Facilitating Career Development

Chapter 3

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Career Development Theory **and Its Application**

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Chapter 3

Career Development Theory **and Its Application**

Learning Objectives:

When you complete this chapter, you will be able to:

1. Review key career development theories, models, and techniques and apply them to the client populations you serve.
2. Define the following terms: occupation, job, career, career development, career counseling, career assistance, career guidance, and career planning process.
3. Describe the steps in the career development process.
4. State the reasons why understanding career choice and development theory is important.
5. State the limitations of career choice and development theories.
6. Explain the importance of Maslow's Hierarchy of Needs to the work of a career services provider.
7. Describe in detail the assumptions that underlie each of the four theory types: trait-and-factor, learning, developmental, and transition.
8. Review the details of additional career development theories.
9. Describe specific ways each of these theories can be applied to client cases.

NCDA Competencies Covered:

- Career Development Models
- Assessment
- Labor Market Information and Resources
- Helping Skills
- Technology
- Consultation

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Introduction to Career Development Theories

(Learning Objective 1)

This chapter looks at the career development process. There are numerous theorists who have studied career development and outlined what they identified as important steps or milestones in the process. This chapter focuses on four theories: trait-and-factor theory (John Holland), social learning theory (John Krumboltz), developmental theory (Donald Super), and transition theory (Nancy Schlossberg). There are additional resources in the Appendices for theories not covered in-depth in this chapter.

By the end of this chapter you will have a good sense of not only the concepts of each of these theories, but also you will have the opportunity to apply them to your own career development so far, which will help you understand them better. You will also have a good understanding of the relevance of these theories to the people you serve and how to apply them in practice.



Instructor Tip: *Take a few moments at the start of class to review the materials covered in the previous chapters and answer any questions your students may have remaining. Explain that the next chapter looks at career development. There are numerous theorists who have outlined what they regard as important milestones in career development. We will look at four in this chapter, but we have included resources on others in the Student Appendices. At the end of this chapter, they will have an understanding of these theories, which will in turn help them understand the clients they serve as career services providers. For virtual courses, if this information is not presented verbally, consider writing a chapter summary and including it in the course materials and/or creating a video introduction for inclusion in your learning management system.*

Throughout the chapter, there are several homework and self-reflection assignments for students to complete. Instructors are encouraged to develop strategies for utilizing these in class. You may generate large group discussions around the homework, allow time for students to complete them in class, ask students to write their responses in learning journals, or come up with your own. ***Appendix I-1*** *offers tips for planning lessons.*

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Common Terms Used in the Career Development

(Learning Objective 2)

Before discussing career development theories, it is important to define several terms that will be used throughout the Facilitating Career Development curriculum.

Occupation: a defined set of work tasks commonly performed for the purpose of making a particular product or performing a specific service (example: teacher, iron worker, librarian).

Job: the performance of an occupation in a specific place for a specific employer (example: special education teacher for the Parksville School District, iron worker for the Belair Construction Company, reference librarian at City College).

Career: the combination of activities performed at any given life stage in all roles of life, including the role of worker.

Career Coach: a person who guides another in planning and managing their career and developing an array of options related to career goals.

Career Development: the sequence of career-related choices and transitions made over the life span.

Career Counseling: the process by which a professional counselor provides assistance to an individual client or small group of clients so that they can make informed career choices and transitions.

Career Assistance: the process by which a career services provider provides defined kinds of support to an individual client or a small group of clients, including helping to increase self-knowledge, find career information, make a decision about a career, and/or conduct a job search.

Career Guidance: a planned, sequential program of services provided to individuals or groups for the purpose of assisting them in making informed career choices and transitions.

Career Planning Process: the steps an individual takes in order to plan a career.

Figure 3.1 shows the career planning process. Note that the steps of the process are circular, illustrating that the process of career planning is never final, but is repeated again and again throughout life. The arrows go in both directions between the steps because individuals often need to return to a previous step. For example, a client might find possible occupations or jobs at Step 3, but after learning more about these possibilities at Step 4, returns to Step 3 to find other possibilities.

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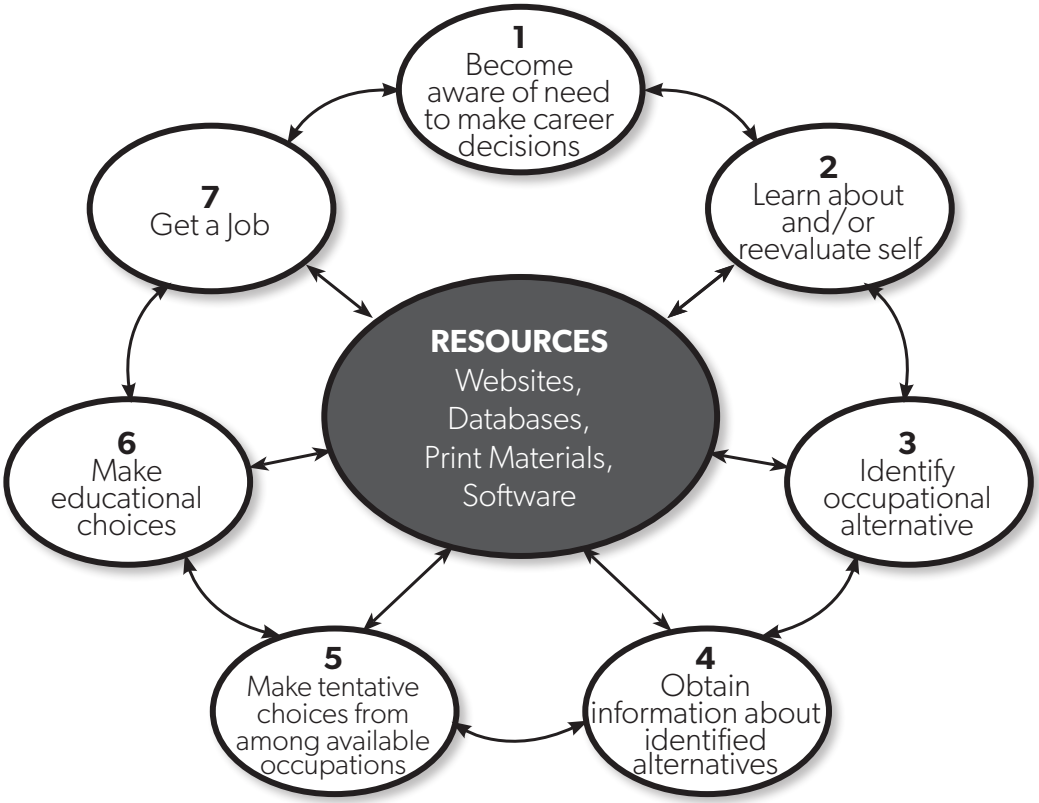


Figure 3.1 - The Career Planning Process
(Harris-Bowlsbey, Dikel, & Sampson, 2002)

Notice that there is an inner circle labeled "Resources." The central location shows that at all steps of the career planning process individuals need information, though the nature of the information will be different at each step. The resources referred to by this circle include, for example, information about occupations, schools and other training opportunities, programs of study, financial aid for education, and job-search strategies. The resources may also include information about ways to remove barriers to progress in the career planning process - ways such as obtaining help through referral agencies, ways to get help with child care or eldercare, and sources of medical help.

Instructor Tip: *Additional Journal Entry, eLearning, and Discussion prompts are located in* ***Appendix I-2*** *of this chapter. For your convenience, the activities are broken down by K-12, Higher Education, Business & Industry, and Workforce Development. Each activity can be adapted for face-to-face instruction and instructor-led virtual courses.*

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Steps of the Career Planning Process

(Learning Objective 3)

Step 1: Become aware of the need to make career decisions.

The clients you serve may reach this awareness because they are faced with a transition in their lives. They may have lost a job, become dissatisfied with a current job, or have begun to prepare for high school or college graduation and are motivated to make a change. Regardless of the reason, the process of career planning and choice begins with a realization that a change is necessary.

Step 2: Learn about and/or reevaluate self.

As described later in this chapter, career theorists emphasize that individuals are more likely to be satisfied in work when there is a good fit between the characteristics of the individual and the work tasks offered by the job. Holland (1997) described this as congruence, a match between a person's interests (expressed by a "code" of two or more interest types) and occupations or jobs. Super, Starishevsky, Matlin, and Jordaan (1963) described this step as taking a new look at the self-concept - including interests, skills and abilities, values, and goals - and attempting to translate these characteristics into one's work.

At this important step of the process, you will be helping clients to state or clarify their interests, consider their values, summarize their current skills, and formulate goals. An intake interview can be used to review interests, skills, and work experience. Some form of assessment, such as an interest inventory, might be used at this step. You could also use reports detailing progress in school and past work experience as resources. Finally, you may help clients identify short-and long-range goals to be detailed in an action plan (sometimes formalized in an individual career or employability plan). This type of goal setting can occur throughout the process, not only during Step 2.

Step 3: Identify occupational alternatives.

In this step, you will help clients identify new occupational areas or jobs that (1) fit with skills they have or can acquire, and (2) offer activities they find interesting. In making this list, clients may use books and assessment tools or access information on computer or Internet databases. The result of this step will be to generate a list of occupations or jobs so that each alternative can be carefully examined.

Step 4: Obtain information about identified alternatives.

In the case of occupations, information refers to such facts and data as a description of work tasks, skills required, training needed to enter the career field, forecasts about the growth of the profession, settings in which the work is done, and the range of salary expectations.

You may teach clients how to research occupations and identify some of the best databases for that purpose, including government and other sources described later

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in this chapter. Your ultimate goal is to help clients find the kind of information they need and to help them understand its meaning.

Step 5: Make tentative choices from among available occupations.

In order to help clients in making an occupational choice, you may recommend additional resources. These may include books, databases, Internet sites, and informational interviews with people who are already in the occupation or job or who are very knowledgeable about it. You may help clients find a job-shadowing opportunity or a co-op placement. Upon completing this step, clients will have one or more options that best satisfy their needs and characteristics. As an extension of their work in Step 2, clients may further develop an individual career or employability plan: a document where they detail all the steps needed (i.e., training needed, people to meet, etc.), to move in the career direction of choice.

Step 6: Make educational choices.

In this step, clients will gain the training, skills, certification, or other educational achievement needed for the occupation or job that they selected in Step 5, and will vary widely according to the age, work experience, and the need for additional training. For high school students, this step involves making an educational plan in keeping with their occupational choice(s), which may or may not include college. For college students, this step involves choosing a major to prepare for selected occupation(s). For an adult, this step may involve taking some course work at a local community college, by distance education (via the Internet), or by returning to college. The objective is to gain the knowledge and skills needed to move forward to the next step.

Step 7: Get a job.

If you are working with high school or college students, this step may involve getting a first job; for adults, this step is likely to be directed toward finding a different job.

This step includes building essential employability skills. As the old saying goes, getting a job IS a job. It is important to invest the time and energy into preparing for employment. You may assist a client with this



Instructor Tip: *For face-to-face instruction, review each step above and discuss the Career Planning Process with students. Ask them: Did they find it helpful to think in this way? Why or why not? When they chose an occupation, did they follow a model like this? Do they think their clients should follow this model? What are their responsibilities in the career planning process? What resources do they currently use during each step of the planning process? For virtual learners, ask students to reflect on these questions and write their response to an online discussion post or put their thoughts in a learning journal.*

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step through such techniques as helping with resume writing, practicing interviewing skills, and searching for job openings in a variety of ways, including use of the Internet. The result of this step is obtaining a satisfactory job.

Once clients complete this step, they will remain at this place in the career planning process until this job ends or no longer meets their needs. Then, they will start at Step 1 all over again.

Clients will come to you at various steps in this process. Some will be at Step 1; others will have an occupation or job in mind and need help with the job search process (Step 7); others will need to retrain for a new or different job (Step 6). Sometimes you will be unsure how to proceed or feel "stuck" in your ability to help. At these times, it is important that you seek consultation from a supervisor or trusted mentor with the appropriate knowledge and experience.

