



**Instructor's Manual**

for Dr. Vern Zunker's

**CAREER COUNSELING:  
Applied Concepts of Life Planning**

**Seventh Edition**

Debra S. Osborn, Ph.D.  
Department of Psychological and Social Foundations  
Counselor Education Program  
University of South Florida

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## **INTRODUCTION TO THE MANUAL**

The purpose of this manual is to facilitate student learning and application of developmental career counseling principles. The manual presents an overview of each chapter, an annotation of current research, and ideas and resources for classroom presentations. It is our hope that the counselor educator will find the resources helpful in the planning, designing, and teaching process.

The chapters of the manual coordinate with the chapters in the textbook. The manual chapters consist of several sections which are described below. With a few exceptions, each section appears in all of the chapters.

### **Chapter Overview and Discussion**

In this section a brief overview of the chapter content is provided. Important concepts presented in the chapter are discussed, and points are noted about the chapter.

### **Discussion and Demonstration: Issues and Resources**

This section introduces articles, references and exercises which may be used by the instructor for class discussions and assignments. Articles and references mentioned in the section are summarized with emphasis on important discussion points.

### **Supplementary Learning Exercises**

In this section the objectives of the chapter exercises are provided and suggestions are given as to how the exercises may be employed in instruction. Exercises which are particularly useful as class discussion topics or project assignments are noted.

### **Resources**

This section presents annotated references and additional resources which may be used to enhance class instruction. Many of the media resources provide instruction and could also serve as resources which may be used in career counseling.

### **Objective Test Items**

This section provides multiple-choice questions which may be used for class examinations.

### **Internet Questions**

This section provides questions that will be available on the Brooks/Cole website for student practice.

### **Essay Test Questions**

This section suggests essay questions which may be used for class examinations or written homework assignments. Important points which should be covered in students' essays are indicated to facilitate evaluation.

## CHAPTER 1

### CAREER COUNSELING TODAY AND ITS HISTORICAL DEVELOPMENT

#### Chapter Overview and Discussion

Chapter 1 contains a brief introduction to the book and discusses the historical background, current issues and changing focus of career counseling throughout the decades. The evolution of career counseling is described in detail, and is related to the emergence of the counseling field as a whole. Finally, future perspectives on the field of career counseling are explored. A major emphasis is made on the integration and enhancement of counseling skills relevant to both personal and career counseling.

As one reviews this chapter, the tug and pull between testing (intensified by the Measurement Movement) and personal counseling become quite evident. In addition, as career counseling embraced assessment as an integral part of the career counseling process, the separation between what was called “career” counseling and “personal” counseling became more distinct, and even continues to be a major source of contention among many theorists and practitioners today, with many arguments about which is more important, difficult, etc. Another argument centers on whether a counselor can address personal and career issues at the same time, or if they should be addressed separately.

Career counseling has altered its look in relation to the development of our nation, and now our world. A review of Pope’s six stages of career counseling movement is reviewed, followed by bulleted list of highlights from the mid-1800’s, 1930-1950, 1950-1980, and 1980-present. The Career Development Quarterly publishes annually an editor’s column reviewing that year’s main issues and projects career-related topics for the upcoming year.

Basic issues relevant to career counseling are then identified and explored. The main issues included:

- **Case for the Individual**
  - Emphasis on the individual really boils down to an appreciation of individual differences and uniqueness. We realize that even though we may use the same interventions with a multitude of clients, and interpret the same instrument repeatedly, that each individual represents a complex interplay of experiences, history, traits, abilities, interests and values.
- **Career Life Perspective**
  - Suggests that career choice should not take place in a vacuum, that career is but one role that we play, that counselors should explore all the interactions between work and other aspects of a person’s life, and that there is a holistic nature to our choices.
- **Career Choice**
  - The question of making a career choice is one that most career counseling theories and many research articles seek to answer. Many factors aside from the popular values/interests/skills trio impact and interact to influence a person’s choices.
- **Working in the 21<sup>st</sup> Century**
  - Work today is a reflection of our lives today. It is much more complex, with an emphasis on speed, technology and information. Other practices such as outsourcing and contract/temp work are becoming more common. What may represent woe for one client (whose job is being outsourced) may represent glee for another (people can craft professional careers via contract work and maintain flexibility and independence).
- **Lifelong Learning:**
  - One thing we can be sure of, aside from death and taxes, is change. It’s common knowledge that as soon as a person buys a computer it’s on the rapid downhill to being outdated. Along with the availability of information at the speed of a mouse-click, individuals are expected to know relevant information on companies, world events, etc. A person who embraces learning and engaging in new experiences demonstrates personal agency, or a mindset that recognizes that “luck favors the prepared.” As counselors, one of our goals should always be to teach via modeling the process of making effective career decisions.

- **Counseling in a Culturally Diverse Society**
  - This issue feeds back into the issue of the case for the individual. By appreciating, and inquiring in a sensitive manner about one’s own as well as a client’s cultural identity (and other issues of diversity), the counselor learns what has impacted and continues the client. ACA has standards for multicultural counseling available on their website
- **Effective Use of Career Information**
  - More and more, we are all becoming consumers of information. While the information is available, having the ability to ascertain which is valid and which is not, and to evaluate the information critically is a completely different story. While counselors may feel comfortable telling a client to research an occupation, or to “read over their inventory results,” we need to go a step farther and teach them how to become critical and skill users of information.
- **Focusing on a Multiple Spectrum of Domains**
  - Specifically, this issue addresses the fact that career/work concerns are often related to personal and social concerns. A skilled counselor will not just address the career issue, but will ask about the impact of that issue on other areas of life for the client.

Career-related words are identified and defined. In addition to the ones given, you might assign additional work-related words – such as occupation, job and work. You could do a mix and match activity with the terms and definition, given half the class a term and the other half a definition or example, and having them move around the room to find their match. You might also do a comparison and contrasting of the terms career coaching and career counseling. I do this by finding two current job descriptions of each and having students analyze for commonalities and differences.

Throughout this chapter and the text, the emphasis is on understanding the individual who is seeking services. This takes into account personal traits, cultural background, disabilities, opportunities, etc. In addition, this includes the various roles a person plays throughout life. Making a career decision is a complex activity in which considerations of the person and the world around them are involved. Given the changes of the workforce and our world from advancements in technology and healthcare, the challenge is upon the worker to stay up to date in training and information related to his/her specific work as well as general world trends.

One trend that has been aided along by technology is the idea of a global community. People are able to connect quicker and in different ways via email and other technology. Virtual classrooms connect students from around the world. Individuals and counselors must be sensitive to the various cultural values being represented in each interaction. Technology has also provided us with the opportunity to be information gluttons. In addition to the proliferation of available information, the counselor has the responsibility to look at information through a critical eye, and to teach clients to critically evaluate information before using it as a basis for action.

Finally, just as we are becoming more connected as a group of people, counselors are beginning to acknowledge that career counseling is personal counseling. When there is a job loss, there may be feelings of anxiety and depression. When there is career indecision, there might be perfectionistic thinking. There are dual career issues that might require couples counseling. Today’s counselor must be flexible to deal with a multitude of career and personal issues.

