Chapter 1

Introduction to Career Development Interventions

The first chapter introduces students to the importance of career development interventions in the 21st century to help individuals adapt to complex career concerns of today’s workers. Specifically, this chapter (1) traces the meaning of work across time (2)(2) highlights the link between work and worth (3) provides an overview of systematic career development intervention while defining specific career related terms (4) highlights important events in the history of career development interventions, as well as the significant impact of Frank Parsons and (5) discusses future trends in the field.

**The Meaning of Work Across Time**

* The way in which individuals viewed work has greatly differed throughout history
* There is substantial evidence that the meaning of work is changing throughout the world in the 21st century
* Initially work was viewed as a means to serve God and evolved in the 19th century as a means of determining one’s status. Work has the same root as the Greek word: “sorrow”.
* Shift occurred at the beginning of the 20th century as individuals as individuals embraced a new work ethic called, “Career” ethic by which individuals “find their fit and don’t quit” (Maccoby and Terzi, 1981).
* Now in the 21st century (due to downsizing and a global economy) many organizations are flattening and leaving workers feeling betrayed, anxious and insecure about the future (Savickas, 1993).
* As a result, the meaning of work has expanded to encompass the totality of work/life roles throughout the course of one’s life.

**Linking Work with Worth**

* Research supports the importance and centrality of work within individuals’ lives
* Work provides social interactions, fulfillment of social and personal needs and a

sense of personal identity and meaning (Doherty, 2009).

* Self-worth is substantially dependent upon how individuals feel about their work

contributions

* Problems in self-esteem (or self-worth) occur when individuals develop unrealistic

expectations for work, have not explored a variety of career options, feel that their

skills are underutilized, or feel unable to manage numerous career transitions and

tasks.

**Providing Systematic Career Development Interventions**

* Career development interventions need to be provided in a developmental and multicultural systematic fashion.
* This process includes helping children, adolescents and adults: (1) learn how to use both rational and intuitive approaches in career decision making, (2) become clear about the importance and values they seek to express through participating in various life roles, (3) cope with ambiguity and change, (4) develop and maintain self-awareness, (5) develop and maintain occupational and career awareness, (6) maintain relevant skills and knowledge, (7) engage in lifelong learning, (8) search for jobs effectively, (9) provide and receive career mentoring, and (10) develop and maintain skills in multicultural awareness and communication.
* Key terms include *career, career development, career development interventions, career counseling, career education,* and *career development programs.*

**Important Events in the History of Career Development Interventions**

* Frank Parsons is a central figure in the history of career development interventions.
* He delineated a systematic approach to career decision making that became known as the *Parsonian* approach which consisted of three steps: 1) gain self-knowledge, 2) gain occupational knowledge and 3) use “true reasoning” to decide which occupation to pursue .
* This *Parsonia*n approach later formed the basis for *actuarial* or *trait and factor* approach to career development interventions.
  + E. G. Williamson helped the advancement of trait-and-factor interventions by outlining a six-step process to guide trait-and-factor career counseling: analysis, synthesis, diagnosis, prognosis, counseling and follow-up.
  + The Theory of Work Adjustment proposed by Dawis and Lofquist stresses how the person and environment must continually attempt to maintain correspondence with one another so that the needs and requirements of each are satisfied
* Personnel testing and placement activities as a result of World War II significantly contributed to the advancement of utilizing assessments to help place individuals into specific occupations.
* Donald Super significantly influenced the field of career development by placing career behavior in the context of human development.
* Computer assisted career guidance programs and information-delivery systems in the 1970’s led to an emphasis on career education.
* Within recent years, career development interventions have been developed to addressed the needs of diverse clients (gender, race, class, sexual orientation)
* Currently advocacy for clients’ career concerns are necessary due to external factors such as large-scale downsizing, wage, stagnation, and salary inequities