The Importance of Career Development Theory

(Learning Objective 4)

Career development theories differ in their perspective. Many would say that they complement each other. Each theory is a set of assumptions, typically based on research that explains human behavior or phenomena. Students often tune out when they hear the word theory because they think it labels a very boring and useless set of ideas. Actually, there are three very good reasons for you to learn about the theories that are included in this chapter:

1. Theories about career choice and development attempt to explain both the factors involved in the career planning process and the way they work together. Since you will be working with countless individuals who are going through this process, theories can help you know how to assist your clients to identify what is important to them and what to consider when making a career decision.
2. Theories about career choice and development attempt to predict future events, such as satisfaction/dissatisfaction in a specific kind of work or things that career planners should be thinking about at a later life stage. Therefore, they can help you as a career services provider understand, for example, the job dissatisfaction of your clients or help you plan services for individual clients or groups of clients.
3. Theories provide guidelines, tools, and techniques for practice. Thus, they can help you draft a plan for assistance to individual clients and groups.

Limitations of Career Theories

(Learning Objective 5)

Though there are profound strengths in the theories we will study, you also need to be aware of their weaknesses and limitations. It is important to remember that the theories, although they represent a serious approach

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to our work as career services provider, will not provide magic answers for us. They are, however, the best way we have to guide both our knowledge and our practice. Following are some of the limitations:

- Each theorist presented in this chapter (as well as those not presented in this chapter) views career choice and development from a different perspective and focuses heavily on specific selected aspects. Donald Super, for example, looks at the process of career development very comprehensively, studying and describing it across the entire life span and across multiple life roles. John Holland, on the other hand, confines his focus to the understanding of occupational choices at a given point in time. John Krumboltz focuses on the learning process and how it affects vocational choice and change. Nancy Schlossberg focuses on transitions in multiple life roles, triggered by events and nonevents. Each theorist focuses on specific pieces of the career choice or development process; no one theorist presents a comprehensive picture, but rather leaves it to us, the practitioner, to find ways to pull together the various pieces of the puzzle.
- Most of the theories presented in this chapter are supported by considerable research, though the approaches used, number of people used to test the theory, age and amount of data collected, and the makeup of the sample group vary tremendously across theorists. One common thread, however, is that minority groups and people with ethnic differences of all types have been under-represented. In other words, much of the research in the past has been conducted with white males from the middle class, though females have been much better represented in studies done in the last 15 years. Though this is changing, keep in mind that these theories may not apply as well to minority groups as they do to the groups on which they were originally formed and tested.
- Career development theory and practice are based on the culture of a specific country. The theories we will review have been developed in the United States; thus, be thoughtful about how well they can be 'translated' to other countries and cultures without research designed to determine whether they have the same meaning.
- There are many different types of career development theories, four of which will be described here: trait-and-factor theory, learning theory, developmental theory, and transition theory. For each type we will include: (1) the assumptions underlying the theory, that is, what professionals assume to be true about people and careers; and (2) the work of one major theorist, including specific tools, techniques, and practical applications related to each approach. Several other theories are briefly described at the end of the chapter. You may want to read more about these theories by exploring the references provided. Before we begin discussing the career theories,

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we will briefly review a foundational theory of human needs that can help us to better understand why an individual might or might not be ready to discuss career-related issues.

Maslow's Hierarchy of Needs and Career Development

(Learning Objective 6)

Abraham Maslow developed the Hierarchy of Needs (Figure 3.2) in the 1940s. According to this model, each of us is motivated by these needs. Maslow (1968) states that we must satisfy each need in turn, starting with survival itself. When the lower order needs of physical and emotional well-being are satisfied, we can then be concerned with the higher order needs that are related to personal development.

Maslow established five levels of needs:

1. Physiological needs: basic life needs including air, food, drink, shelter, warmth, etc.
2. Safety and security needs: protection, security, order, law, limits, and stability.
3. Love and belonging needs: family, relationships, work groups, and affection.
4. Esteem needs: achievement, status, responsibility, and reputation.
5. Self-actualization needs: personal growth and fulfillment. If one wants to be truly self-actualizing, the lower needs have to be taken care of to a considerable extent first.

What does this mean to a career services provider? According to Maslow, needs related to our work roles begin at his third level: love

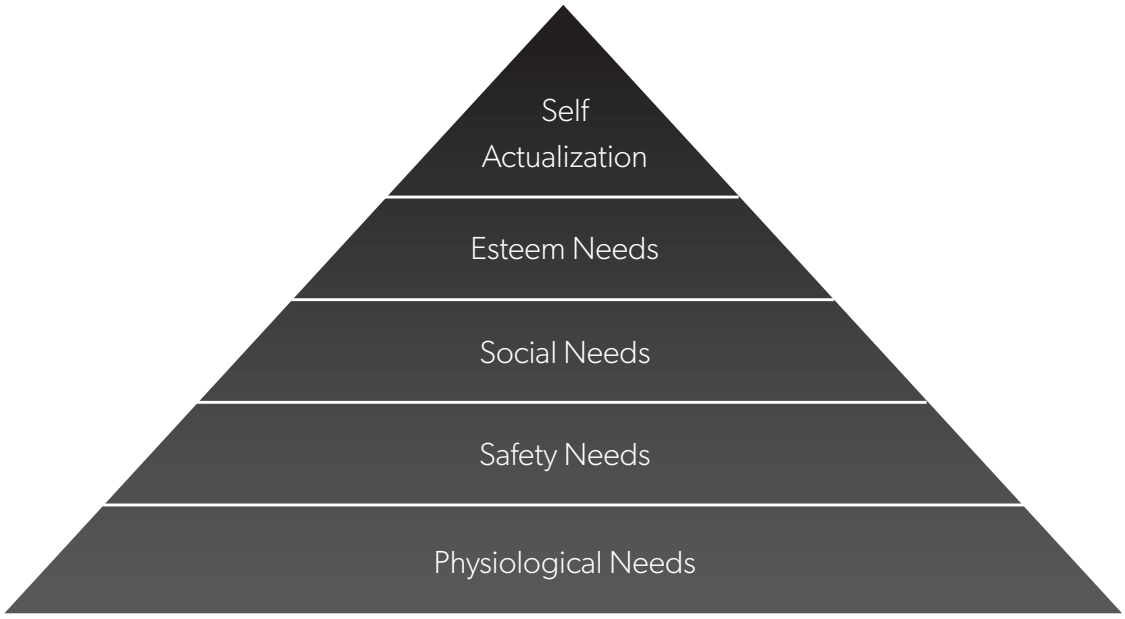


Figure 3.2 - Maslow's Hierarchy of Needs

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and belonging. Maslow would say we need to be sure that there are not deficits in physiological and safety needs before working with an individual on their work-related needs. Level 3 refers to becoming part of the work environment. As we move to Level 4, we are looking at reaching a high standard within one's work roles. When we are functioning at Level 4, we are achieving status at work and have a reputation in our field. We are respected. To be self-actualized means that an individual has reached what Super would call a high level of career maturity. To Maslow, this means that an individual has a keen sense of reality; sees problems in terms of challenges; feels comfortable relying on his or her own experiences and judgments; is democratic, fair and non-discriminating, accepting of others, comfortable with himself or herself, and creative; and seeks peak experiences that leave a lasting impression.

Maslow's needs hierarchy has been criticized because, in actuality, people sometimes do pursue higher level needs without meeting lower level needs. So, as a career services provider, you might be discussing higher level needs first before focusing on the lower level needs. For example, you could help an individual think about the most fulfilling moment in his or her life and identify skills, interests, and values that they were exhibiting.

A Review of Career Development Theories

(Learning Objective 7)

The rest of the chapter is dedicated to understanding several career development theories. Similar to human development theories, career development theories consider the process and influences in the steps an individual takes throughout his/her lifetime as related to vocation and work. Throughout this section, you are encouraged to look at your own life, and the course of your own career to help increase your understanding, comfort and consideration of how to apply this knowledge in practice.

There are **Additional Training Resources** for this chapter located in **Appendix S-1.**

"Trait-and-Factor" Theory

Trait-and-factor theory is a broad category that overlays several theories and seeks to describe individual differences in personality types. The theory makes the following assumptions:

- Individuals have unique characteristics related to interests, abilities, needs, values, and personality traits.
- Occupations and jobs have unique characteristics related to work tasks, skills, demands, and rewards.

Instructor Tip: *See* ***Appendix I-3*** *for an optional activity on Maslow's Hierarchy of Needs. This activity can be adapted for face-to-face and instructor-led virtual courses.*

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- The unique characteristics of both individuals and occupations/jobs can be measured.
- Workers and employers are most satisfied when there is a good match or "fit" between the characteristics of the worker and the characteristics of the occupation/job.

When using this theory, considerable attention is given to how to classify these characteristics, how to measure them in some objective way, and finally, how to make a direct relationship between the characteristics of the individual and the characteristics of an occupation or job. Little attention is given to how persons have acquired the characteristics they possess.

The Vocational Choice Theory (Holland)

Part of the appeal of this theory is its simplicity. John L. Holland (1997) provides an outstanding example of a trait-and-factor theory applied to career choice and decision-making. Holland contends that career interests are an expression of the individual's personality. There are four basic concepts to Holland's theory:

1. People can be described as a combination of three or more of six types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.
2. Environments (jobs, worksites, and schools) can also be described as a combination of the same six types.

Video and Web Resources:

Please review the following websites for additional information on Career Theory and Models:

Career Theory and Models

www.careers.govt.nz/resources/career-practice/career-theory-models/

Resources for Faculty & Staff / Career Theory

www.grinnell.edu/after-grinnell/cls

NCDA Closing Session on Career Theories – June 2012 [Video]

www.youtube.com/watch?v=cLkhORZo0Sc

3. People of a given type seek environments of the same or similar type.
4. If a person can find such a compatible environment, he or she is likely to be satisfied and productive.

The six personality types (Holland, 1997) can be briefly described as follows:

Realistic (R)

The Realistic personality type tends to prefer activities that entail the explicit, ordered, or systematic manipulation of objects, tools, machines, and/or animals. The Realistic person often has mechanical abilities and is a problem solver. Realistic types usually

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prefer occupations with tangible results or products that have physical demands, such as automobile mechanic, aircraft controller, surveyor, carpenter, truck operator, farmer, or electrician. They often describe themselves as practical and conforming.

Investigative (I)

The Investigative personality type often values the development or acquisition of knowledge. They may be independent, observant, self-motivated, introspective, analytical, curious, and task oriented. They often explore ideas, analyze data, and enjoy ambiguous or abstract tasks. Investigative people usually prefer occupations such as psychologist, professor (in a wide variety of fields), anthropologist, scientist, pharmacist, nutritionist, or chemist.

Artistic (A)

The Artistic personality type may prefer ambiguous, free, non-systematized activities that involve the manipulation of physical, verbal, or human materials to create art forms or products. Artistic persons frequently have an aversion to systematic and ordered activities. Instead, they tend to be independent, nonconforming, self-expressive, intuitive, sensitive, and emotional. They often value the creative expression of ideas, emotions, or sentiments. Innovation and imagination is frequently part of their work. They often like occupations that allow self-expression, such as composer, musician, stage director, writer, interior decorator, fashion illustrator, editor, or photojournalist.

Social (S)

The Social personality type prefers activities that involve working with others to inform, train, develop, cure, enlighten, or serve others through personal interactions. They are generally empathetic and nurturing, concerned for the welfare of others, and value humanitarianism. They usually have strong interpersonal skills and are good at teaching, explaining, guiding, and solving problems. They often work in educational, social service, and mental health organizations in occupations such as teacher, counselor, social worker, religious worker, nurse, clinical psychologist, or speech pathologist.

Enterprising (E)

The Enterprising personality type prefers activities that entail working with others to attain organizational or economic gain. Typically, they value status and frequently work in leadership positions. Usually, strong interpersonal and persuasive competencies are observed in enterprising types. These individuals can be ambitious, competitive, gregarious, and energetic. They are often seen in jobs that emphasize persuasion, selling, giving talks or speeches, and organizing activities and events. Enterprising types are often risk takers and tend to like occupations in sales, real estate, or management.