**Discussion and Demonstration:**  
**Issues and Resources**

- A. The bulleted lists detailing happenings within the different time periods can be potentially overwhelming to students. A potentially useful and integrative activity might include having students choose either a literary piece or artwork from assigned periods of time and then discuss how those pieces enhance our understanding of that period of time with respect to career development.
- B. To help students understand the impact of career development issues on mental health, draw intersecting circles on the board and label them as “career”, “home,” “interpersonal,” “intrapersonal” and “other” (additional circles can be added). Give brief examples to students and ask them to brainstorm how the problem might be affecting the person in other areas. For example, a recently divorced single mom with

minimal educational training needs to find work. Obviously, under career, she needs to identify her interests, skills, etc. In the home circle, she may need to find new housing or this circle could also include family emotional needs. Under interpersonal, depending on the nature of the divorce, she may find herself needing to create new friends. Intrapersonally, she may feel abandoned, lost, angry or have a host of other emotions. Under “other”, she may need financial assistance, finding extended childcare, educational training, transportation and so on. Other examples might include a recent college graduate, a male who has recently lost his job where he worked for several years, or a dual career family where one spouse has been offered a one-chance-in-a-lifetime position that will require relocation.

- C. Showing clips from movies such as “Death of a Salesman”, or even clips from current television shows or commercials that include an element of work is another active learning strategy to help students explore the connection between career and mental health.

### **Resources**

Arbona, C. (2000). Practice and research in career counseling and development--1999. *Career Development Quarterly*, 49 (2), 98-134.

Provides a review of the career literature published in 1999 with respect to identifying and implementing career choices.

Barnes, J. A., & Herr, E. L. (1998). The effects of interventions on career progress. *Journal of Career Development*, 24 (3), 179-193.

Reports on a study of 110 college students who were randomly assigned to either individual counseling, individual counseling plus the Strong Interest Inventory, or individual counseling plus DISCOVER (a computer-assisted career guidance system). Results showed that regardless of intervention type, subjects decreased uncertainty and increased career certainty.

Dumont, F., & Carson, A. D. (1995). Precursors of vocational psychology in ancient civilizations. *Journal of Counseling & Development*, 73 (4), 371-78.

Traces the core elements of vocational psychology to the first millennium B.C. through an analysis of Egyptians, Semites, Greeks and a special emphasis on Plato.

Pope, M. (2000). A brief history of career counseling in the United States. *Career Development Quarterly*, 48 (3), 194-211.

Provides a six stage classification of the history of counseling in the United States. The stages include: (1) industrial society and subsequent emphasis on placement (1890-1919); (2) public schools and educational guidance (1920-1939); (3) professionalism and training of counselors (1940-1959); (4) the meaning of work in people’s lives (1960-1979); (5) movement into a technological age (1980-1989); and (6) demographic and technology changes (1990-present).

Sampson, J. P., Jr., Vacc, N. A., & Loesch, L. C. (1998). The practice of career counseling by specialists and counselors in general practice. *Career Development Quarterly*, 46 (4), 404-415.

These authors found that work behaviors of program management, information and consultation were fundamental aspects of the specialty of career counseling, in comparison to general counseling.

Tinsley, H. E. A. (2000). Technological magic, social change, and counseling rituals: The future of career assessment. *Journal of Career Assessment*, 8 (4), 339-350.

Tinsley discusses how developments in science and technology may impact the field of career assessment in the next 30 years.



### Other Resources

Peterson, N., & Gonzalez, R. C. (2000). *The role of work in people's lives: Applied career counseling and vocational psychology*. Australia ; Belmont, CA : Wadsworth/Brooks Cole.

This book examines the role that work plays in a people's lives, and includes a discussion on various theories, influences on choice, meaning in the workplace, and multicultural issues.

Pope, M., & Minor, C. W., Eds. (2000). *Experiential activities for teaching career counseling classes and for facilitating career groups* (1st ed.).

This book provides several experiential-based activities for career classes. Look for a second edition in July 2005.

### Objective Test Items

1. Which of the following is an indicator of the Stage 1 period of career counseling (1890-1919)? (p. 3)
  - a. educational guidance in elementary and secondary schools began to grow
  - b. information technology and the beginning of private practice career counseling
  - c. placement services in urban areas began to grow to meet the needs of growing industrial organizations \*
  - d. work began to be seen as a very pervasive life role – organizational career development became “hot”
2. Which of the following is an indicator of the Stage 2 period of career counseling (1920-1939)? (p. 4)
  - a. educational guidance in elementary and secondary schools began to grow \*
  - b. information technology and the beginning of private practice career counseling
  - c. placement services in urban areas began to grow to meet the needs of growing industrial organizations
  - d. work began to be seen as a very pervasive life role – organizational career development became “hot”
3. Which of the following is an indicator of the Stage 4 period of career counseling (1960-1979)? (p. 4)
  - a. educational guidance in elementary and secondary schools began to grow
  - b. information technology and the beginning of private practice career counseling
  - c. placement services in urban areas began to grow to meet the needs of growing industrial organizations
  - d. work began to be seen as a very pervasive life role – organizational career development became “hot” \*
4. Which of the following is an indicator of the Stage 5 period of career counseling (1980-1989)? (p. 4)
  - a. educational guidance in elementary and secondary schools began to grow
  - b. information technology and the beginning of private practice career counseling
  - c. placement services in urban areas began to grow to meet the needs of growing industrial organizations \*
  - d. work began to be seen as a very pervasive life role – organizational career development became “hot”
5. Why was career counseling created? (p. 4)
  - a. to classify skills of entry soldiers into the military
  - b. to help people find jobs (originally)
  - c. to meet the needs of minority and immigrant workers
  - d. to meet the needs of society as it shifted from rural to urban living in the industrial age \*
6. Which of the following occurred in conjunction with World War 1? (p. 5)
  - a. Measurement Movement \*
  - b. Developmental Theories
  - c. Existential Theories
  - d. Women's Movement
7. Which of the following is true about the current role and scope of career counseling? (p. 8)
  - a. the main focus is on helping people find jobs
  - b. the main focus is on cultural identity and job satisfaction
  - c. the role and scope have become narrower, focusing mainly on topics such as career choice and job satisfaction

- d. the role and scope have become more complex, including other issues such as workplace changes and global economy \*
8. The term given to the definition, “The total constellation of psychological, sociological, educational, physical, economic and chance factors that combine to influence the nature and significance of work in the total life span of any individual” is: (p. 9)
- a. career
  - b. career counseling
  - c. career development \*
  - d. career guidance
9. What is the name of Frank Parson’s famous book? (p. 5)
- a. Choosing a Career
  - b. Choosing a Vocation \*
  - c. Three Steps to a Career
  - d. What Color is Your Parachute
10. Who is known as the Father of Vocational Guidance? (p. 4)
- a. Holland
  - b. Parsons\*
  - c. Roe
  - d. Super
11. Which of the following was an effect of the rise of industrialism in the late 1800’s? (p. 4)
- a. urban areas decreased in population at a tremendous rate
  - b. rural areas increased in population at a tremendous rate
  - c. many experienced a loss of identity \*
  - d. a spirit of apathy set in reaction to the chaos
12. Parson's outstanding contribution to the career guidance movement was his (p. 5)
- a. method of measuring aptitudes for immigrants
  - b. systematic, conceptual framework for helping an individual select a career\*
  - c. speech at the First National Conference on Vocational Guidance
  - d. laboratory for studying children
13. The need for testing the abilities of large groups become apparent when? (p. 5)
- a. at the beginning of World War 1\*
  - b. at the beginning of the Industrial Revolution
  - c. with the advent of Rogerian counseling
  - d. as a result of the First National Conference on Vocational Guidance
14. The 1917 Smith-Hughes Act established grants for (p.5)
- a. the development of interest tests
  - b. support of vocational/educational programs \*
  - c. the development of the DOT
  - d. the U.S. Employment Service
15. A new concept of education emerged in the early 1970s to (p.7)
- a. change in economic conditions
  - b. prepare youth for entering the work force\*
  - c. help decrease the threat of global conflict
  - d. provide new research in education
16. Which of the following is most true about the role of the federal government and the career guidance movement? (p. 8)
- a. the federal government has played a minimal role in the career guidance movement

