills.

5. Following receipt of a bachelor's degree in sociology, Yolanda joined the Peace Corps. Now, at 25 years of age, she is reviewing her employment options by examining her personal needs and goals, interests, abilities, and opportunities and has made a tentative occupational choice. In light of Super's developmental stages, Yolanda is
A. in exactly the right stage.

B. ahead of expectations.
C. behind expectations.
D. not in any of Super's stages.

6. In her career development theory, Linda Gottfredson identified four stages of development experienced by children. During the second stage, children begin to rule out some jobs as not appropriate for them. This stage is characterized by an orientation of children to
A. sex roles.
B. internal, unique characteristics of self.
C. size and power.
D. social valuation.

7. In general, women earn about 75% of what men earn for a variety of reasons including their entry/re-entry pattern in the labor market, discrimination, and because the types of jobs most of them hold pay less. Which of the following statements is most accurate?
A. The glass ceiling is more of a barrier now than in the past.
B. The percentage of the labor force composed of women continues to increase dramatically.
C. There are fewer women than men in service-related occupations.
D. In terms of income, younger women compare more favorably with younger men than do older women compared to older men.

8. An elementary school counselor is designing a career development program to be implemented during the next school year. One of the student competencies the counselor would like to address at the elementary school level is
A. skills in making career transitions.
B. deciding on a career.
C. knowledge of the importance of the self-concept.
D. skills to locate and interpret career information.

9. Awareness by career counselors of the cultural values and environment of minority group members they counsel will make such counseling more effective. Which of the following is **NOT** true in regard to ethnic groups in this country?
A. minority group members are likely to experience discrimination and prejudice In employment.
B. The concept of 'last hired, first fired' often applies to minority group members.
C. The absence of role models encourages minority group members to accept non-traditional employment.
D. There is a sense of wariness and distrust by minority group members of new employment and training programs.

10. Client: "I'd like to go to college and become a teacher but my folks don't think I would make it."
Counselor: "Why do they believe that?"
Client: "They didn't go to college and think my writing isn't good enough. I guess they're right."
Counselor: "Let's talk about this for a minute. I'd like to challenge your ideas about college and writing, and your belief that you couldn't make it."
This counselor is probably implementing career concepts from the_____ theory
A. trait-factor
B. Krumboltz
C. Roe
D. Bolles

11. A collectivistic, group-oriented value system is most likely to explain career behavior of
A. young European immigrants.
B. older Native American and Asian American workers.
C. middle-aged white males.
D. young and professionally trained white women.

12. Parsons developed a career counseling approach which consisted of studying the individual, surveying occupations, and matching the person with an occupation. This approach became known as
A. field and level.
B. process and content.
C. data and prediction.
D. trait and factor.

13. During high school and for two years after, Juan has been employed in many jobs. However, eventually something happens and he is terminated by the employer. Although his attendance and work habits are poor, Juan believes that he is being discriminated against. In seeking a career counselor, Juan might benefit most from one who approaches clients from a
A. trait-factor perspective.
B. developmental perspective.
C. needs-based perspective.
D. social-learning perspective.

14. In career counseling, many clients have misconceptions about the purpose of assessment, such as: tests will tell them 'what to be' or 'what to do.' Which of the following statements is **most accurate**?
A. Assessment should move from a trait-factor 'square-peg' approach to increasing personal information to support decision-making using all information.

B. Inventories should be used primarily to clear up differences between interests and abilities.

C. Vocational inventories' validities and reliabilities are not important as long as the tests encourage exploration on the part of the client.

D. Inventories of career maturity are commonly used to supplement the information gained through the use of other career tests.

15. Changes in technology in the world of work have been increasing during the past 1hirty years and will continue. The results of this technological change have not always been positive and have resulted in the dislocation of many workers. This phenomenon has become known as
A. third world ascendancy.
B. worker job obsolescence.
C. economic recession.
D. temp labor force market.