Conventional (C)

Conventional personality types tend to be conscientious, persevering, practical, orderly, precise, and accurate. They prefer activities

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that involve the explicit, ordered, and systematic manipulation of data such as keeping records, filing materials, organizing written and numerical data according to a prescribed plan, and operating a computer to attain organizational or economic goals. They usually establish and maintain routines, and typically aim to meet precise standards with attention to detail and perfectionism. Conventional types prefer occupations with clearly defined duties that organize office procedures and keep records. They typically work in organizations with well-ordered chains of command. Conventional occupations include bookkeeper, financial analyst, accountant, registrar, computer programmer, production editor, and cost estimator.

Holland (1997) theorized that individuals acquire their personal codes through a combination of heredity and environment. Because of heredity, individuals may be predisposed to a certain code. Further, parents and other adults help children develop and strengthen certain codes through the following chain of events:

- Children are exposed to activities in the home, community, and school. This exposure may be broad or limited.
- Those activities that are positively reinforced (that is, rewarded or praised) in some way are more likely to become interests.
- Individuals seek to acquire abilities/skills to support their interests.
- Individuals assume values that are compatible with their interests and skills.

Holland believes that there is continuity over time in the kinds of work that people do and their occupational aspirations. These preferences become more stable with age, though there can be modification in one's code due to new educational or occupational experiences that are associated with positive reinforcement. His theory states that career interests can be changeable through approximately age 25.

An individual's personal code is expressed by two or three letters, such as SEA, RIE, CRE, etc., though it may have one or more ties in any position, such as S/EAC, RI/EC, CRE/I, etc. There are various ways that an individual can discover his or her personal codes:

- First, a career services provider may help clients identify their code through an informal assessment such as the Party Game, described in Chapter 4.
- Second, you may administer, with appropriate training, one of several interest inventories based on Holland's theory, including Holland's Self-Directed Search (2001). These inventories include the O*NET Interest Profiler, the Career Decision-Making System (CDM), or Career Liftoff.
- Third, a career services provider can develop a Holland code from the last three jobs the person has held or from the titles of three or four desired or ideal occupations that the client can name. You will need reference materials that codes occupations to do this.

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Holland illustrated the relationship of the six types to each other on a hexagon (Figure 3.3). The letter R (for Realistic) is placed on the top left point of the hexagon, and then the remaining letters follow in the prescribed order. The six types are arranged in this structure with the understanding that the types adjacent to one another share more in common than the types that are opposite in the hexagon. This relationship is what Holland refers to as consistency. Higher degrees of consistency suggest more harmony.

Consistent Holland Code: The first two letters of an individual's code are "next door" to each other on the hexagon. These codes are RI, IR, IA, and AI, AS, SA, SE, ES, EC, CE, CR, and RC.

Moderately Consistent Holland Code: The first two letters of an individual's code are one point away from each other on the hexagon. These codes are RA, AR, IS, SI, AE, EA, SC, CS, CI, IC, ER, and RE.

Inconsistent Holland Code: The first two letters of an individual's code are across the hexagon from each other. These codes are RS, SR, IE, EI, CA, and AC.

Practically speaking, Holland theorizes that individuals who have consistent codes may have more internal stability (not being pulled by widely varied interests and values) than those with inconsistent codes, and he also states that jobs with consistent codes may actually be easier to find. They also typically can find an occupation where they have an opportunity to express all their interests.

Another characteristic of codes that appears to affect the ability to make career choices is what Holland calls *differentiation.* This refers to the degree of certainty or definition of an individual's interests. In other words, is there a clear distinction between the individual's likes and dislikes? This concept relates to the shape of a person's profile of scores on the six Holland types. If all six are quite low or quite high, the profile is called "flat" or "undifferentiated." If some scores are high and some are low, the profile has "peaks and valleys," and is called a differentiated profile. This simply means that the person has some areas of interest that are considerably higher than others. If an individual's interests are well defined, Holland believes that he or she is ready to make a career-related decision. Flat profiles can mean that individuals don't really know their interests. High flat profiles mean they could have many interests and might need to work on narrowing them down. A low flat profile could show minimal exposure to occupations and work activities, but could also show a weak self-concept or low self-esteem. These profiles are illustrated in the graphics below.

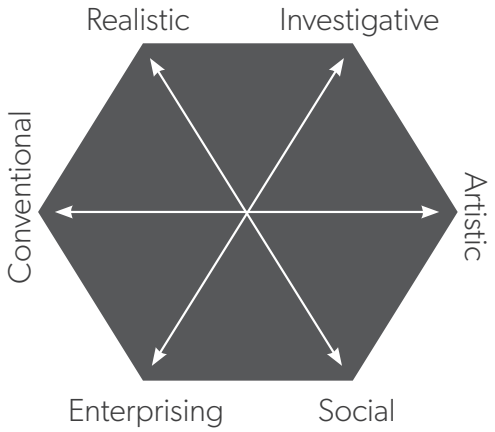


Figure 3.3 - Holland's Hexagon

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A Well-Differentiated Profile

50						
45				•		
40					•	
35						
30						
25						
20		•	•			
15						•
10	•					
5						
	R	**I**	**A**	**S**	**E**	**C**

Low, Flat Profile

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45						
40						
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30						
25						
20						
15			•			
10	•	•		•	•	•
5						
	R	**I**	**A**	**S**	**E**	**C**

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High, Flat Profile

50			•			•
45	•	•		•	•	
40						
35						
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25						
20						
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10						
5						
	R	**I**	**A**	**S**	**E**	**C**

Another concept in Holland's theory is that of *congruence.* This describes the degree of fit between an individual's personality type and work environment. A person is in a congruent environment when the personality type matches the occupational environment. The theory predicts that a person with a code of SI who works in a job with an SI code would generally be satisfied and productive. The theory predicts that the same person in a job coded RI, for example, would be dissatisfied and perhaps less productive.

In sum, Holland believes that a client is likely to be ready to make a vocational choice or change if his/her code is consistent (or at least moderately so) and well differentiated. If, on the other hand, his or her code is inconsistent and poorly differentiated, the client may not be ready for vocational choice or change and may need more extended service. Further, using this theory if the person is entering a job with a code the same or similar to his or her own, we could expect the client to be satisfied with the choice. There are many nuances to the interpretation of Holland codes. Career services providers should study Holland's theory in depth and interpret codes only under the supervision of an experienced career professional.

Just as individuals have codes, so do occupations, majors, and leisure activities. By using materials and books listed at the end of this chapter, you can assist clients to identify occupations, majors, and leisure activities that relate to their codes.

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In addition, the Holland typology can be very helpful in organizing occupational information in the career center or in planning activities for individuals to explore various work environments. Another use of the codes is to summarize the past work experience of clients. For example, as mentioned earlier, you might ask a client to tell you the last three jobs that he or she has held. Using the Occupations Finder, you can assign a code to each of these three jobs. Then, calculate a Holland code from these. This type of calculation can help you to identify other positions for which you can assume that the person has skills. Of course, if the person disliked these past jobs, you might want to explore different possibilities.

Knowing a client's type allows a career services provider to make predictions. It can lead to a discussion about the kind of work places that would be satisfying and would lead to a higher level of adjustment.

Practical Applications of Holland's Theory

There are many practical applications of Holland's theory. Numerous assessment instruments (both formal and informal) are based on this theory. Having a Holland code is a useful starting point as one engages in career exploration and information gathering. It allows one to clarify interests. Consistency, congruence, and differentiation of the scores and work environment or lack thereof should all be topics of discussion. After that discussion, Holland would say the next step would be to locate occupations that relate to their code, focusing on occupations resembling all combinations of the code. Next, would be encouragement to explore those occupational alternatives through informational interviewing, researching the occupations, volunteering, taking courses related to the occupations, and/or job shadowing.



Activity 1: The Case of Joseph

Joseph is a 22-year old high school graduate. He was in the Army for four years as an electrical technician installing and maintaining radar equipment. He did his job well and was proud of his service. Since returning from his military service, he became employed as an electrician's assistant, which led him to consider a career in construction. Lately, he has been questioning that decision. Joseph is also committed to giving back to his community and serves as a volunteer youth recreation team leader at a local youth program on weekends. Joseph says that during the week, it's all he can do to get out of bed in the morning. But, on weekends, even after a long workweek, he feels excited and energized to work with the youth. During your first meeting, you find out that he took an assessment before he left the Army. He brings you a copy of his assessment report, and you see that his Holland code is SE.

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There are a number of issues presented here, but for now we will just focus on Joseph's Holland code. As one thinks about Joseph's level of dissatisfaction, Holland would look closely to examine the degree of congruence between Joseph's code and the codes of his job and volunteer position.

If you are not already familiar with it, O*Net is a website that includes a vast amount of labor market information that will help you and the clients you serve understand more about their occupations of interest, including Holland Codes (called Interest Codes on the website). We will explore this site more in Chapter 7. Using a computer, navigate to O*Net Online (www.onetonline.org) to search for Joseph's three occupations:

1. First, look up "electronics repairer," which is the O*Net occupation most similar to his job in the military. Enter the code here:

   _____.

2. Next, search for "electrician helper" to find out the code for his current job and enter it here:

   _____.

3. Finally, look up "recreation worker," find the code for this occupation and enter it here:

   _____.



Instructor Tip: *Ask your students to conduct a Holland Code assessment for themselves using www.pedagonet.com/Tests/RIASEC.html or another self-scoring tool. Then, ask them to conduct the same research on O*Net for their current occupation, and one or more previous occupations or other areas of interest that also could be an occupation (e.g., woodworking, painting, fixing cars, etc.). When they have completed their research, depending on the learning setting, students can discuss their experience with peers (face-to-face), write a journal entry (face-to-face or virtual), or post to an online discussion (virtual) reflecting on their:*

- *Experience completing the assessment*
- *Congruence between personal and occupational codes*
- *Reactions to the findings, and*
- *How they might use or apply what they learned*

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As Joseph reported earlier, his code is SE.

In your search of O*Net, you will have determined that the codes for each of the occupations listed above are RC, RC, and SE. Holland would probably conclude that since Joseph satisfactorily worked in an RC job while in the military, it made sense that he looked for a similar job when he joined the civilian workforce. However, this wasn't the case. Joseph was very dissatisfied with his job. When you see that the volunteer job has a code of SE, as do his assessment results, you can begin to understand his higher level of energy and enthusiasm for that work.

The possible source of conflict is his reported high level of satisfaction with his volunteer position, which in fact is more congruent with his code of SE. Let's examine Joseph's code further. The first letter of his code, S, involves working with people, teaching, helping, etc. He does not have an opportunity to express those interests in his current job, but does in his volunteer position. In thinking about the second letter of his code, E, one would also want to consider the lack of opportunity for leadership when working as an assistant versus the experiences that he probably has at the youth program, where he has a chance to express those interests and show those skills while working with the youth.

Homework 1: Reflections on Holland's Theory



Holland's theory has a variety of applications. Consider each scenario below and write a few sentences on how a career services provider might use Holland's Theory to advise the following clients:

1. A high school student comes to you for help in making a four-year plan. How could you use Holland's theory and related tools to help?

   _____

   _____

   _____

2. A college student is feeling pressured to declare a major and comes to the career center for help. How could you use Holland's theory and tools to help?

   _____

   _____

   _____

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3. An adult who has had three prior jobs comes to the Job Service office for help in finding another job. How could you use Holland's theory and tools to help?

_____

_____

_____

4. Your school principal has recently taken a course in which she learned about Holland's theory. She directs you to develop services for students that are based on this theory. What would you do?