- b. the federal government has played a substantial role in the career guidance movement \*
  - c. the federal government has been somewhat supportive of career guidance
  - d. federal legislation has consistently been unsupportive of career guidance
17. Threatening conditions, risks associated with having a loved one on the war front, and the interruption of the family life and work role suggest: (p. 8)
- a. client career concerns are primary
  - b. client career concerns are secondary
  - c. client concerns are inter-related and must be approached from a whole-person perspective \*
  - d. client concerns are inter-related, but to avoid confusion, should be approached within one area at a time
18. Which of the following is appropriate to address in career counseling? (pp. 10-11)
- a. cultural differences
  - b. physical or cognitive disabilities
  - c. sexual orientation
  - d. all of the above \*
19. The terms “*career life*” or “*life/career*” suggests: (p. 11)
- a. that all of your life roles are interconnected \*
  - b. that you should choose one career path for your life
  - c. that your career and your life are one in the same
  - d. that your life is defined by your career path
20. With the career life perspective, which role is the major determiner of each individual’s life story? (p. 12)
- a. childhood
  - b. family
  - c. leisure
  - d. work \*

#### Internet Questions

4. What impact did World War 2 have on career development? (p. 6)
- a. renewed interest in testing \*
  - b. renewed disdain for testing
  - c. a new interest in existential issues
  - d. a new interest in self theories
5. Who was responsible for the first major breach from Parson’s three step model? (p.6)
- b. Rogers \*
  - c. Peterson
  - d. Strong
  - e. Williamson
4. Career choice is a \_\_\_\_\_ process. (p. 12)
- a. complex \*
  - b. cyclical
  - c. linear
  - d. simple
5. Which is true about the 21<sup>st</sup> century worker? (p.13)
- a. their finely tuned skills will be built on a solid knowledge base that needs continual updating \*
  - b. they have emerged from goods/services careers
  - c. they have general skills that are applicable to various areas of employment with slight retraining.
  - d. they will find a career and an employer and stay on that track until retirement

#### Essay Test Questions

1. Discuss how the study of human abilities influenced the career guidance movement. (pp. 4-6)

**MAJOR POINTS**

- A. The study of human differences eventually led to a humanistic approach to counseling.
  - B. Counselors placed greater emphasis upon all aspects of lifestyle.
  - C. A major emphasis was placed upon individual potential and work-related experience.
  - D. A greater emphasis was placed upon individuality of human traits and abilities.
2. What does an integrated approach to career counseling mean, and what are the implications of such an approach for career counselors? (pp. 8-12)

**MAJOR POINTS**

- A. Clients are complex, and come to counseling with issues that impact various areas of their lives
  - B. Career counselors need a broad array of skills.
  - C. Career issues are not isolated from other mental health issues.
  - D. Counselors not specializing in career development need to have some career counseling training and knowledge.
3. A client you are seeing reports being under a heavy load of stress, and it's to the point that she dreads going to work, and is having problems eating and sleeping. Identify 3 possible interventions or recommendations that you might make.

**MAJOR POINTS**

- A. Stress management techniques
  - B. Depression screening
  - C. Time management
  - D. Career decision making procedures
  - E. An inventory or career/life satisfaction
  - F. Journaling
  - G. Cognitive restructuring – linking thoughts and feelings to behaviors
4. How did Frank Parsons impact the field of career counseling? (pp. 5-6)

**MAJOR POINTS**

- A. He provided the first systematic approach to career counseling
  - B. His approach was based on simplistic procedures that emerged from his practitioner's experience
  - C. His book, "Choosing a Vocation" and theory still impacts many of today's career theories
  - D. His straightforward approach laid the foundation for future career guidance activities
5. Describe what you might explore if you were trying to clarify a client's lifestyle orientation? (p. 11)
    - A. The person's commitment to work, leisure, volunteer activities, home and family
    - B. Individual aspirations for social status
    - C. Work climate preferences
    - D. Education and training goals
    - E. Desires/needs with respect to mobility and financial security

## CHAPTER 2

### THEORIES OF CAREER DEVELOPMENT

#### Chapter Overview and Discussion

Chapter 2 provides a description of the major theories of career development. The philosophical foundation, major tenets, related research and implications for various cultural groups are described. As an instructor, I have found it valuable to divide this chapter and chapter 4 over several class meetings, and to provide practice time for students to experience each of these approaches. Given the plethora of career counseling theories, and the potential of overwhelming students, it is helpful to find ways for students to apply theories throughout a semester. Pope and Minor's book, *Experiential Activities for Teaching Career Counseling Classes & Facilitating Career Groups* (2000), includes a variety of ideas for teaching career theories. Other ideas are addressed in the Discussion and Demonstration section below.

Let's look at the specific theories for a minute. To help teach Parson's approach, I use my body to demonstrate the three aspects. I hold out one hand very far to one side and say "On the one hand, you have to know something about yourself" and then hold out the other hand out very far to the other side (so my arms are stretched wide open), and say "and then on the other hand, you have to know what Parson's called the 'conditions of success' for specific occupations you're interested in." Then I hold it a minute and then say, "The third step is called true reasoning, which is when you [dramatic pause, then slap my hands together] put the two together and see what results."

Williamson helped to "soften" the straightforward nature of Parsons' approach, and provided one of the first structured approaches to the career counseling process. From a practitioner's point of view, he gave a very helpful outline of how counseling was to proceed, as well as identifying possible outcomes (and follow-up activities). Even though it was a much more counselor-in-charge approach, students can explore how to make it more collaborative. I find it helpful to describe Williamson's six stage approach, which includes:

- 1. Analysis:** data gathering stage
- 2. Synthesis:** strengths/weaknesses
- 3. Diagnosis:** identify the problem; discover its causes
- 4. Prognosis:** how successful will client be?
- 5. Counseling:** if poor prognosis, then client receives additional counseling, which is likely to involve a recycling through the previous steps
- 6. Follow-up:** was course of action correct?