**Future Trends in Career Development Interventions**

* New or revised career development interventions are needed to help individuals adapt to the rapid changes occurring in the world of work due to technological developments, the emergence of a global economy, and a diversified workforce.
* Future trends in career development interventions:
  + Highlight the importance of helping clients articulate and become aware of their values and how they impact their career choices.
  + Seek to go beyond objective assessments to try to capture stories behind the scores in a way that individuals’ life experiences are taken into consideration
  + Embrace counseling based career assistance in order to help clients articulate their experiences and construct their lives.
  + Continue to emphasize the importance of multicultural career development theories and interventions such as economic hardship, ethnic minorities, immigrants, personals with disabilities and persons who are gay, lesbian, bisexual or transgendered.
  + Focus on helping individual develop and continue to express themselves in multiple life roles
  + Seek to incorporate social justice and advocacy into career development interventions

Classroom Activities

1. Divide the class into small groups. If you have multiple counseling specialties present, divide the groups by the population with which they intend to work (e.g. elementary school, higher education, community). Ask each group to identify a list of career development concerns clients might bring up in their counseling sessions.
2. Ask students to draw their lifeline and identify the important factors in their lives that have influenced their career development. As a larger group, create an aggregate lifeline including important factors volunteered from the class participants. Discuss themes that arise.
3. Provide the class with a career counseling case that involves multiple issues (work and non-work concerns). Discuss which of the issues are appropriate for career counseling. Highlight the difficulty in separating career from personal issues in career interventions.

Class Discussion Questions

1. What myths about career counseling have you heard? Where do you think they come from? Are they (myths identified) justified?
2. What career development concerns might you encounter in session during your future work as a counselor?
3. How is a career important to an individual? What value might it add to their life? How might it affect their self-concept?

**Test Bank – Chapter 1**

Essay Questions

1. Describe the Parsonian approach to career decision making and its contribution to the career counseling profession.
2. How has a global economy and corporate downsizing impacted today’s worker?
3. How can linking work with worth negatively impact a client’s well-being?
4. Identify and describe at least one future trend in career development interventions.
5. How can career counselors help individuals manage their career development effectively in the 21st century?

Multiple Choice

1. Today’s, career development practitioners help individuals manage their career development by helping them EXCEPT:
2. cope with ambiguity and change
3. use rational and intuitive approaches in career decision making
4. help them maintain relevant and up to date skills
5. land the perfect job and keep it.
6. By definition, \_\_\_\_\_\_\_\_\_\_\_\_\_ involves the person’s creation of a career pattern, decision making style, integration of life roles, values expression, and life-role self-concepts.
7. career education
8. the Parsonian approach
9. career development
10. career counseling
11. The idea that feelings in one area of life affect feelings in another area of living is know as
12. true reasoning.
13. trait-and-factor approach.
14. values-based decisions.
15. spillover hypothesis.
16. Those adhering to a self-fulfilling work ethic are seeking a career that allows them to be
17. free-spirited, allowing things to unfold over time, laissez-faire.
18. involved in family, community, leisure, and/or other life roles.
19. caring for others while maintaining one’s own needs and interests as well.
20. conservative, managing risk, and making sure one’s own opinion is heard.
21. Entrepreneurial and career work ethics have been replaced by the
22. wish-fulfillment ethic.
23. altruistic ethic.
24. self-fulfillment ethic.
25. self-containment ethic.
26. Career uncertainty and occupational dissatisfaction may cause
27. both psychological and physical stress.
28. psychological stress.
29. physical stress.
30. none of the above.
31. A systematic process for occupational decision-making, labeled *true reasoning*, was developed by
32. Parsons.
33. Super.
34. Herr.
35. Strong.
36. Forty years ago the prevailing term for one’s career was
37. avocation.
38. vocation.
39. guidance.
40. career path.
41. The work of James Cattell, Alfred Binet, and Walter Bingham contributed extensively to the emphasis of \_\_\_\_\_\_\_\_ in career counseling.
42. decision-making
43. group work
44. psychoanalysis
45. testing
46. Parsons’ tripartite model for vocational direction developed into the approach to career development interventions known as
47. trait-and-factor.
48. developmental stage model.
49. cognitive behavioral.
50. values-based career decision making.
51. The goal of the trait-and-factor approach to career counseling is to

A. find a job for a person.

1. identify areas of one’s life that have affected the success or failure on a previous job and not make the same mistake again.
2. seek support and possibly refer an individual to a more skilled professional or an employment agency.
3. identify the degree of fit between the person and the occupation.
4. The Career Pattern Study was

A. one of the first longitudinal studies of career development.

1. a study of jobs in the Third World.
2. a study of adolescent job preferences.
3. a study of the differences of women’s and men’s career development.