_____

_____

_____

Choose a job you love, and you will never have to work a day in your life. - Confucius

Learning Theory (Krumboltz)

John Krumboltz (2009) has applied learning theory to the career development process. Krumboltz and Levin (2004) have written a book, Luck is No Accident that illustrates through stories, cartoons, quotations, and exercises how careers are built. Krumboltz's theory is related to Bandura's (1986) social learning theory that emphasizes the influence of modeling and positive reinforcement. Several basic beliefs underlie Krumboltz's learning theory:

1. Although both heredity and environment influence people's behavior, counselors can only shape environments conducive to learning.
2. There are two significant kinds of learning: instrumental learning and associative learning. Instrumental learning occurs when positive outcomes (praise, financial return, positive emotions) follow a given behavior. For example, if you study for an exam and then get an A on it, you are likely to learn that studying pays off. Associative learning occurs when people observe outcomes that are experienced by others and take these persons as role models. A role model is a person after whom they want to pattern their own behavior. As an example, a client might learn that writing a good resume is important because he observed that several people in a workshop who wrote resumes got good jobs quickly. He might then want to pattern his behavior after these individuals.

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3. Positive reinforcement occurs when specific behaviors are rewarded. Negative reinforcement occurs when some aversive stimulus is terminated. Punishment is not recommended as an aid to learning.
4. Good techniques of learning theory can be applied in assisting individuals with their career and life actions.

Krumboltz believes that the primary role of counselors and career services providers is to help clients learn to create more satisfying lives for themselves. He rejects the notion that the primary goal is for clients to declare a future occupational goal. His research has revealed that very few currently employed people (including career services providers) are working in an occupation that they choose at age 18. Almost all found their current occupation as the result of a series of unplanned events. Part of a counselor's job is to get their clients actively engaged in tasks that help them learn how to generate unplanned career opportunities.

Step 1: Clients come to a career professional because they are unsure about something. Find out exactly what is troubling your client. They may have an insensitive boss. They may have a spouse who disapproves of their work habits. They may want to get promoted. They may want to live in a different part of the country. And, yes, they may want you to tell them what their future occupation should be. Unfortunately, you do not know what anyone's future occupation should be, and you have no way of finding out in spite of all the efforts that have been expended. You explain that your goal is to help them figure out the next action steps that will help them make progress toward a more satisfying life.

Step 2: Engage in helping skills and listen to your clients so that they are convinced that you completely understand their thoughts, feelings, and actions. Effective listening skills have been advocated historically by Sigmund Freud and Carl Rogers and, more recently, by thousands of others. This is not a new idea, but it is an essential one.

Step 3: Brainstorm with your clients a possible first action that they could take before they see you again. Brainstorming means that you and your client jointly toss out dozens of ideas of possible actions. They may be very small actions: making one telephone call, doing one search of the Internet, reading one book chapter, initiating one conversation with a stranger. Then, you ask your clients to choose one action that they agree to perform within some mutually agreed time limit. Invite them to e-mail you when they have completed the agreed upon action. This action step is crucial because you are putting them in charge of their own career one step at a time. They may want to rehearse possible actions with you: how to confront the boss, how to compose an "elevator speech," how to initiate a sensitive conversation topic with one's spouse.

Step 4: Evaluate your success from behaviors your clients have learned to apply in the real world, not just in an interview. Maintaining contact with clients is a good idea. Your continuing interest in their welfare is flattering

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to them, and it gives you a way to improve your own performance as a career professional. Self-improvement is a worthwhile goal for both clients and counselors. Incidentally, everyone, whether working in either an agency or self-employed, has anonymous success stories to share with others. Political survival in the real world is built on records of success. This form of teaching is direct instruction (as in the case of teaching a model for decision making or teaching clients how to research an occupation thoroughly). Another form of teaching is to set up experiences for clients that result in positive reinforcement for behaviors that we want them to learn. For example, practice job interviews might be planned and, after thorough instruction about how to behave in an interview, a client can be praised when those behaviors are practiced. Such practice experiences have the effect of strengthening learning and the self-concept so that the client can be more effective in the "real world."

Though some career planning activities seem logical and straightforward, clients may have difficulties along the way. Some of these difficulties may be removed or minimized by instruction (such as how to write a resume, how to conduct a job search, or how to participate in an interview). Practice in these areas, plus positive reinforcement for learning, can also be effective. Other difficulties may be encountered because the client holds negative career beliefs, perhaps unfounded and irrational, which block the ability to proceed. When you suspect that one of your clients is unable to make progress with you, you will want to discuss this situation with your supervisor and potentially plan for a referral.

Recently, Krumboltz has focused on the concept of happenstance in his work. This term refers to maintaining an exploratory attitude while encountering unexpected events. Life rarely rolls out exactly as planned, and "chance" events can have a positive or negative influence on us. No matter how much planning we do, things happen, and sometimes turn into new opportunities. The four key attitudes to foster regarding unexpected events are: curiosity, persistence, flexibility, and optimism.

In career development, one may start out with one occupational goal in mind, and because of these chance events, the planned career path changes. Krumboltz sees that the pace of the 21st Century and uncertainties in our environment, make it nearly impossible to have specific plans laid out well in advance, and maintaining an open-minded attitude is important when encountering the unexpected. A career services provider can assist the client to respond to the unexpected in a positive, open manner.

Practical Application of Krumboltz's Social Learning Theory

The following concepts are typically used when applying this theory: instrumental learning, associative learning, reinforcement (both positive and negative), modeling, observing, practicing, and happenstance.

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Video and Web Resources:

Please review the following resources for additional information on Krumboltz's Happenstance Learning Theory:

Video Part 1 of 3: www.youtube.com/watch?v=_3x9BN221FI

Video Part 2 of 3: www.youtube.com/watch?v=y7hRTEdn54E

Video Part 3 of 3: www.youtube.com/watch?v=DGHU2zmcy6M

Krumboltz Theory Summary

www.careers.govt.nz/resources/career-practice/career-theory-models/krumboltzs-theory/

www.semanticscholar.org/paper/The-Happenstance-Learning-Theory-Krumboltz/8a13fc17cb96e3e13ace2bb9bf48199c92c683c7

There are ***Additional Training Resources*** for this chapter located in ***Appendix S-1.***

Activity 2: The Case of Constance

Constance is a 52-year old woman who has worked for the same manufacturer in the marketing and public relations department since she graduated from college. She was laid off six months ago after a larger conglomerate bought the company. She thought she could easily get another job given her 30 years in the field and her excellent references. It hasn't worked out that way. When you first meet Constance, you notice that she is very quiet and her confidence is low. Her unsuccessful job search campaign has taken its toll. She tells you that she has applied for several openings that were very similar to her former job, but she was competing with others who, she guesses, were younger and more outgoing. She said she didn't even get called in for an interview.

"I want to look back on my career and be proud of the work, and be proud that I tried everything."
- Jon Stewart

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Because of her long-term employment with the same company, Constance has not looked for a job in years, so she doesn't really know how to search for openings except through the want ads in the newspaper and by using her informal network of friends and former colleagues. Her long-term goal is to stay in the community and find steady work, but she is willing to also work on short-term projects. Someone mentioned to her that she should go back to school; her skills might be outdated and, because she worked for the same employer all those years, her knowledge of the field might not be broad enough or up-to-date. She thought that was an odd thing to suggest.

How would a career services provider apply the basic concepts of learning theory when working with Constance?

After finding out Constance's concern and actively listening to her experiences, thoughts, and feelings, the next task was to brainstorm some ideas about next possible actions that Constance could take. Ideas that either the career services provider or Constance might suggest could include: building a resume, moving to another town, asking friends for advice, taking a night school course, or creating a portfolio. The career services provider would ask her to pick the one task she would be willing to do soon and ask for a deadline date and time when she would e-mail or call the career services provider with the results of her action. Then, they would build on what Constance learned and repeat the process to determine the next action step. Constance remains in charge of which actions she will and will not undertake. The career services provider provides continuing support for her active explorations. Her actions will not only teach her new skills, but she will gain confidence and may also create a product to bring to her next job interview.

This description only begins to describe how a career services provider could work with Constance when using this theory. In your assignments, you will be asked to put together ideas, using these same concepts, to prepare Constance for her next action step.



Instructor Tip: *For face-to-face classes, students can break up into dyads or small groups to discuss how to apply Krumboltz's Learning Theory to this case. For instructor-led virtual classes, students can post to an online Discussion Board and discuss their response and the responses of other students.*

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Homework 2: Reflections on Krumboltz's Social Learning Theory



You may find Krumboltz's Theory helpful in your work as a career services provider. Using the scenarios below, write a brief response to each.

1. Make a list of possible action steps you might add as you brainstorm with a client like Constance.

   _____

2. Describe how you could use Krumboltz's theory to help an adult who has been out of the job market for a long time and is concerned about how to handle a job interview.

   _____

3. Why would Krumboltz see value in helping clients find positive role models?

   _____

4. Define happenstance according to Krumboltz and think about times when happenstance events affected your career. Based on your experience, list some ideas describing how you might help a client plan for or respond to happenstance events.

   _____

Developmental Theory

The third type of theory, developmental theory, focuses on how careers unfold over the life span. These theorists believe that the factors that contribute to growth and maturity are complex and multifaceted. The theory is based on the following assumptions:

- Life can be divided into a specific number of age-related stages. Each stage has a list of specific tasks that should be accomplished during that stage.
- If the tasks of a given stage are accomplished, an individual is developmentally on schedule or mature and is, therefore, more likely to accomplish the tasks of the next life stage.
- If the tasks of a given stage are not accomplished during the appropriate time, however, the individual is developmentally off schedule or immature and may have difficulty in the life stages that follow.

The Career Development Theory of Donald E. Super

Super's Propositions

The leading developmental theorist is Donald Super. There are three aspects to his theory: self-concept, life span, and life space. His theory builds upon the following propositions:

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1. People differ in their abilities, personalities, needs, values, interests, traits, and self-concepts.
2. People are qualified, by virtue of these characteristics, for a number of occupations.
3. Each occupation requires a characteristic pattern of abilities and personality traits, with tolerances wide enough to allow both varieties of occupations for each individual and some variety of individuals in each occupation.
4. Vocational preferences and competencies, the situations in which people live and work, and hence, their self-concepts change with time and experience. Self-concepts, as products of social learning, are increasingly stable from late adolescence until late maturity, providing some continuity in choice and adjustment.
5. This process of change may be summed up in a series of life stages characterized as a sequence of growth, exploration, establishment, maintenance, and decline. Multiple-trial careers involve new growth, re-exploration, and re-establishment.
6. The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socioeconomic level, mental ability, education, skills, personality characteristics (needs, values, interests, traits, and self-concepts), career maturity, and by the opportunities to which an individual is exposed.
7. Success in coping with the demands of the environment depends on an individual's readiness to cope (career maturity).
8. Development through the life stages can be guided, partly by facilitating the maturation of abilities and interests and partly by aiding in reality testing and in the development of one's self-concept.
9. The process of synthesis or compromise between the individual and social factors and between self-concept and reality is one of role-playing and of learning from feedback, whether the role is played in fantasy, in the counseling interview, or in activities such as classes, clubs, part-time work, and/or entry-level jobs.
10. Work satisfactions and life satisfactions depend on the extent to which the individual finds adequate outlets for abilities, needs, values, interests, personality traits and self-concepts. Satisfaction depends on establishing oneself in a type of work that provides growth and exploratory experiences.
11. The degree of satisfaction people attain from work is proportional to the degree to which they have been able to implement their self-concept.
12. Work and occupations provide a focus for personality organization, although for some persons this focus is peripheral, incidental, or even nonexistent. Leisure activities and homemaking may be central.

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Self-Concept

The most central statement of Super's theory relates to the importance of an individual's self-concept (Super et al., 1963) in the process of career choice and development. According to Super (and many other psychologists), each of us has a self-concept, that is, a picture of who we are and what we are like. This is a blend of how we see ourselves, how we would like to be seen, and how we think others view us; this includes both subjective and objective information. People use this understanding of self when they identify career goals and plans.

The formation of a self-concept begins as soon as a baby realizes that he or she is a separate being from mother and father. The growth and richness of the self-concept continues throughout our entire lives. Its development is influenced by the culture in which we live, the family in which we are born, the experiences that we have, and the events that befall us. According to Super, our perception of how well we can perform in a specific area (such as what we are like as a student of mathematics or how well we can get along with others) is either increased or decreased by the kind of reinforcement we receive. For example, if we do well in mathematics courses, get high scores on mathematics exams, and are often commended by teachers for our knowledge in this field, we are likely to feel good about our abilities in math. That is, we have a strong self-concept related to our capability in mathematics. If, on the other hand, we do poorly in mathematics courses, receive low scores on mathematics examinations, and are often told by our teachers and parents that we need to do better, we will have a low self-concept related to mathematics.