In addition, the discussion of the six stages, I also describe the four types of problems outlined by Williamson: uncertainty, no choice, discrepancy between interests and skills and an unwise choice. Discussions on what makes a choice unwise, as well as the appropriateness of a counselor suggesting that a choice is unwise can yield very interesting results. According to Williamson, the main indicator that a choice is unwise is that there is either a substantial amount of evidence that the person will be unsuccessful in their choice, or a complete absence of evidence that the person will be successful. Other specific indicators include:

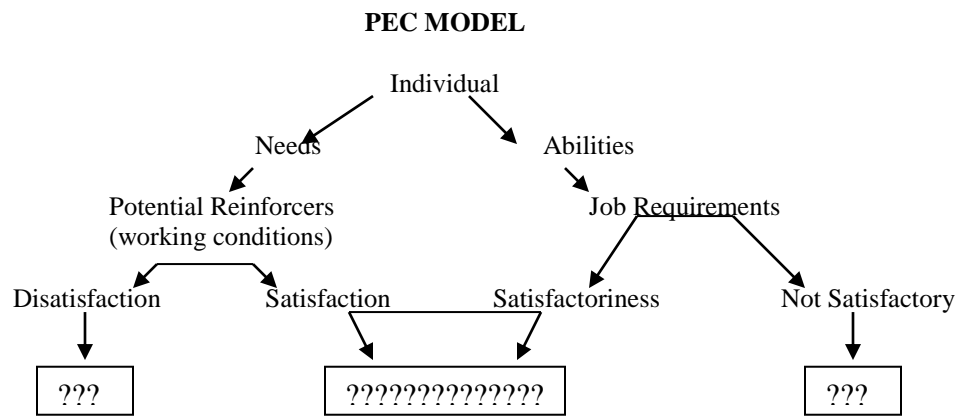
- Aptitudes don't match goals
- Goals don't match interests
- Personality traits that would make job adjustment difficult
- Occupational choice that offers little opportunity for entry
- Desire for prestige
- Choice is made on the basis of promises of employment from friends or relatives
- Pressures from parents/others
- Lack of occupational information
- Misconception about careers

The next theory described is PEC theory, with its major emphasis on job satisfaction and job satisfactoriness. PEC theory is unique in that it places equal emphasis on the job environment and its expectations/reinforcers in addition to personal considerations. Potential reinforcers are achievement, authority, co-workers, salary, flexibility, independence, etc. Some questions to help students understand the role of occupational reinforcers might include:

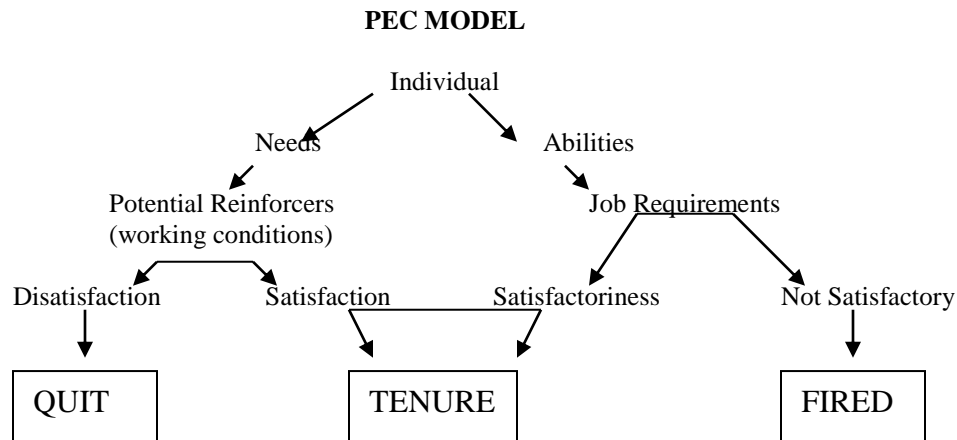
- What is most important to you about your job
- What keeps you at this job (versus others)?
- What work-related needs do you have that are not being met in this job?
- Are there any reinforcers your job offers to you that aren't really reinforcing to you?

In addition to providing an outline of the theory, I include a graphical representation (see below). In the first slide, I walk them through the left hand side first (A person has needs, and each job has certain reinforcers – some are reinforcing to the individual, and some are not as important. If the needs and reinforcers match, there is satisfaction and the person is more likely to \_\_\_ (wait for them to answer, “stay”); if not, there is dissatisfaction. At this point, the person has 1 of 3 options: try to negotiate for reinforcers that are important to him/her; determine inwardly to find reinforcement for those important needs in a different way (such as through leisure or home life) or to \_\_\_\_\_ wait to answer (“quit”). Then I proceed to the right hand side. “The person has certain abilities and the job has certain requirements. If there’s a match, there’s likely to be satisfaction and the person will \_\_\_ (“stay”). If there’s not a match, what can happen? (Wait for the answer – 1. get training; 2. ask to have tasks reassigned so his/her skills are used; or 3. \_\_\_ “get fired”). Then show them slide two.

Slide 1.



Slide 2.



Holland attempts to answer three main questions with his typology approach.

1. What personal and environmental characteristics lead to satisfying career decisions, involvement and achievement, and what characteristics lead to indecision, dissatisfying decisions or lack of accomplishment?
2. What personal and environmental characteristics lead to stability or change in the kind of level and work a person performs over a lifetime?
3. What are the most effective methods for providing assistance to others?

In addition to discussing the relationship of interests to environments, the instructor may want to discuss what type of personalities each of these types might present in counseling, and related interventions. For example, a strong “Realistic” personality is less likely to prefer 50 minute “talk therapy” with respect to his or her career, instead opting for hands-on approaches. The instructor should caution that just because a person’s strength is in one area, it does not mean that the counselor should avoid the opposite type. In the example of the Realistic client who prefers hands-on, experiential activities, it is reasonable to expect that this person will need to develop some confidence in Social activities, if he or she is going to be able to interview successfully for a position. During this part of the chapter, Zunker also reviews the steps for interpreting the SDS. For additional ideas and information, the reader is referred to *Using Assessment Results for Career Development* by Osborn and Zunker.

The focus then shifts to “Social Learning and Cognitive Theories, including Krumboltz’s LTCC, Happenstance Approach, CIP and Social Cognitive approach. Krumboltz’ LTCC approach, similar to Tiedeman’s, provides an obvious link to theories outside of career development, specifically, learning theorists such as Bandura. He also introduces the concept of faulty beliefs and the potential impact of these beliefs on individuals making career choices. There is also a blending of learning theory and behavioral theory in this counseling approach. Krumboltz himself doesn’t really call the Happenstance Approach a theory, but more of a way of approaching life. The main idea is to always be open to the events that come your way. As an example, I talk about being asked to serve a few years ago on a marketing committee for a student development center. Marketing has never really been an interest of mine, but when I developed a career program design and evaluation course, two of the lectures were on marketing. Because I engaged in the opportunity of serving on that committee, instead of turning it down because it wasn’t a rational “fit” for my interests, I was better prepared to present on that topic. Employees today need to be able to perform multiple tasks, instead of being complacent once they’ve landed a job. Finding ways to continuously learn new skills will ensure that there is a place for that employee when that particular job ends.

Out of all of these theories, the one yielding the most research in the past few years has been the Cognitive Information Processing (CIP) Perspective, which was originally described by Peterson, Sampson and Reardon in 1991, and then further defined in 1996 (Peterson, Sampson, Reardon and Lenz). This theory also has obvious connectivity to general cognitive theory (such as Beck or Ellis), especially with its focus on identifying and correcting dysfunctional career thinking. It also has a “technology” feel to it, in that it has been related to how a computer works. Specifically, how individuals obtain, process and encode information; store and retrieve it from long and short term memory; and transform it into working memory. In addition, many of today’s computer programs require a lot of memory, which is one of the assumptions of the CIP approach (that career decision making requires an extensive amount of memory or holding data in place while decisions are being made). Consider that in order to make a decision, one must hold in thought all the information about self and options, plus apply that information to a decision making approach (which in itself is also complex), and be aware and manage any negative career thinking that might take place. Illustrating the connection between this theory and technology or “information processing” provides students with a useful metaphor that works well with this approach. The theory continues to evolve and currently includes a career readiness approach. By understanding this approach, counselors can identify which type of service delivery – individual case management, brief assistance, or self-directed – is most appropriate. For up-to-date information about CIP theory and the readiness approach, students should be referred to <http://www.career.fsu.edu/techcenter/>, that also includes the most current thinking about CIP and the “readiness” model. Look for the “client” versions of the CIP model and the CASVE Cycle to have students practice with. A visual helps anchor the information in chunks and can help with that “overwhelming” feeling.