13. Which of the following was the first to shift the focus of career development interventions to that of an ongoing process?

1. Frank Parsons
2. Carl Rogers
3. Mark Savickas
4. Donald Super
5. The main organization for professional career counselors is the
6. National Career Development Association.
7. National Vocational Guidance Association.
8. National Association of Guidance Supervisors and Counselor Trainers.
9. American Association for Career Specialists in Group Work.
10. According to Savickas, the competencies which will become the main areas of focus for career counselors are
11. job placement and performance.
12. job skills and competency.
13. critical thinking, self-affirmation, and commitment to community.
14. time of working and retirement.

**Text for PowerPoint Presentation**

(available on web site)

**Defining Key Terms**

* + Career
  + Career Development
  + Career Development Interventions
  + Career Counseling
  + Career Education
  + Career Development Programs

**Career**

* Today career is conceptualized as a lifestyle concept
* -the course of events constituting a life (Super, 1976)
* the total constellation of roles played over the course of a lifetime (Herr, Cramer, & Niles, 2004)

**Career Development**

* The lifelong psychological and behavioral processes and contextual influences shaping one’s career over the life span
* A person’s creation of a career pattern, decision-making style, integration of life roles, expression of values, and life-role self-concepts

**Career Development Interventions**

*Activities that empower people to cope effectively with career development tasks--*

* development of self-awareness
* development of occupational awareness
* learning decision-making skills
* acquiring job search skills
* adjusting to choices after their implementation
* coping with job stress

**Career Counseling**

A formal relationship in which a professional counselor assists a client or group of clients to cope more effectively with career concerns through

* establishing rapport.
* assessing client concerns.
* establishing goals.
* intervening in effective ways.
* evaluating client progress.

**Career Education**

The systematic attempt to influence the career development of students and adults through various types of educational strategies – including:

* provision of occupational information.
* infusion of career concepts into the academic curriculum.
* offering of worksite-based experiences.
* offering career planning courses.

**Career Development Program**

A systematic program of counselor-coordinated information and experiences designed to facilitate individual career development (Herr & Kramer, 1996)

**Misconceptions about Career Counseling**

* Focuses on occupational information and test administration
* Requires different and less sophisticated skills
* Requires the counselor to be directive
* Is irrelevant to future work as a counselor

**Career Development Interventions**

* The skills and techniques required encompass and extend those required in more general counseling.
* The focus of counseling is to increase life satisfaction.
* Clients need a high level of self-awareness to translate their experiences into career choices.

**Career Development Interventions, continued**

* People often need help in clarifying their values, life-role salience, interests, and motivation as they attempt to make career choices.
* Many clients come to career counseling with psychological distress, low self-esteem, weak self-efficacy, and little hope that the future can be more satisfying than the past.

**Skills, Behaviors, and Attitudes People Need to Manage Careers**

* Learn new skills, cope with change, and tolerate ambiguity
* Acquire general and specific occupational information
* Interact with diverse co-workers
* Adjust to changing work demands
* Use technology

**Characteristics of Effective Interventions**

* Holistic, comprehensive, and systematic
* Provided developmentally across the life span

**Meaning of Work Across Time**

* Way in which individuals have viewed differs throughout history
* Survival (primitive societies)
* Opportunity to share with others (early Christians)
* Means of spiritual purification (Middle Ages)
* Way to serve God (Protestant Reformation)