We form pictures of ourselves in many different areas of our lives. Sometimes these views are realistic, clear, and well-defined and other times they are unrealistic, imprecise, and poorly defined. Super says that these parts of the self-concept related to work form the vocational self-concept. It is Super's central theme that individuals seek to live out their vocational self-concept through their choice of work (Super, 1957; Super et al., 1963).

Thinking about this idea may trigger several other thoughts in your mind. If a person has a poorly defined or negative self-concept, he or she might be more likely to make less-than-satisfying vocational choices. A second is that work may be boring and meaningless if people are unable to view it as an expression of their vocational self-concept, i.e., their abilities (what they can do best), their interests (what they like most to do), and their values (what they think is really important to do). A third thought is related to how we provide feedback to our children, family members, students, employees, and friends. According to Super, this feedback is tremendously important.

Though we do not want to give them false impressions of themselves, it is important both to career choice and life in general that as career service providers we provide them with positive support and help them achieve the most positive view of their capabilities as possible.

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Life Span - The Length of One's Career

In the past, many believed that young people in high school would make one career choice that they would pursue throughout their working life. Once that choice was made we assumed that individuals would get the training needed to enter their occupation of choice, get a first job in it, and continue in that occupation until retirement. This concept of a one-time vocational choice is no longer relevant in the United States. Our world has permanently changed with the ever-widening expansion of technology.

Super identified a series of developmental tasks one typically encounters and connected these tasks to stages and sub-stages of career development. Super's concept of career development is that of progression throughout the entire life span. Super et al. (1963) defined five specific life stages related to career development. These stages, a brief description of each, and a typical age range are provided below:

Stage Name	Age Range	Typical Tasks
Stage 1	Growth 0 - 15	Focus on physical growth, formation of the self-concept, and early exploration of interests and abilities.
Stage 2	Exploration 15 - 25	Learning about many different areas of work and their requirements; progressively making a commitment to a specific area of work, getting training for it, and beginning to engage in it.
Stage 3	Establishment 25 - 45	Getting firmly settled into an occupational field; making contributions to that field of wok and being very productive, perhaps being promoted to higher levels of responsibility.
Stage 4	Maintenance 45 - 65	Maintaining the current position in work; updating skills as needed to stay competitive with younger people; planning toward retirement at the end of this period.
Stage 5	Disengagement 65 - ?	Slowing down and doing a gradual separation from paid employment; engaging in a different lifestyle that includes more leisure, family and community activities.

(Note that at the time this theory was written, 65 was the traditional age for retirement. That is no longer true.)

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Super and his colleagues originally described these stages as linear, but they later recognized that individuals recycle through stages and tasks throughout their lives. These five stages of career development are accompanied, and driven, in Super's theory, by five developmental tasks. These are tasks related to learning and planning that are necessary in order to move through these stages successfully and at the correct time. These tasks are named and defined as follows:

- ***Crystallization:*** the process of considering a variety of vocational options, discarding some, and ultimately limiting the list to a few that most appropriately use one's interests and abilities. The process also involves a clear formation of a vocational identity or vocational self-concept. This task includes understanding the factors that need to be considered when making a vocational choice (interests, abilities, values, self-concept), understanding the factors in the environment that may affect personal goals (the economy, the labor market, hiring practices, etc.), knowing how to set goals and progress toward them, and learning in detail about the occupations under consideration.
- ***Specification:*** the process of committing to one occupation over others that have been under consideration, knowing and engaging in the training needed, feeling confident in the choice, and moving forward with commitment.
- ***Implementation:*** the process of completing the training for a selected occupation and of getting a job related to that that training.
- ***Stabilization:*** the process of settling into a field of work, experiencing the benefits of having made a good choice, and making contributions to the field and to the employer.
- ***Consolidation:*** the process of further commitment to the occupation or field of work chosen with the seniority and productivity that comes with experience.

Vocational Maturity - Completing Tasks on Schedule

A further concept in Super's theory is that of vocational maturity (Super and Overstreet, 1960), one that he researched for at least 20 years. In Super's view, vocational maturity can be described simply as accomplishing the above five tasks (and their multiple subtasks) "on schedule," that is, during the age range in which one would optimally do so. According to Super's theory, if an individual does not accomplish these tasks and sequence at the time proposed, he or she may be vocationally immature, that is, not possessing the needed skills to make informed and satisfying career choices.

Later in his career, Super did acknowledge that the age range associated with the task was not the critical piece; the importance lies with completing the task itself and that many

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people recycle through these stages not only once but a number of times. Please refer to the National Career Development Guidelines (see ***Appendix S-1: Additional Training Resources*** for the website address) for a list of the tasks and subtasks that need to be completed at each age/stage.

Throughout all of these tasks the individual's self-concept is a central and all-important factor. A second important factor is the ongoing process of the compromise between what an individual may desire or be able to do and the opportunities available to that person due to external forces outside his or her control.

> *The best way to predict the future is to create it.* - Abraham Lincoln

An Adapted Theory

The world, and therefore, the context, in which career choices are made has changed tremendously since Super's first statement of his theory in the 1950s and 1960s. Super himself acknowledged this fact in his later writings of the 1980s and 1990s. Due to the changes both in the views of people and the views of corporations, the "lifetime career" described by Super is much less a reality now than in the 1950s and 1960s. Thus, Super acknowledged n his later writings that it might be typical for people to go through the life stages of Growth, Exploration, and then early Establishment and, after a short time, go back to Exploration and make a different career choice, perhaps never reaching the stage of Maintenance in a given occupation. He also acknowledged that people may approach these tasks and stages at different ages as a larger percentage of women enter the workforce, larger percentages of people retrain or increase their formal education in the adult years, and corporations continue to "downsize, right-size or globalize."

Life Space - The Breadth of One's Career

In 1980, Super introduced the third major concept of his theory. He defined career as the combination of life roles that one plays at a given age or life stage, and he graphically depicted this concept as a rainbow (Super, 1980). He proposed that these life roles are lived out in different "theaters," namely in the home, the school, the workplace, and the community. So as career services providers, we not only need to be concerned with an individual's worker role but also, according to Super, with the simultaneous combination of life roles. He proposed that there are eight life roles and that individuals may choose to play any combination of them. These life roles are as follows:

- ***Son or Daughter:*** This is the time and energy that one spends throughout life in relating to parents. This role begins at birth and often continues until the age of 50, 60, or 70 until the death of both parents. In childhood, the son or daughter role takes up a great deal of time. As a child grows up and becomes increasingly independent, this role involves less and less time and effort. When parents become elderly, they may need special care, either in their own home or in a child's home. The son or daughter role may again demand a lot

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of time and energy. The theater for this role is the home. In the early years, it is the parents' home; in later years, it may be the child's home.

- ***Student:*** The student role is the next one to develop in chronological order. It begins when a child enters formal schooling. For most people this role continues through age 16 at a minimum. For most, it continues through graduation from high school or college.

  An increasing number of people assume the student role periodically throughout their lives. That is why it appears several times on the Life-Career Rainbow (Figure 3.4). A systems programmer or a sales representative enrolled in a workshop or short-term training is temporarily playing the role of student again. A woman who raises a family and then decides to attend college is likewise playing the role of student again. The predictions are that workers of the 21st century will upgrade their skills through training on a continual basis.

- ***Worker:*** This is the third role in chronological order that we typically assume as we mature. This role begins with the first paid job and continues until complete retirement from paid employment. It appears that workers will hold multiple jobs in sequence in the 21st century. The theater for the worker role is the office, the laboratory, the hospital, the school, the home, or any place from which a person might work remotely in this electronic age.

- ***Spouse or Partner:*** The fourth role that we may assume is that of husband or wife. Some persons never play this role. Others assume it with the same partner from early in life until their own or their partner's death.

- ***Homemaker:*** The fifth role involves maintaining the place where one lives. In Super's definition, the homemaker role includes tasks done by either a man or a woman, such as cooking, shopping for groceries, selecting home furnishings, doing home repairs, and the like. The amount of time spent in this role varies greatly from one home to the next, depending upon the importance given to its appearance and how much of the needed work is done by others. The homemaker role begins when a residence separate from one's parents' home is established and continues as long as a person is responsible for maintaining a residence.

- ***Parent:*** The sixth role is that of parent, raising children and maintaining a relationship with them. Normally, the parent role requires the most effort in the first 15 years of a child's life. It will then taper off as the child becomes more and more independent and ultimately moves out on his or her own. If, however, a son or daughter returns to the parent's home to live, perhaps with a spouse or a child, the parent role may continue. The places in which this role is typically played are the home, the school, and the community.

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- ***Leisurite:*** Super coined this new word to describe seventh role and the time and energy that one spends in leisure activities, including such things as reading, watching television, playing sports, and going out for dinner. This role is usually played in the home or in the community.
- ***Citizen:*** This term describes the time and energy spent in nonpaid volunteer activities in the eighth role. Work may be donated to the local hospital, school, or some community activity.

Super developed the Life-Career Rainbow (Super, 1980), shown in Figure 3.4, to depict a person's career. Distance from left to right on the rainbow represents time, with birth at the far left and death at the far right. Each band represents one of the major life roles. For specific individuals, some bands may not exist at all because they are not playing those roles. For specific individuals, some bands will be wider than in this model, representing the proportion of time spent in those roles as compared to the total life space, a term used to describe all of the time and energy that we have. He uses the term life roles to describe the various pursuits (such as student, worker, parent, citizen, etc.) that we follow in various theaters or places (such as school, work site, home, community, etc.).

Life roles also have varying shades of intensity (focus and meaning), which Super represented by use of shades of color. He proposed that roles that are of greater psychological value have brighter color. Of course, the width, intensity, or even the existence of these roles varies over time. Let's look at the definitions of these roles, which are played in different theaters (places). The various roles depicted in the Life-Career Rainbow overlap and affect each other. Most people play several roles simultaneously in several theaters. For a university student, for example, career may be the combination of the student, son/daughter, and worker roles. For many adults, career may be the combination of student, parent, son or daughter, spouse, worker, and citizen. The satisfaction and stress that one experiences in life are often directly related to the number and combination of roles being played. Assuming additional roles means that some existing ones will receive less time and attention than they did previously. Leaving a role or reducing commitment to it can, on the other hand, provide more time and energy to devote to remaining roles. Retirement is an example of this opportunity. When the 40–50 hours/week that one spent in paid employment are concluded, there is a wealth of available time and energy to devote to other roles, such as citizen, homemaker, grandparent, and/or leisurite.