The Social Cognitive Career Theory (SCCT) also explores the role of cognitive factors in career decision-making, as well as incorporating learning theory. The use of the term “personal agency” is described, which is also similar to Tiedeman’s “I power”. A main goal of SCCT is to help individuals understand how their behaviors, surrounding environments and personal factors interact to shape thoughts and behaviors. Key constructs are described, including the interest development model, attitudes and values, gender and race/ethnicity, choice model

and performance model. Volume 44, Issue 4 of the *Career Development Quarterly* is a special issue focusing on the theory and application of SCCT.

The focus then shifts to developmental career theories of Super and Gottfredson. The major shift is from addressing client's current career needs to an understanding of what led them to that place, and where they are headed next (developmentally).

A significant amount of discussion is focused on Super's contributions to career development. To help students organize the information about Super, I generally provide them with Super's 14 propositions:

1. People differ
2. People are qualified for a number of occupations
3. Each occupation requires a characteristic pattern of abilities & traits (with some tolerance for variety)
4. Vocational preferences and competencies change with time and experience. (Self-concepts are increasingly stable beginning from late adolescence).
5. Process of change may be summed up in a series of life stages
6. Nature of career pattern is determined by:
  - a. individual's parental socioeconomic level
  - b. mental ability
  - c. education, skills
  - d. personality characteristics
  - e. career maturity
  - f. opportunities to which s/he is exposed
7. Success in coping with environmental demands depends on **readiness** of individuals to cope. (Career maturity is both **cognitive** and **affective**).
8. Career maturity is a hypothetical construct.
9. Development through life stages can be guided. (Maturity is facilitated through reality testing).
10. Process of career development is developing and implementing occupational self-concepts.
11. Synthesis and compromise b/w individual and social factors is one of role playing and learning from feedback.
12. Work satisfactions and life satisfactions depend on the extent to which the individual finds adequate outlets for skills, needs, values, etc.
13. Degree of satisfaction people attain from work is proportional to the degree which they have been able to implement self-concepts (which is similar to Holland's concept of congruence)
14. Work and occupations provide a focus for personality organization for most people.

Gottfredson's theory examines how individuals narrow their career options and make choices along the way. Specific factors include prestige, sex-typing and field of work. The instructor can facilitate students' understanding by guiding them into constructing a picture of what their cognitive map might look like (with their limits of tolerable boundaries), as well as a discussion of how Holland types relate to their boundaries (especially sex-typing).

While Ginzberg was dropped as a developmental theorist from this edition, I still find it useful, especially for those in training to be elementary school counselors, to cover his approach. Ginzberg provides a first look at early development with the role of play and fantasy. Students find it enjoyable to note the label he applied to those who did not proceed through the stages in the format he identified ("deviant"). Some potential counseling questions might include:

- What type of games or toys did you play (with) when you were young?
- What type of "jobs" did you play?
- How did those games influence your opinion of career possibilities?
- When did you have your first job? What was that like for you? What did you learn about yourself and the world of work?
- How have your career options changes since childhood, adolescence, etc?
- How have your interests, values, skills, etc. changed?
- At what point did you notice some skills and interests starting to overlap?
- When did you make your first decision about a career choice, and what was it?
- What options did you consider at the time?



- How did you narrow down to the one you chose?
- What jobs do you fantasize about now?
- Looking back over your past jobs, do you see any patterns or themes? What does that suggest to you?

From the developmental theorists, the chapter moves into what is referred to as Person-In-Environment Perspectives, which is basically a systems approach to career counseling, and also includes the Constructivist approach. This approach moves away from testing and more towards the subjective experience of the client as defining how career counseling should focus. It's probably most similar to Rogers and person-centered counseling. The narrative approach that has recently been described by Savickas (1995) is a practical extension of this approach.

I find it useful to include information about other theorists as well, given that these theories are sometimes seen on licensing and certification exams. Anne Roe provides a fresh perspective with her emphasis on early childhood interactions with parents. I often include her formula for occupational choice, both for the students' reactions and secondly to demonstrate the complexity of what's involved in career choices. In addition, it emphasizes the role that gender plays (from her perspective) as a modifier in choice.

The formula is:  $S[(Ee+bB+cC) + (fF, mM) + (lL=aA) + (pP*gG*tT*iI)]$ , with S = sex; E = general state of the economy; B = family background & race; L = learning & education; a = special acquired skills; P = physical; C = chance; F = friends, peer group; M = marital situation; G = cognitive (g); T = temperament & personality; and I = interests and values. The capitalized and non-capitalized letters indicate what's within a person's control and what is not. Another important piece of Roe's theory has to do with how she dealt with the lack of empirical evidence supporting her theory. She modified her theory. I emphasize that because of the important, ethical model that she reflected.

The Sociological Perspective of Work and Career Development causes some flashbacks to PEC theory, in that the focus is not completely on what happens internally in an individual as they are making career choices. Instead, this perspective examines the role of external factors, such as gender, labor market, race, tracking in school, socioeconomic status, etc., on the actual career choices of individuals. This provides the groundwork for a useful discussion on whether or not career choice is available for all. Do all individuals really possess the freedom of career choice, or are there some intervening factors that preclude individual choice (such as being on welfare).

Career counseling is as much a science as it is an art, and there should be a reason for the manner in which a counselor conducts a career counseling session and selects interventions. Knowledge and practice of these career theories enables students to begin integrating a theoretical perspective into their overall and specific counseling approach(es).

### **Discussion and Demonstration:**

#### **Issues and Resources**

There are many ways to reinforce the understanding of the different career theories.

- A. Students could be asked to write a paper or create a map on their own career development from the perspective of three different career theorists, or to synthesize their career development process into a poster that demonstrates the unique contributions of each career theory to their own development. You would start with their getting their history on paper, or illustrating it in a drawing or via symbols, and then having them analyze from the various perspectives.
- B. A very practical application is to have students role play career decision making from each theoretical standpoint. If observation rooms or video/audio taping is available, valuable feedback can be given to students. Another option is to divide students into triads, with one member offering feedback each time. This may take several class settings, but has been reported by my students as being very helpful in gaining competence and confidence. In addition, this need not be limited to individual counseling, but could be focused on group counseling and classroom guidance activities from a specific career development theory.