**Meaning of Work Across Time (continued)**

* Opportunity for self-sufficiency and self-discipline (19th century)
* Challenge to find a fitting long-term career (20th century)
* Means to self-fulfillment (21st century)

**Linking Work with Worth**

* Research supports importance and centrality of work
* Work provides social interactions, fulfillment of social/personal needs; and a sense of personal identity/meaning
* Self-worth is dependent upon how individuals feeling about their work contributions

**Problems with Linking Work with Worth**

Occurs when individuals:

* develop unrealistic expectations for work
* have not explored a variety of career options
* feel that their skills are underutilized
* feel unable to manage numerous career transitions/tasks

**Providing Systematic Career Development Interventions**

* Need to be developmental (children, adolescents, adults) and multicultural
* Use both rational and intuitive approaches in career decision making
* Help individuals cope with ambiguity and change
* Help develop and maintain self-awareness
* Help develop and maintain occupational and career awareness

**Providing Systematic Career Development Interventions (cont.)**

* Maintain relevant skills and knowledge
* Engage in lifelong learning
* Help individuals search for jobs effectively
* Provide and receive career mentoring
* Help individuals develop and maintain skills in multicultural awareness and communication

**Important Events in the History of Career Development Interventions**

*Highlights*

* Career development interventions began with Frank Parsons (*Parsonian* approach)
* Parson's approach became the foundation for the trait and factor approach
* WWII necessitated personnel testing and placement activities to match individuals to occupations
* Donald Super then influenced the field by emphasizing the developmental aspects of career
* Career Guidance systems in the 1970's led to an emphasis on career education
* Career development interventions today address the needs of diverse clients

**Beginning with the Parsonian Approach**

* Introduced by Frank Parsons
* Step 1: Develop a clear understanding of yourself -- aptitudes, abilities, interests, resources, limitations, and other qualities.
* Step 2: Develop knowledge of the requirements and conditions of success, advantages and disadvantages, pay, opportunities, and prospects of jobs.
* Step 3: Use true reasoning to relate these two groups of facts.

**Basic Assumptions of Trait-and-Factor Theory**

* Because of one’s psychological characteristics, each worker is best fitted for a specific type of work.
* Workers in different occupations have different psychological characteristics.
* Occupational choice is a single, point-in-time event.

**Basic Assumptions of Trait-and-Factor Theory, continued**

* Career development is mostly a cognitive process relying on rational decision making.
* Occupational adjustment depends on the degree of agreement between worker characteristics and work demands.

**Williamson’s Six-Step Process to guide trait and factor approaches**

* Analysis
* Synthesis
* Diagnosis
* Prognosis
* Counseling
* Follow-up

**Williamson’s Description of a Client’s Presenting Problem**

* No choice
* Uncertain choice
* Unwise choice
* Discrepancy between interests and aptitudes

**Later Developments**

* Testing movement (early 20th century)
* Formation of NVGA (1913)
* Formation of Department of Labor (1913)
* Vocational Rehabilitation Act (1918)
* Formation of United States Employment Service (1933)
* First edition of Dictionary of Occupational Titles (1939)

**Later Developments, continued**

* Increased personnel testing and placement (World War II)
* Carl Roger’s book Counseling and Psychotherapy (1942)
* Formation of APA Division 17 (1947)
* Formation of APGA (1951)
* Theory development (1960’s)

**Later Developments, continued**

* Increase in number of career assessments (1960’s)
* Development of computer-assisted career planning systems (late 1960’s)
* Career education as a national priority (1970’s)
* Attention to the career development of diverse populations (1990’s)

**Factors Influencing 21st Century Career Development**

* Global unemployment
* Corporate downsizing
* Demise of social contract
* Dual careers
* Work from home
* Intertwining of work and family roles
* Many job shifts
* Need for lifelong learning

**Ways to Construct Responsive Interventions in the 21st Century**

* View career decisions as values-based decisions
* Offer counseling-based career assistance (move beyond assessment)
* Provide multicultural career interventions
* Focus on multiple life roles