Some roles may take much more time than others. Thus, the width of the different bands in one's career rainbow may vary. Some bands may be much brighter than others as well, that is, have more intensity. Further, roles change over the life span. While the worker role may be very demanding during the Establishment stage, it may be less so during the Maintenance or Disengagement stage. Similarly, the role of parent is very demanding in the child and

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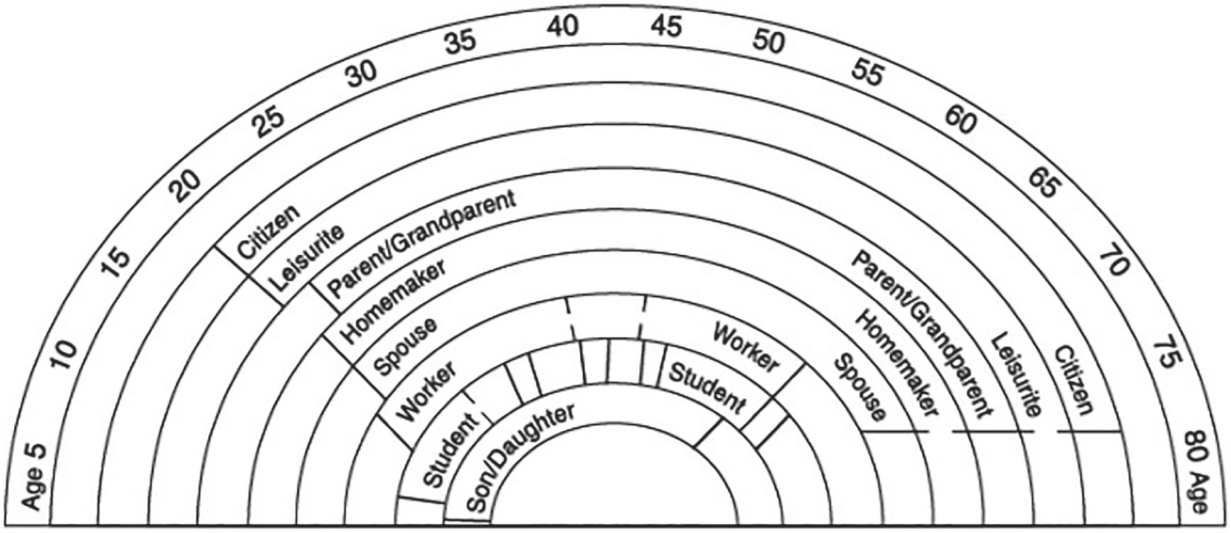


Figure 3.4 - Super's Life-Career Rainbow

adolescent years of a child's life, but typically much less demanding when the son or daughter is an adolescent and then an adult.

In general, then, life and career may be viewed as an attempt to live out a self-concept through the blending of a selected number of life roles, each of which makes different demands on energy and time. All of these life roles together fill the life space. To the extent that this blend of roles can be successfully played and is satisfying to the individual, we can say that a person has a successful career. If the blend of roles does not bring satisfaction, it may be necessary to add, delete, or change the intensity or content of them.

In Chapter 4, the Rainbow will be included as one of many examples of informal instruments that were developed from Super's theory.

The Importance of Values

In the latter years of his life, Super led an international study called the Work Importance Study (Super and Sverko, 1995). The purpose of this study was to identify a list of values that people attempt to attain through work and to determine whether there was a difference from culture to culture in the importance of these values. The 14 values identified by the study, with brief definitions, are the following:

1. ***Ability utilization:*** *being able to use one's skills and knowledge*
2. **Achievement:** *the feeling that good results have been produced*
3. ***Aesthetics:*** *finding or making beauty*

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4. ***Altruism:*** *being able to help others*
5. ***Autonomy:*** *being able to be independent*
6. ***Creativity:*** *being able to discover or design new things or ideas*
7. ***Economic Rewards:*** *making a lot of money and having a high standard of living*
8. ***Lifestyle:*** *being able to plan one's activities and live the way one wants*
9. ***Physical activity:*** *having an opportunity for physical activity*
10. ***Prestige:*** *being acknowledged for what one has accomplished*
11. ***Risk:*** *having dangerous or exciting challenges*
12. ***Social interaction:*** *being with other people and working in a group*
13. ***Variety:*** *being able to change activities frequently*
14. ***Surroundings:*** *having a pleasing environment for work or other activities*

Super's latest contribution to the field (Brown, 2002) was his Archway of Career Determinants. In this graphic (see Figure 3.5) he attempted to summarize his life's work. According to this model, biography and geography form the base of all career decisions. The two columns show that both the individual and the larger society determine career decisions. On the top of the arch is the self - the center of all career decisions.

In summary, Super says that our careers are made up of the activities in the various life roles that we choose to play. The amount of time and energy invested in each of these roles may vary at different times in the life span, thus adjusting the appearance of our personal Career Rainbows. The self-concept should be ideally expressed through a combination of these roles. Further, one's interests, abilities, and values can be used in various life roles, not only the role of worker. Theoretically, individuals who play only two or three roles may find life boring and unsatisfying. On the other hand, individuals who play multiple roles intensely may enjoy much life satisfaction. When some roles are removed or decreased, it is important to fill the available "life space" with new or expanded roles. Individuals can exert much control over their lives and careers by choosing and managing the content and degree of commitment to each of these roles. Internal variables - interests, skills, and work values - are critical pieces in the career choice and development process. However, external variables also play a powerful role and, especially in the 21st century, there will be constant interplay between these two sources of influence.

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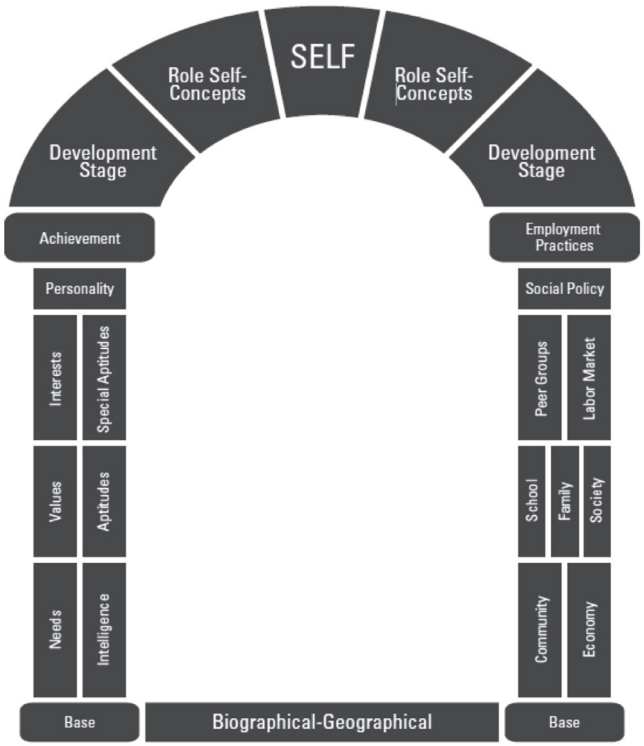


Figure 3.5 - Archway of Career Determinants

Video and Web Resources:

For more on Super's Theory, navigate to this video: www.youtube.com/watch?v=c6XZFkomTJ8

Practical Application of Super's Theory

Super stated that the development of one's self-concept is influenced by one's culture. When applying his theory, one would see the importance of helping the client/student explore cultural influences and in particular, those influences that have an impact on one's career development and perceptions of the work role. The Career-in-Culture interview (Ponterotto, Rivera, & Sueyoshi, 2000) is a semi-structured interview protocol that "seeks to obtain information about the individual's family influence; cultural background; worldview; environmental factors, including societal barriers; and perceived personal strength." The interview seeks to facilitate the individual's understanding of factors that influence career decisions. Questions from the protocol might include the following:

- What type of occupations were you aware of growing up? Tell me about your cultural and ethnic background.
- How has your family influenced your career goals?
- How would you describe your role/obligations in your family?
- Who are some of the people in your community that influenced your career development?

Other practical applications of this theory include:

- Using the Career Rainbow to assist young people in planning for future life roles and to assist adults in balancing their life roles, and giving each the time and energy they choose to give them.
- Assisting individuals in assessing their personal values and exploring how to express them in their different life roles, including that of worker.
- Assisting people in understanding their vocational self-concept and then applying it to the selection of an occupation or a job.

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Homework 3: Reflections on Super's Theory



Super's Theory can be applied in a variety of settings and ways. Use the prompts below to write a few sentences in response.

1. Use the National Career Development Guidelines (See ***Appendix S-1: Additional Training Resources***) to determine which tasks a student/client needs to complete in order to reach what Super calls "career maturity."

   _____

   _____

   _____

2. Think about and make notes on how you would use Super's theory to develop career services for middle school students? High school students? College students? Adults who are in their 40s–50s? Adults of traditional retirement age?

   _____

   _____

   _____

3. If a person could not work in an occupation that uses his or her interests, what might Super suggest as a way to use those interests? Write down your thoughts.

   _____

   _____

   _____

4. Look at Super's Propositions at the start of this section. Which do you think would be relevant and worth examining for middle school students? High school students? College students? Adults who in their 40s–50s? Adults of traditional retirement age?

   _____

   _____

   _____

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Constructivist Narrative Approach

This postmodern approach to career development is built on many of the same assumptions as Super's theory (Savickas, 2005). In summary, choosing and entering an occupation is a process by which one clarifies and implements a work self-concept. As we will learn, a wide variety of assessments have been developed to measure interests, values, abilities, and other characteristics. Those who subscribe to the narrative approach believe that people are more than the sum of their scored responses on inventories and assessments. According to these theorists, it is important to also understand and consider the context in which individuals relate to, interact with, and find meaning. In other words, these theorists believe that people cannot be separated from their environment. According to this theory, the client's narrative of past experiences, current meanings, and future actions is the story that reveals one's self-knowledge (interests, abilities, achievements, values, motivation, etc.) and thus has also been referred to as the "storied approach."

This storied approach is based on the following assumptions (Peavey, 1995):

- An individual's change process is constant, and it is often marked with conflict and resolution.
- The individual comes to know self through a process of constructing (putting knowledge together to form a whole). The goal is to engage the client in self-awareness and self-assessment to uncover the underlying values on which future choices and decisions will be made.

Transition Theory - 4S Model (Schlossberg)

Nancy K. Schlossberg was one of the first theorists to concentrate on transitions. She examines how people recognize and integrate transitions in a way that enables them to move forward in a positive way. Her assumptions are similar in many ways to those of developmental theorists. Transition theorists focus on points in time when change is occurring, rather than on the total life span. As a career services provider, one would examine the factors that determine how an individual will cope with a transition rather than on its outcomes.

This approach operates from the following set of assumptions:

- Life is characterized by change and an ongoing series of transitions.
- Transitions can be viewed as events (or nonevents) that cause change in an individual's roles, relationships, or routines.



Instructor Tip: *See* ***Appendix S-1*** *for more information on this theory.*

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- Transitions have varying degrees of impact on different individuals, depending upon a number of factors.
- Success in life may be more closely related to the ability of individuals to cope effectively with change and transition than to life's events in general.

Schlossberg's (1989) theory is a clear and useful example of transition theory. She defines transition as an event or nonevent that results in change. An event is something that happens, such as getting accepted into a school of your choice, marriage, having a child, or getting promoted. A nonevent is something that was expected to happen but did not, such as not being admitted to the school of your choice, not finding a marriage partner, not having the child you hoped to have, or not getting promoted.

In order to qualify as a transition, Schlossberg says, the event or nonevent has to result in a change in roles, daily routines, and/or personal relationships. Each transition is viewed as unique, even if two people experience the same transition, because each brings a different combination of strengths and challenges to it.

I think everyone should experience defeat at least once during their career. You learn a lot from it. - Lou Holtz

Schlossberg's 4S's Model



Figure 3.6 - Schlossberg's 4S's Model

Schlossberg proposed a model that is called the "4-S model" (Figure 3.6). There are four parts to a transition: the situation, the self, the supports, and the strategy. Further, she proposes that the severity of a transition can be measured and controlled by a careful analysis of the first three (situation, self, supports) and that it can be controlled through the development of a strategy (the fourth component of the model).

Situation: A transition is often triggered by a specific situation. The situation can be understood by answering the following questions:

- How severe is the situation? How much change is required in roles, relationships, and routines?

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- What is the timing of the transition? Is it happening at a good time or a bad time? An expected time or an unexpected time developmentally?
- How much control does the person have over the transition? Are there some options from which to choose?
- How permanent is the transition? How long will this new situation last?
- What else is going on in the person's life at the same time? Is energy being spent on transitions in other life roles at the same time?

Self: The inner strength and experience of an individual are critical elements in coping with transitions. Think about the answers to these questions: What is the client's general outlook on life? Does he or she tend to see the cup as half full or half empty?

- Where is the client's center of control? Does he or she believe that life can be largely controlled from within or that people are pawns of fate controlled by external powers or events?
- Does the client possess skills such as being able to manage stress, be assertive if needed, and make decisions?
- Does the client have a track record of being able to face transitions and deal with them effectively? How much resilience or adaptability does he or she have?

Supports: The availability of people, services, resources, and agencies is a third critical element in being able to deal with transitions. Questions to ask related to their availability include the following:

- Does the client have friends and family who can help to get through the transition?
- Is there sufficient money or other material resources to carry the individual through the transition period?
- Are there agencies or other service providers that can provide support through the transition?