- C. Students could be given a name card with a theorist’s name on it at the beginning of class, and told that they were invited to a party and follow up panel discussion of how people make career choices. This allows the instructor to focus in (via the panel questions) on the key variables of concern in career development, such as choice, development, issues for specific groups, indecision, satisfaction, the link to personal counseling, the process of career counseling, etc., in an active learning environment.
- D. Another useful tool that I have begun using when teaching career theories is to have students generate specific career counseling questions that might be used with a client when counseling from a given approach. After they have exhausted their list, I include other sample questions. For example, with trait/factor, these are some questions that a counselor might ask: What are your strengths; what experiences/tests have you taken that demonstrates those strengths; what occupations are you interested in; what do you know about those occupations; where did you learn about those occupations; and what occupations seem to match your skills. Students report greatly appreciating the practical application of theory in the form of these questions.
- E. A helpful tool for demonstrating the inter-relatedness of life roles is to have students complete their own career rainbow. They can model their rainbow after the one in the book, varying the height within each role to reflect the amount of time/energy that role is currently taking. In addition, if colored pencils or markers are available, students can use bright colors to indicate roles they are enjoying, dark colors to show roles they are not enjoying, and neutral colors to indicate those with little emotional attachment. In addition, students could also complete a future-oriented rainbow and compare the differences.
- F. Have either a slide/overhead or to graphically present which theories address key issues in career counseling, such as career choice, satisfaction, self-knowledge, and decision-making, and how they address these. Use a concept wheel with the key issue in the center and the spokes representing each theory. By doing this, students can begin to visualize the unique contributions of each theory as well as the overlap among theories.
- G. To aid in the discussion of trait/factor approaches, I include a list of what it takes to be a successful vocational counselor, according to Parsons, which included: Lists/classifications of industries and vocations; conditions of success in various vocations; general information about industries; up-to-date information; apprenticeship systems now in practice; state vocational schools/courses available; and employment agencies/opportunities. To have this much information in one person’s head is unreasonable, especially given the amount of information available today. However, the point could be made that many of these informational pieces could be better handled by computers, with the further application that counselors need to be aware of how to access that information effectively and efficiently.
- H. Give a brief case study (I have used samples from Niles, Goodman and Pope’s 2002 book *The Career Counseling Casebook: A Resource for Practitioners, Students, and Counselor Educators*) and then have students analyze the theory from the different theories. You can divide students into small groups and assign specific theories to each group. Provide a table for them to record results. I require them to write down only what a counselor would do from that particular theory – so, for example, you wouldn’t put down “explore values” as an indicator of Holland’s approach or the “C-DAC” model for PEC. You could keep the same examples or use new ones to expose to the variety of career problems that a counselor might see. An example of what I use is:

	Conceptualization of Problem According to This Theory	What Type of Assessment Might This Approach Suggest	What Questions or Next Steps Would be Suggested by This Approach?
Parsons/Williamson			
Holland			
PEC			
Super			

Happenstance Approach			
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- I. Create a PowerPoint with internal links that has a brief case scenario, 3-4 theories for the person to “counsel” from, and theory specific questions. For example, if a person chose to counsel from Holland’s perspective, they would click on that and be linked to 4 counseling questions and asked to choose which question would someone counseling from Holland’s perspective be most likely to ask. If they choose the right answer, then they move to the assessment question, and are asked to choose 1 of 4 assessments, the one most closely related to Holland. Finally, they would be asked what follow-up or next step would be most “Holland-Like” and choose from there. This type of an exercise allows students to learn the basics of each theory. For an example of using PowerPoint in this way, refer to <http://careerresource.coedu.usf.edu/linkcareerlab/interactivelab.htm>, and click on “Virtual Career Counseling Experiment.”
- J. Matching quizzes or games also provide practice at learning theories. To help bridge between what students already know, have them match general counseling theories to career counseling theories, or to write a comparison.
- K. Have students share or write down their personal career story, and then have them choose 2-3 theories to analyze their path.
- L. Have students brainstorm what questions they might ask from each theory.
- M. Use the mix and match approach, where half of the class is given a term and the other class is given the name of a theory. Tell them they have to get up and find their match. This is a low-threat quiz, in a sense – and it’s a great way to break up a lecture and to get people moving.

### **Supplementary Learning Exercises**

The exercises in this chapter center on helping students integrate their knowledge about specific career theories into their developing and understanding of the goals and process of career counseling in general. Exercises 3, 8, 9 and 10 ask students to answer questions specific to their own career development or their emerging personal theory of career development. Exercises 1, 4, 5, 6 and 7 focus on questions specific to the individual theories discussed in the chapter, while exercise two helps students reflect on the main difference between trait/factor and developmental approaches.

### **Resources**

Blanchard, C. A., & Lichetnberg, J. W. (2003). Compromise in career decision making: A test of Gottfredson’s theory. *Journal of Vocational Behavior*, 62, 250-71.

Reports on research of 119 participants, where they found partial support of Gottfredson’s theory. Specifically, with moderate and high compromise situations, they found no significant differences between prestige and sex-type, although they were ranked higher than interests.

Chen, C. P. (2003). Integrating perspectives in career development theory and practice. *Career Development Quarterly*, 51, 203-216.

A philosophical piece on combining concepts from the various career theories, as well as bridging between objectivist/positivistic and constructivist approaches.

Dawis, R. V. (2000). The person-environment tradition in counseling psychology. In W. E. Martin, Jr.’s and J. L. Swartz-Kulstad’s (Eds.), *Person-environment psychology and mental health: Assessment and intervention*. Lawrence Erlbaum Associates, Inc., Publishers, Mahwah, NJ, 91-111.

This chapter reviews the historical and theoretical foundation of person-environment philosophy, including the scientific development of the “goodness of match” methods between people and environments.

Gati, I., Houminer, D., & Fassa, N. (1997). Framing of career compromises: How career counselors can help. *Career Development Quarterly*, 45 (4), 390-399.

This article relates somewhat to Gottfredson's theory, as the authors examine how people conceptualize career compromise. They identified three different framings that career counselors can provide, including career alternatives, the importance of different aspects, and within-aspect preferences.

Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd ed.). Odessa, Fla. : Psychological Assessment Resources.

Holland presents his current thinking about RIASEC theory and how it applies to career choice and vocational life.

Lunneborg, P. W. (1997). Putting Roe in perspective. *Journal of Vocational Behavior*, 51 (2), 301-305.

Lunneborg highlights Roe's theory and classification system while identifying misconceptions about her theory and suggests areas for future research/methodology.

Magnuson, S., Wilcoxon, S. A., & Norem, K. (2003). Career paths of professional leaders in counseling: Plans, opportunities, and happenstance. *Journal of Humanistic Counseling, Education and Development*, 42, 42-52.

A qualitative analysis of 10 counseling leaders' career paths provides support for the Happenstance Approach toward leadership development.

Meeus, W., Dekovic M., & Iedema, J. (1997). Unemployment and identity in adolescence: A social comparison perspective. *Career Development Quarterly*, 45 (4), 369-380.

These researches examined the well-being 1,088 Dutch 18-25 year olds who were categorized into 3 groups: employed young people, unemployed school-leavers, and unemployed young people who have working experience. They found that those who were employed had higher levels of psychological well-being, average relational identity and a strong work identity, as compared with the unemployed who had higher levels of psychological distress, average relational identity and a weak work identity.

Miller, V. M. (1999). The opportunity structure: Implications for career counseling. *Journal of Employment Counseling*, 36 (1), 2-12.

Argues that while traditional career counseling focuses on internal values, it neglects the nature of opportunity structure. In effect, only a few individuals actually experience the option of pursuing a "true" career choice.

Mitchell, K. E., Levin, A. S., & Krumboltz, J. D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counseling & Development*, 77 (2), 115-124.

Presents a theoretical rationale for the integration of chance into career counseling and decision-making. Suggests that counselors help their clients engage their curiosity by moving away from questions that limit creativity, such as "what do you want to do?"

O'Brien, K. M., & Heppner, M. J. (1996). Applying social cognitive career theory to training career counselors. *Career Development Quarterly*, 44 (4), 367-377.