16. "Asymmetry of roles' and 'identity tension line' refer to
A. dual-career couples.
B. displaced homemakers.
C. dropouts.
D. midlife crisis.

17. Working with adults, a career counselor believes that clients will be more satisfied on the job if their personality type is similar to the 'personality' type of the work environment. According to Holland, this phenomenon is called
A. differentiation.
B. congruence.
C. calculus.
D. consistency.

18. A college counselor works with many students in the process of changing majors. Some information which is important to this process is occupational trends and projections. On a national level, the document providing such information is
A. *Occupational Outlook Handbook.*
B*. Dictionary of Occupational Titles.*
C*. Journal of Employment Counseling.*
D*. Guide for Occupational Exploration.*

19. Career counseling with culturally diverse clients argues for certain awareness on the part of the White counselor. Which of the following is **NOT** an issue of concern?
A. The client's sense of being a part of an individualistic vs. collectivistic culture.
B. Perceptions of power, work, time, and value of counseling vary cross cultures.

C. Understanding the historical and socio-political environment is not particularly helpful with the career client.
D. Level of client acculturation and language skills will influence assessments used.

20. Women comprise nearly one-half of the workforce in the United States. This 'feminization of the workforce' is resulting in
A. more women dropping out of school to go to work.
B. more need for day-care and flexible parental leave policies.
C. an increase in family size because larger families are affordable.
D. women workers becoming more concentrated in fewer occupations.

21. In a dual-career marriage or partnership, dissatisfaction or stress is most likely to occur when
A. the couple or partners hold traditional sex-role attitudes.
B. there is agreement between the couple or partners in regard to attitudes and aspirations.
C. conflicts are expressed and negotiated.
D. financial and emotional resources are shared.

22. One of the social learning theories which has relevance to career development and vocational behavior is that of Albert Bandura who is associated with the concept of self-efficacy. Whether or not a person expects to be successful in certain behaviors is based on four sources of information available to him or her. Which of the following is **NOT** one of those sources?
A. Verbal persuasion which includes encouragement and support from others.
B. Emotional arousal which includes tuning in to physiological states such as anxiety.
C. Vicarious experiences which might include modeling and role playing.
D. Positive uncertainty which means that a person is open to unpredictability and randomness in career development.

23. Joshua is meeting with his career client for the first time. In establishing the relationship and learning about the client, he focuses on events in the client's life, the social meaning of the events to the client, and how the client organizes and gets meaning from what has happened. It is safe to say that the career theory Joshua uses has been strongly influenced by
A. a value-based model of career choice.
B. person-environment fit theory.
C. social constructionism.
D. Tiedeman's decision making model.

24. Which one of the following concepts is **NOT** associated with H.B. Gelatt?
A. Planned happenstance.
B. Decision-making process.

C. Two-by-four process (attitudes and factors)
D. Positive uncertainty

25. Li has been forced out of a military career after 12 years because his 'military occupational specialty' will no longer be available. Working with a career counselor, Li has found a civilian occupation that appeals to him that would make use of some of his military training and experience. The counselor believes that the next step for Li should be
A. take an aptitude test.
B. cold call' employers.
C. apply for evening school courses.
D. develop a resume.

26. Mark Savickas' approach has been labeled both postmodern and constructionist. Which of the following statements regarding career counseling is he likely to agree with?
A. The client's 'story' is not useful.
B. The use of standardized objective instruments is necessary.
C. Fitting the person to the environment is a critical task.
D. Helping the client identify strengths, resources, and coping abilities is important.

Career Development Question Answers

1.	B	14.	A
2.	C	15.	B
3.	D	16.	A
4.	D	17.	B
5.	C	18.	A
6.	A	19.	C
7.	D	20.	B
8.	C	21.	A
9.	C	22.	D
10.	B	23.	C
11.	B	24.	A
12.	D	25.	D
13.	D	26.	D