Strategies: After completing the first three steps of the 4-S model, this fourth one sets the stage for action by developing a plan to move through and out of the transition. One needs to be sure to include all issues discussed during the first three steps into the plan. In this step, the client and you consider these questions:

- What are some ways to see this situation in a different and more positive light?
- Are there some inner resources that could be further developed?
- Are there some additional support people or agencies that can help?
- What are some alternatives to move the client out of this situation? Which of these seems to be the best?
- What are the steps that need to be followed to pursue that alternative?

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- What is the time frame for accomplishing each of these steps?

Though Schlossberg's theory relates to all kinds of transitions, you are likely to encounter many clients who are in transition because of job loss. Asking questions like those above during the intake interview can help you and the client take realistic stock of the situation.

Practical Application of Schlossberg's 4-S Transition Theory



Activity 3: The Case of Jeremy

Using Schlossberg's 4S Transition Theory (situation, self, support, and strategy), a career services provider can provide a framework to support Jeremy to meet the challenges he faces.

Jeremy is a college senior and is worried about graduation. He will graduate with a B.S. in Business Administration with a focus on Information Systems and Operations Management. He has done well in his classes and has enjoyed his internships with Sears and Macy's. He loves database management and hopes to land a job with a small company in the southern part of the state. He has several concerns. One is his student loans. He is deeply in debt. That makes him very anxious. He knows that he will need to start paying back his loans within the next year, which means that he not only needs a job right away, but also he needs a good-paying job. He can't help but wonder whether these financial pressures will make him so anxious in the interview that he will present himself poorly. Also, he knows that there are very few jobs available in this weak economy and that there are also many unemployed people in the field who will represent unexpected competition for him. Why would anyone hire a new graduate, he is thinking, when they can hire an experienced person? He is also concerned because even if he is offered a position, he has no idea how to ask for the salary that he will need to get by.

Let's look at this scenario through the "eyes" of Schlossberg's 4-S Transition Theory.

Situation: Jeremy is graduating and wants to work for a small company in the southern part of the state. He has a huge debt from his four years in college. He struggles to interview effectively in mock job interviews because he thinks about his debt so much and easily gets distracted. He wants and needs a good paying job.

Fortunately for Jeremy, many of the issues noted above are well within his control, including: (1) acquiring a more realistic perspective on how much debt he actually has; (2) evaluating his own skills to strengthen his self-concept; and (3) locating salary-negotiating books to build his self-confidence in his negotiating skills. This is a permanent transition for him (as opposed to a temporary one like moving into a dorm room), and there is a high probability he can do this successfully.

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Self: Unfortunately, his "inner strength" currently would be described as having a low internal locus of control. To help reverse this, a career services provider would ask Jeremy a variety of questions to refocus his internal locus of control to show him how he has made decisions effectively in the past and managed stress well. To do this, one would ask questions that would make him revisit successful transitions he has made in the past (like successfully applying for and completing two internships) and ask him questions to strengthen his self-concept (incorporate the use of a portfolio to remind him of all the great things he has successfully completed).

Support: Jeremy has a variety of support services and people to help him in this process, so he won't have to make this transition alone. The people and services include: (1) academic advisors and career services providers to assist with his interviewing; (2) university loan officers and financial planners to develop a plan where he could effectively live within any salary and manage his debt at the same time; (3) individuals/ supervisors he worked with at his prior two internships to help him network; and (4) fellow business-school students graduating with him for use in networking and moral support.

Strategy: (Use the space below to outline Jeremy's action plan or strategy)

_____

_____

_____

_____



Instructor Tip: *After your students have worked on the above activity individually, review the possible strategic actions Jeremy could take. For face-to-face instruction, this can be done as a small or large group discussion. For instructor-led virtual classes, students can post to an online Discussion Board and discuss their response and the responses of other students.*

Possible answers: Jeremy could: (1) attend a few workshops on budgeting/money management provided by the university; (2) network with family, friends, and colleagues using social media and say he is job searching in the southern part of the state; (3) meet with a financial advisor to help him develop a payment plan to pay back his debts; (4) consider getting the assistance of a career services provider; and (5) create a portfolio to develop his self-confidence and help him realize he is just as competitive as individuals who have already been working in the industry for a while.

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Homework 4: Reflections of Schlossberg's Theory



In the space provided beneath each item below consider the ways you can use the 4-S model in your work.

1. Think about and make notes about how you could use Schlossberg's theory to structure an interview in your work as a career services provider with an adult who is unemployed and facing a number of barriers in other life roles, or describe how you could use this theory with a high school student, college student, or a worker who is about to retire.

   _____

   _____

2. Develop a more detailed Action Plan for Jeremy, complete with who is doing what and when.

   _____

   _____

3. Think about and jot down some notes about how Schlossberg's theory could be used to identify problem areas that need to be referred, and list resources in your community that could be used for referrals.

   _____

   _____

4. Describe the kinds of clients who might profit most from the application of Schlossberg's approach.

   _____

   _____



Instructor Tip: *Additional Journal Entry, eLearning Activities, and Discussion prompts are located in* ***Appendix I-2*** *of this chapter. The activities are broken down by K-12, Higher Education, Business & Industry, and Workforce Development for your convenience. Each activity can be adapted for face-to-face instruction and instructor-led virtual courses.*

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Other Theories

(Learning Objective 8)

Remember, there is no one "correct" theory. You may likely borrow from each of the theories already presented in your own work. Following are additional career development theories you should be familiar with as a career services provider.

The Integrative Life Planning Theory of Sunny Hansen

Hansen (1997) defines integrative life planning (ILP) in a way that is similar to Super's approach, as a way of seeing self and world that takes into account both personal development and the contexts in which we live; local, national, and global change; work, family, education, and leisure changes; cultural changes and the changing roles of women and men; the relative importance of various life roles (that is, learning, loving, working, relaxing); the need for reflection on one's own developmental priorities for mind, body, and spirit; and the importance of change itself, both personal and social (p. 17).

She uses the metaphor of quilting to describe ILP. "Weaving our Lives into a Meaningful Whole" is the center of the quilt surrounded by six life patches. She advocates that individuals who make career choices and help others to do so should be mindful of six critical tasks:

1. Finding work that needs doing and that provides economic self-sufficiency in changing global contexts
2. Connecting family and work
3. Valuing pluralism and diversity
4. Managing personal transitions and organizational change
5. Exploring spirituality, meaning, and life purpose
6. Attending to our health

You may want to read more about this theory by exploring the references at the end of the chapter (e.g., Hansen & Suddarth, 2008).

Cognitive Information Processing Theory

Cognitive information processing (CIP) (Sampson, Lenz, Reardon, & Peterson, 1999) is an approach to career development and services that has generated a great deal of attention. It looks at three factors: (1) self-understanding; (2) occupational knowledge; and (3) how we cognitively process this information. The authors present these domains as a pyramid with self-knowledge and occupational knowledge as the base, decision-making skills in the middle, and metacognitions (this component includes self-talk, self- awareness, and the monitoring and control of thoughts) at the top. Four



Instructor Tip: *See* ***Appendix S-1*** *for more information on these theories.*

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assumptions make up the foundation for this theory:

- There is an interaction between cognitive and affective processes that occurs during all career decisions.
- Available cognitive operations and knowledge determine an individual's capacity for solving career problems.
- Knowledge structures (and knowledge about our own career development) are always evolving.
- The goal of working within this theory is to enhance the client's information processing skills set.

CIP is focused on helping clients to better understand the way that they think and how these thinking patterns influence their career decision-making. Specifically, the CIP model challenges career practitioners to ask how they can help clients to acquire self-knowledge, occupational knowledge, career decision skills, and metacognitions (awareness of their thinking processes) in order to make effective career decisions. Each of these domains represents an element of a client's development that could be addressed by a career services provider. The authors of the model provide a seven-step outline that can direct one's interventions:

1. Conduct an initial interview introducing the clients and identifying concerns and skill levels within each domain.
2. Make a preliminary assessment of the client's career decision-making readiness.
3. Collaborate with the client to identify gaps in knowledge.
4. Identify goals that will close the gaps.
5. Develop an individual learning plan.
6. Have the client execute the learning plan.
7. Review client progress.

Social Cognitive Career Theory

The social cognitive career theory (Lent, Brown, & Hackett, 1994) attempts to add a larger context to one's thinking about career development and career planning by looking at many facets of an individual's life and how they interact. Not only does it consider individual and environmental factors, it is based on the critical relationship among self-efficacy beliefs, outcome expectations, and personal goals in the career decision-making process.

"Self-efficacy" (Bandura, 1986), means that people's beliefs in their ability to accomplish goals help to determine the actions they will take. This theory supports the notion that it is one's beliefs about one's sense of self-efficacy that determines whether one is willing and motivated to pursue a career or educational path.

There is the underlying assumption when one talks about self-efficacy that one tends to move towards tasks and occupations depending on his or her beliefs about success. Interventions by career services providers are suggested when individuals have inaccurate self-efficacy beliefs or expectations (low self-esteem) that are perceived as insurmountable. Thus, this

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theory would support a focus on overcoming obstacles and giving encouragement as critical factors. As with other theories mentioned earlier in the chapter, the goal is to help students and clients find a career that matches their interests, values, and skills.

Strengths-based Approach

This approach changes the focus from problem solving and deficits to a focus on strengths and successes. It is a theory that emphasizes the power of the individual in terms of self-knowledge and self-determination (Schutt, 2007). Typically, the work within this approach is client led, with a focus on future outcomes and the strengths that the people bring to a challenge. Empowerment results from being treated with respect and having strengths acknowledged and enhanced. This approach orients a career services provider to focus first on listening and identifying the person's strengths and resources, to understand clearly their goals and aspirations for the future, and to then support them in addressing any barriers or blockages as they move toward their goals.

Value-Based Career Decision Making

Brown's (2002) approach emphasizes the role that values play in career selection. Many people don't think much about their values, especially their importance in career decision-making. According to Brown, learning about one's values is critically important to one's feeling of satisfaction on the job. He believes that values guide decision making, provide standards by which we judge our actions and those of others, serve as the basis for setting goals, allow us to place a worth on an object or a situation, and help us to determine how our needs are met. He believes that values are solidified in the early adult years and tend to remain stable over time. However, age, experience, and traumatic life events can modify them. According to this theory, good decision-making will be difficult or impossible if one is not yet able to identify one's values.



Instructor Tip: *Additional Journal Entry, eLearning, and Discussion prompts are located in* ***Appendix I-2*** *of this chapter. The activities are broken down by K-12, Higher Education, Business & Industry, and Workforce Development for your convenience. Each activity can be adapted for face-to-face instruction and instructor-led virtual courses.*

To help assess the transfer of learning, a chapter quiz is located in ***Appendix I-4.*** *For face-to-face students, this quiz can be administered in-person or returned via e-mail to the instructor. For instructor-led virtual classes, the quiz can be downloaded, completed and e-mailed in or completed using an online survey tool, such as Survey Monkey, or a learning management system.*

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Practical Application

(Learning Objective 9)

Homework 5: Applying Career Development Theory



1. Select one of the theories described in this chapter and describe how it has helped you to understand or think about your own career development in a new way (1–2 pages, single-spaced).
2. Describe how you would work with the case of Trisha if you were following trait and factor theory, learning theory, developmental theory, and transition theory. Be specific about the different approaches taken as a result of following the different theories.

Trisha, a 35-year old woman, has been in and out of the courts for the past six years. At one time, she was incarcerated for dealing drugs. Recently, she was arrested for writing bad checks. The judge is giving her one more chance. As part of his judgment, she needs to work with you to try and find meaningful work that will keep her out of his court. You don't know much about Trisha, but you do know from her files that, while in prison, she completed her GED and successfully completed courses in bookkeeping. At that time, she exhibited a high level of motivation and received fairly good grades. She seems to have lost that sense of purpose. Before her incarceration, Trisha held a warehouse job and had just learned how to electronically manage inventory with a sophisticated software system when she was sent to prison. Since she has been out of prison, she has held a number of part-time jobs related to data entry. She worked at a hospital, for the city parking authority, and for a telecommunications service center, but each job lasted less than six months.