The purpose of this article was to extend SCCT to the training of career counselors. An advanced career counseling seminar is presented as a sample intervention.

Osborne, W. L., Brown, S., Niles, S., & Miner, C. U. (1997). *Career development, assessment, and counseling: Applications of the Donald E. Super C-DAC approach*. Alexandria, Va. : American Counseling Association.

This book reviews Super's theory, related instruments and applications via case studies of the C-DAC model.

Oswald, F. L., & Ferstl, K. L. (1999). Linking a structure of vocational interests to Gottfredson's (1986) Occupational Aptitude Patterns Map. *Journal of Vocational Behavior*, 54 (1), 214-231.

These researchers classified items on the Strong Interest Inventory into Occupational Aptitude Patterns Map clusters. Using a principal components analysis, they found that the interest structure was generally supported, suggesting that potential exists for developing the OAP Map as a practical tool in improving person-job congruence.

Savickas, M. L. (1995). Constructivist counseling for career indecision. *Career Development Quarterly*, 43, 363.

The author describes practical application of constructivistic approach to counseling people with career indecision.

Savickas, M. L., & Walsh, W. B., Eds. (1996). *Handbook of career counseling theory and practice*. Palo Alto, CA: Davies-Black Publishing/Consulting Psychologists Press, Inc.

These authors explore various factors that underlie the integration of theory and practice in career counseling.

Schultheiss, D. E. P. (2003). A relational approach to career counseling: Theoretical integration and practical application. *Journal of Counseling and Development*, 81,301-10.

Provides a review of how career theory is translated into practice and presents a review of relational theory and how it extends to career counseling.

Skorikov, V. B., & Vondracek, F. W. (1997). Longitudinal relationships between part-time work and career development in adolescents. *Career Development Quarterly*, 45 (3), 221-235.

In a study of 483 high school students, the authors found that part-time work did not affect career indecision.

### **Additional References of Potential Interest**

Arthur, N., & McMahon, M. (2005). Multicultural career counseling: Theoretical applications of the systems theory framework. *The Career Development Quarterly*, 53, 208-

Betz, N. E. (2004). Contributions of self-efficacy theory to career counseling: A personal perspective. *The Career Development Quarterly*,52, 340-

Blanchard, D. A., & Lichtenberg, J. W. (2003). Compromise in career decision making: A test of Gottfredson's theory. *Journal of Vocational Behavior*, 62,250-71.

Campbell, C., & Ungar, M. (2004).Constructing a life that works: Part 2, an approach to practice. *The Career Development Quarterly*, 53, 28-

Campbell, C., & Ungar, M. (2004). Constructing a life that works: Part 1, blending postmodern family therapy and career counseling. *The Career Development Quarterly*, 53, 16-

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- Feller, R. W., Honaker S. L., Zagzebski, L. M. (2001). Theoretical voices directing the career development journey: Holland, Harris-Bowlsbey, and Krumboltz. *The Career Development Quarterly*, 49, 212-224.
- Flores, L. Y., & Heppner, M. J. (2002). Multicultural career counseling: Ten essentials for training. *Journal of Career Development*, 28, 181-202.
- Harper, M. C., & Shoffner, M. F. (2004). Counseling for continued career development after retirement: An application of the theory of work adjustment. *The Career Development Quarterly*, 52, 272-
- Harrington T., & Harrington, J. (2002). The Ability Explorer: Translating Super's ability-related theory propositions into practice. *The Career Development Quarterly*, 50, 350-358.
- Sampson, J. P., Jr., Peterson, G. W., Reardon, R. C., & Lenz, J. G. (2000). Using readiness assessment to improve career services: A cognitive information-processing approach. *The Career Development Quarterly*, 49, 146-174.
- Schaub, M., & Tokare, D. M. (2005). The role of personality and learning experiences in social cognitive career theory. *The Career Development Quarterly*, 66, 304-

### **Objective Test Items**

1. The career development theory which includes genetic endowments, special abilities, environmental conditions and events is: (p. 39)
  - a. Gottfredson's
  - b. Krumboltz's \*
  - c. Roe's
  - d. Super's
2. The development of assessment instruments and the refinement of occupational information are closely associated with which theory: (p. 25)
  - a. developmental
  - b. person-in-environment
  - c. social learning and cognitive
  - d. trait-oriented \*
3. Someone who is entering college and is in the process of choosing a major or career path, but is not completely committed to a major or career, would be in which stage, according to Super? (p.54)
  - a. decline
  - b. establishment
  - c. exploratory \*
  - d. growth
4. Carole is a single mother who needs her work to be both consistent (in terms of hours and pay) and flexible. In addition, she wants to be in a job that is preparing her for a higher level in her field. She goes to a career counselor who takes these factors into consideration and compares them to potential occupational reinforcers as they begin exploring and evaluating her possibilities. From which theory is the counselor operating? (p. 28)
  - a. Holland's typology theory
  - b. Krumboltz's learning theory
  - c. Person-Environment-Correspondence theory \*
  - d. Super's Developmental Theory
5. PEC theory emphasizes that: (p. 28)

- a. an individual seeks to achieve & maintain a positive relationship within her/his work environment \*
  - b. long hours cause worker dissatisfaction
  - c. prestige of the job facilitates adjustment
  - d. the work environment should be adjusted to meet the needs of the workers
6. Which theorist is most likely to support the idea that career development is a process that unfolds gradually across the life span? (p. 53)
- a. Holland
  - b. Krumboltz
  - c. Parson's
  - d. Super \*
7. A major tenet of Super's theory is that the career pattern one follows through life (p. 53)
- a. is an expression of career maturity
  - b. is primarily influenced by one's vocational orientations toward or away from people
  - c. represents verification of one's personal modal style
  - d. results from expression of one's vocational self-concept\*
8. According to Super, an individual would be considered vocationally mature (p. 54)
- a. upon achievement of relevant vocational developmental tasks \*
  - b. upon completion of training for a chosen occupation
  - c. upon identification of a tentative career goal
  - d. upon transition from the Exploration to the Establishment stage of development
9. Jorge has been in the work force for 40 years, and is looking toward retirement with mixed emotions. One of the things he's doing lately is starting to do more outside of work, such as spending more time traveling with his wife, visiting grandkids, and being more active in civic organizations. According to Super, which life stage is George currently recycling through? (p. 54)
- a. growth \*
  - b. exploration
  - c. establishment
  - d. decline
10. Having a clear and stable picture of one's goals, interests and talents, is a description of: (p. 34)
- a. career decidedness
  - b. career maturity
  - c. self-concept, well-defined
  - d. vocational identity \*
11. Savannah has discovered that her Holland type is ASE, and her current work environment code, according to Holland, is CRI. According to Holland's theory, which of the following is low? (p. 34)
- a. consistency
  - b. congruence \*
  - c. differentiation
  - d. identity
12. Katrina goes with her brother to see the movie "Liar, Liar" and comes away with the idea that "All lawyers are dishonest". According to Krumboltz, which of the following has occurred? (p. 39)
- a. associative learning \*
  - b. instrumental learning
  - c. reality learning
  - d. reinforcement
13. Super's C-DAC model was developed to (p.60)
- a. implement counseling for drug and alcohol centers
  - b. measure the self constructionism within the individual