The only other information you have about Trisha is that her mother has been a bookkeeper for a law office for many years and is well respected in the community. Trisha is the mother of three children who are 12, 10, and nine years of age. She has had no relationship with their father for more than five years. Her mother was willing to provide shelter, food, and transportation for Trisha and her children on and off for the past few years, but now she has health problems of her own and is no longer able to support them. The judge sends Trisha to you for help.

There are many career development theories. This chapter focused on four main theories and the concepts of each. These theories provide the foundation for the work of a career services provider. You are encouraged to investigate other theories and utilize those that make the most sense for the work you do and the clients you serve. There are additional resources in the Appendices for theories not covered in-depth in this chapter.

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Chapter 3

Student **Appendices**

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Appendix S-1: Additional Training Resources

Resource List

The following is a list of online references and resources used in or recommended for this chapter of the curriculum. By the very nature of the Internet, this list cannot be inclusive of all available resources. As such, the authors and NCDA invite recommendations from NCDA instructors and participants on references and resources for all chapters.

This list will be updated on NCDA's website (www.ncda.org) periodically.

Note: The National Career Development Association and the authors and editors of this list of resources make no claim as to the accuracy and validity of the information presented on the web- sites below. The content of the sites below are the property of their respective owners and editors. No warranty, either express or implied, is made by the inclusion of a website on this list.

- Career Beliefs Inventory - www.mindgarden.com/78-career-beliefs-inventory
- O*NET - www.onetonline.org/
- Interest Profiler - to download to your desktop: www.onetcenter.org/CIP.html?p=3 or to take online www.cacareerzone.org/ip
- Career Counseling – Exploration Stage Video - www.youtube.com/watch?v=c6XZFkomTJ8
- CASVE Career Development Cycle - www.career.fsu.edu/sites/g/files/imported/storage/original/application/5c3f072ff201f82422d1f936f3abccb8.pdf
- Cognitive Information processing (CIP) - www.expertlearners.com/cip_theory.php
- Constructivist Career Theory: www.counseling.org/resources/library/ERIC%20Digests/95-061.pdf
- DECIDES MODEL - www.winapps.umt.edu/winapps/media2/wilderness/toolboxes/documents/safety/DECIDE%20Decision-Making%20Model.pdf
- Integrative Life Planning - www.careersintheory.wordpress.com/2009/10/26/are-you-like-a-quilt/

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- National Career Development Guidelines: www.ncda.org/aws/NCDA/asset_manager/get_file/3384?ver=16587
- Report on Effective Career Guidance: www.career-guide.eu/uploads/cg_handbook_low.pdf
- Social Cognitive Theory: sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories5.html
- Strengths-Based Approach - www.ncda.org/aws/NCDA/pt/sd/product/47/_PARENT/layout_products/false

  www.ncda.org/aws/NCDA/pt/sd/news_article/7006/_PARENT/layout_details/false
- Value-Based Decision Making - www.mindtools.com/pages/article/newTED_85.htm

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Chapter 3

Instructor **Appendices**

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Appendix I-1: Planning Your Lessons

Chapter 3 consists of four main instructional blocks as described below. The "Instructor Tips" inserted throughout as a guide to provide you with strategies for reinforcing concepts within the text. Instructors are encouraged to add material that suits the learning environment and student needs.

Instructional Block 1

Time to Teach: 2 - 3 hours

Focus: Learning Objectives 1 – 3

Instructional Block 2

Time to Teach: 1 - 2 hours

Focus: Learning Objectives 4 - 5

Instructional Block 3

Time to Teach: 5 – 7 hours

Focus: Learning Objectives 6 - 7

Instructional Block 4

Time to Teach: 1 - 2 hours

Focus: Learning Objective 8

Instructional Block 5

Time to Teach: 2 - 3 hours

Focus: Learning Objective 9

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Appendix I-2: Instructor Supplemental Assignments

Journal Entries:

- **K-12:** What do you see as the difference between career counseling and career development services? Which career theories introduced to you seems most appropriate for the age group with which you work?
- **Higher Education:** In the career planning process, you are working with a student who has been at your college for two years as a part-time student. During this time, you both discover that her career choice/major is not offered at your college. What step are you on in the career process? What would be the next steps in the process you would have her complete?
- **Business & Industry:** Consider Krumboltz's learning theory with current employees at your work in mind. How can this theory help you assist employees who are not satisfied with their current work? What are the limitations of this theory in working with your employees?
- **Workforce Development:** In working with clients coming into your American Job Center, how do you incorporate Maslow's Hierarchy of Needs into the assistance offered?

eLearning Activities:

- **K-12:** Go to the following website www.roguecc.edu/counseling/HollandCodes/test.asp and take the Holland Code Quiz. How did you like the quiz? Would you use this activity with your students? If so, how would you use this in the career planning process? Submit your response to the online platform.
- **Higher Education:** You are working in a career placement office of the local university. Each year, the seniors search for jobs and start thinking about transitioning out of college. What career theory do you think would work well with this population? Submit your response to the online platform.

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- **Business & Industry:** Emma is looking to transition into mid-level management. She is moving from fellow employee to a managerial position over her colleagues and friends. The transition is going to occur over the next month. Emma is a little nervous about the transition because her colleagues have been her support during her time at the company and she doesn't know how they will respond to her as their boss. She is hoping to be a strong, but fair and caring manager, who is respected by her employees. At home, she is married with two children ages three and six. Her stress management skills are going to be tested trying to balance home and work. Emma is worried she will make some mistakes and not be viewed in a good light. As a career services provider, how can you provide a framework to support Emma to meet the new challenges she will face as a manager?
- **Workforce Development:** "Theory is out of touch with reality; it is mostly artificial ideas written by professors in their ivory towers. It will not help my clients who come to our American Job Center needing help with their real problems." Reflect on both sides of the statement.

Forum Discussions:

- **K-12:** In reading about the trait-and-factor theory by John Holland, what are the strengths of the theory for the students you work with? What are some of the limitations of the theory with the students you work with?
- **Higher Education:** You are working with a female student who wants to become an elementary teacher, but her parents are forcing her to study biology and science to become a doctor. What do you do to help this student? How do you address her issues with self-concept based on the theory of Donald Super?
- **Business & Industry:** In providing a career planning workshop to the employees of a corporation, how would you use Donald Super's concepts to design your training that involves the following employees:
    - A young entry-level worker hoping to pursue his/her true passion in the company
    - A mid-level manager in his forties who is not willing to take on more responsibilities in the company
    - A senior executive with an age range from forty to sixty

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- **Workforce Development:** In working with your clients, you find that many of them have blinders on and do not see past the next day. In many previous conversations, you have shared possible job opportunities with them. While some of your clients are focused on long-term goals, many of your clients are in desperate circumstances with urgent needs or otherwise and do not look past their immediate circumstances. Which career theory(ies) do you think would work well with clients focused only on immediate issues? Which theories would you use with clients who are thinking longer term?

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Appendix I-3: Maslow's Hierarchy of Needs Activity

- Review Figure 3.2 - Hierarchy of Needs graphic in the text, discussing each of the levels.
- Ask students if they believe that this is important in the career development process? Why or why not? Do they agree that people strive to reach the next level? Why or Why not?
- What are the reasons we could consider this model? (e.g., if we serve clients who experience homelessness we might not consider them able to work because that basic need is not fully met.)
- What are the limitations of using this model? (e.g., the person who is homeless may live in transitional housing and has enough stability to be able to go out and get a job.)

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Appendix I-4: Transfer of Learning Chapter Quiz

*This quiz may be used as a part of your assessment of student learning. The instructor key is below (correct answers are marked in **bold** in the instructor key), followed by a reproducible version that you may use with students. For face-to-face students, this quiz can be administered in-person or returned via e-mail to the instructor. For instructor-led virtual classes, the quiz can be downloaded, completed and e-mailed in or completed using an online survey tool, such as Survey Monkey, or upload to a learning management system.*

Chapter 3 Quiz - Career Development Theory

Instructor Key

1. Career assistance is the process by which a career services provider provides defined kinds of support to an individual client or a small group of clients, including helping to increase self-knowledge, find career information, make a decision about a career, and/or conduct a job search.

   a. True

   b. False

2. Which one of the following is not a step in the career planning process?

   a. Identify occupational alternatives

   b. Make tentative choices from available occupations

   c. Make educational choices

   d. Research my salary expectations for careers

3. "Trait-and-Factor" Theory makes the following assumptions except:

   a. Individuals have unique characteristics related to interests, abilities, needs, values, and personality traits.

   b. The unique characteristics of both individuals and occupations/jobs can be measured.

   c. Positive reinforcement occurs when specific behaviors are rewarded. Negative reinforcement occurs when some aversive stimulus is terminated. Punishment is not recommended as an aid to learning.

   d. Workers and employers are most satisfied when there is a good match between the characteristics of the worker and the characteristics of the occupation/job.

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4. Super identified a series of developmental tasks that occurred in the following stages:

   a. Growth, Exploration, Establishment, Maintenance and Disengagement

   b. Exploration, Growth, Establishment, Maintenance and Disengagement

   c. Exploration, Growth, Maintenance, Establishment, and Disengagement

   d. Exploration, Establishment, Growth, Maintenance and Disengagement

5. Nancy K. Schlossberg proposed a 4-S model with the following four parts:

   a. Situation, Self, Supports and Strategy

   b. Situation, Supports, Selfness, Strategy

   c. Synergy, Self, Supports, and Strategy

   d. Self, Scenario, Supports and Short Comings

6. According to Super (and many other psychologists), each of us has a self-concept, that is, a picture of who we are and what we are like. This includes the following:

   a. How we see ourselves

   b. How we would like to be seen

   c. How we think others view us

   d. All of the above

7. Krumboltz believes that the primary role of counselors and career services providers is to help clients learn to create more satisfying lives for themselves.

   a. True

   b. False

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Chapter 3 Quiz - Career Development Theory

Date: _____

Student Name:_____

Instructor Name: _____

1. Career assistance is the process by which a career services provider provides defined kinds of support to an individual client or a small group of clients, including helping to increase self-knowledge, find career information, make a decision about a career, and/or conduct a job search.

   a. True

   b. False

2. Which one of the following is not a step in the career planning process?

   a. Identify occupational alternatives

   b. Make tentative choices from available occupations

   c. Make educational choices

   d. Research my salary expectations for careers

3. "Trait-and-Factor" Theory makes the following assumptions except:

   a. Individuals have unique characteristics related to interests, abilities, needs, values, and personality traits.

   b. The unique characteristics of both individuals and occupations/jobs can be measured.

   c. Positive reinforcement occurs when specific behaviors are rewarded. Negative reinforcement occurs when some aversive stimulus is terminated. Punishment is not recommended as an aid to learning.

   d. Workers and employers are most satisfied when there is a good match between the characteristics of the worker and the characteristics of the occupation/job.

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4. Super identified a series of developmental tasks that occurred in the following stages:
    a. Growth, Exploration, Establishment, Maintenance and Disengagement
    b. Exploration, Growth, Establishment, Maintenance and Disengagement
    c. Exploration, Growth, Maintenance, Establishment, and Disengagement
    d. Exploration, Establishment, Growth, Maintenance and Disengagement
5. Nancy K. Schlossberg proposed a 4-S model with the following four parts:
    a. Situation, Self, Supports and Strategy
    b. Situation, Supports, Selfness, Strategy
    c. Synergy, Self, Supports, and Strategy
    d. Self, Scenario, Supports and Short Comings
6. According to Super (and many other psychologists), each of us has a self-concept, that is, a picture of who we are and what we are like. This includes the following:
    a. How we see ourselves
    b. How we would like to be seen
    c. How we think others view us
    d. All of the above
7. Krumboltz believes that the primary role of counselors and career services providers is to help clients learn to create more satisfying lives for themselves.
    a. True
    b. False

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