- c. measure constructs from the theory of life-span and life-space \*
  - d. provide support for the trait factor theory.
14. The theory involving work place reinforcers that can lead to job satisfaction is (p.28)
- a. Super's C-DAC model
  - b. Developmental theory of Ginzberg and others
  - c. Theory of Work Adjustment and Person-Environment Correspondence Theory \*
  - d. The Circumscription and Compromise Theory of Occupational Aspirations
15. The assumption that individuals have unique patterns of ability which can be measured and matched with the requirements of jobs is a key concept of (p.25)
- a. developmental theory
  - b. psychoanalytic theory
  - c. self-concept theory
  - d. trait and factor theory \*
16. According to CIP theory, what is the proper sequencing of how an individual processes information? (p. 45)
- a. screening, translating, encoding to short-term memory, storing in long-term memory \*
  - b. translating, screening, encoding to short-term memory, storing in long-term memory
  - c. encoding to short-term memory, retrieving, translating, storing into long-term memory
  - d. screening, retrieving, translating, encoding to short-term memory
17. \_\_\_\_\_, a term of SCCT, reflects: (p. 48)
- a. Execution
  - b. I power
  - c. Personal agency \*
  - d. Self-efficacy
19. SCCT subscribes to Bandura's (1986) "triadic reciprocal". Knowing this, which one of the following is a variable in the triadic reciprocal? (p. 48)
- a. covert behavior
  - b. overt behavior \*
  - c. emotions
  - d. philosophy
20. According to SCCT, outcome expectations are: (p. 49)
- a. beliefs others have about the likelihood of my success
  - b. influenced by positively reinforced value systems \*
  - c. based on my interests and abilities
  - d. shaped by internal pressures
21. Which theory is least likely to rely on logical proofs supported by empirical data? (p. 69)
- a. Constructivism \*
  - b. Holland RIASEC
  - c. LTCC
  - d. Self-Efficacy
22. Which is the appropriate sequence of career counseling steps, according to CIP theory? (p. 47)
- a. initial interview, define problem gap, formulate goals, preliminary assessment
  - b. initial interview, preliminary assessment, define problem gap, formulate goals \*
  - c. define problem gap, preliminary assessment, initial interview, formulate goals
  - d. preliminary assessment, initial interview, define problem gap, formulate goals
23. Which of the following is a practical application of Krumboltz' Happenstance Approach? (p. 42)
- a. Focus on diagnosing the career problem.
  - b. Prepare clients for work tasks that are expected for specific occupations of interest.



- c. Use interest inventories to help clients make career decisions
  - d. Work with all career problems, not just career choice. \*
24. A career counselor is asking his client to prioritize her list of occupations, based on a cost-benefit analysis of each option. According to CIP theory and the CASVE process, which step is she in? (p. 46)
- a. Analysis
  - b. Communication
  - c. Execution
  - d. Valuing \*
25. According to Cognitive Information Processing (CIP) theory the major strategy of career intervention is to (p.46)
- a. provide learning events so that will develop the individual's processing abilities \*
  - b. help the individual think differently about career choice
  - c. help the individual approach career choice cognitively
  - d. de-emphasize traditional approaches to develop decision-making skills
26. The social cognitive career theory (SCCT) makes the following points concerning gender and ethnicity: (p.49)
- a. inherited biological traits are the focus of career decisions
  - b. the individual's socially constructed world is the focus of career decision \*
  - c. perception of self in relation to work activity determines career choice
  - d. observation of others determines career choice
27. The choice model of the SCCT is divided into three components: (p.50)
- a. develop individual learning plan, execute plan, evaluate plan
  - b. define personal values, develop learning plan, execute plan
  - c. establish a goal, take action, success or failure determines the direction of future career behavior \*
  - d. define personal values, establish a goal, take action

### **Internet Questions**

1. Super modified his sequential concept of developmental tasks by noting that (p.38)
  - a. some individuals may skip several stages
  - b. the stages should be re-ordered
  - c. some individuals may recycle through stages and tasks based upon life experiences \*
  - d. he sees age and transition as a well ordered and sequential process.
2. The idea of compromise is a key variable in this theory of (p.64)
  - a. Constructivism
  - b. Gottfredson \*
  - c. Holland
  - d. Super
3. Garry tells his counselor, "I'm so worried about making the wrong choice. I'm horrible at making decisions. It's easier not to decide than to mess things up." Garry is likely suffering from: (p. 43)
  - a. Atychiphobia
  - b. Hippopotomonstrosesquippedaliophobia
  - c. Sophophobia
  - d. Zeteophobia\*
4. According to Gottfredson, the process of narrowing the territories available in our cognitive map is: (p. 64)
  - a. circumscription \*
  - b. compromise
  - c. identifying boundaries of tolerable limits
  - d. creating our zone of acceptable alternatives

5. The Person-In-Environment perspective is most similar to which counseling theory? (p.67)
- Cognitive-behavioral
  - Person-Centered
  - Psychodynamic
  - Systems Theory \*

### **Essay Test Questions**

1. The Happenstance Approach emphasizes making the most out of unplanned events and creating chance. Describe how you might encourage this.

#### **MAJOR POINTS**

- Encourage clients to pay attention to chance events, relationships, etc.
- Help clients learn to respond to unplanned events in an open and positive manner.
- Encourage clients to become active and involved as a way to increase the possibility of chance events.

2. What are the advantages and disadvantages associated with the trait/factor approach to career counseling?

#### **MAJOR POINTS**

Advantages

- Straightforward, easy for counselor to explain and client to understand.
- Basis for many of today's theories
- Provides an integrated role of assessment and counseling.
- Success is most often related to abilities, which are an emphasis in this approach.

Disadvantages

- Does not explore how the past has contributed to the present
- Too simplistic for today's complex problems
- In its true form, does not take into account values, personality or goals or how these might changes over time.

3. Compare trait/factor theories to the general factors of developmental theories.

#### **MAJOR POINTS**

Trait/Factor

- Focus on career choice
- Point-in-time assessment
- Age not really a factor, present of most importance
- Emphasize specific factors which are to be tested
- Focus on job satisfaction

Developmental

- Focus on career development
- Various stages, related to age
- Specific tasks to be accomplished at each stage
- Descriptive in nature

4. How might a person in early adulthood recycle through the developmental tasks of Super's life-span approach?

#### **MAJOR POINTS**

- Growth – learning to relate to others
- Exploration – finding opportunities to do desired work

- C. Establishment – settling down in a permanent position
- D. Maintenance – making one’s position secure
- E. Decline – reducing sports participation

5. Compare the basic assumptions of Super’s life-span, life-space approach and Holland’s typology approach.

**MAJOR POINTS**

Super

- A. Career development is multidimensional.
- B. Throughout the life-span there are developmental tasks to be accomplished.
- C. Vocational maturity is acquired through successfully accomplishing these tasks within the continuous series of life stages.
- D. Individuals implement their self-concepts into careers that will provide the most efficient means of self-expressions.
- E. Success in one life role facilitates success in another.

Holland

- A. Career choice is an expression of, or an extension of personality into the world of work.
- B. Individuals search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.
- C. There are six kinds of occupational environments and six matching personal orientations.

6. Discuss the fundamental concept upon which Super's Archway Model of Career Development is premised.

**MAJOR POINTS**

- A. Interactive learning through the development of self-concept and social learning extracted from life experiences is the fundamental concept of the model.
- B. The Archway Model clarifies the interaction of biological, psychological and socioeconomic factors or career development.
- C. That career development is a pervasive part of life development is reflected in the integration of life activities with stages of development.

