Career Counseling: Foundations, Perspectives, and Applications
David Capuzzi and Mark Stauffer

CHAPTER 1: HISTORICAL INFLUENCES ON THE EVOLUTION OF VOCATIONAL COUNSELING

Chapter Summary

Career counseling has changed significantly since its inception, while preserving many fundamental elements. The field originated to assist youth in the process of identifying work for which they were suited. As the value of this endeavor became widely recognized, vocational guidance units were added to school curricula. Vocational guidance served both the work-bound and the college-bound, though in fact the two groups often received very different types of training and distinctions between the two groups have yet to be addressed adequately within the field. Early calls for measurement in vocational guidance coincided with World War I, which generated the need to match large numbers of soldiers with suitable positions.

Legislative efforts over time demonstrate recognition of the positive effects of vocational guidance, and guidance has been increasingly seen as a means to alleviate social problems. This phenomenon was particularly apparent during the Great Depression, LBJ’s Great Society, and following the Soviet Union’s 1957 launch of Sputnik. During World War II, vocational guidance again played an important role in the placement of soldiers into appropriate positions. The writings and theories of Carl Rogers, Erik Erikson, and Abraham Maslow influenced vocational theory, as counselors began to understand vocational problems contextually and work with clients holistically.

Since the 1960s, critics have identified the lack of attention to the vocational needs and development of major groups such as women, ethnic and racial minorities, gay/lesbian/bisexual people, and people with disabilities. Although attention to cultural, linguistic, and other types of diversity has certainly increased, more is needed in theory development, assessment, research, and practice to increase the relevance and utility of vocational psychology to the U.S. population.

Toward the end of the 20th century, career theories continued to develop contextually and holistically. The beginning of the 21st century has witnessed changes in the job marketplace including the rapid expansion of required skills, changing work environments, and the transformation of work from one format to another. These changes parallel some that were set in motion more than 100 years ago, when vocational guidance began.
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Key People

Upton Sinclair
John Darley
Jesse Davis
John Dewey
David Hill
Frank Parsons
Donald Paterson
Anna Reed
E. K. Strong
Frederick Taylor
Eli Weaver
E.G. Williamson
Erik Erikson
Donald Super
A. Maslow
Carl Rogers
John Darley
Lyndon Johnson
A. Bandura
Tiedeman and Tiedeman
Mitchell and Krumboltz
Isaacson
Betz and Fitzgerald
Gottfredson
Brown-Collins and Sassewell
Justice Clarence Thomas
Gysbers and Moore
Lent, Brown, and Hackett
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Useful Websites

Report from the APA Task Force on Women, Poverty, and Public Assistance

Workplace Related Topics

http://www.iaevg.org/iaevg/index.cfm?lang=2
International Association for Educational and Vocational Guidance

http://www.ed.psu.edu/educ/cscdpp/career-policy-related-legislation/
The Center for the Study of Career Development and Public Policy

http://www.div17.org/vocpsych/
Society for Vocational Psychology

http://www.employmentcounseling.org/
The National Employment Counseling Association

http://associationdatabase.com/aws/NCDA/pt/sp/about/
The National Career Development Association
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True/False Quiz

1. Work is a central human activity that is always paid and is designed to fulfill the tasks of daily living.

2. Vocation is a general term that includes both work and career.

3. Labor unions began in the middle of the previous century and became important political forces.

4. The emergence of large organizations led to an increase in the value of individuality and self-expression.

5. The Progressive moment arose from the idea that science and technology should be used to benefit the common good and move towards human perfection.

6. Trait and factor theory involves a five-step model that includes evaluating the individual’s interests, abilities, values, and skills.

7. Jesse Davis focused on the development of moral consciousness, character, and ethical behavior because he believed that properly moral youth would choose civic-minded careers.

8. The “fundamental conundrum” of the field refers to the dilemma of how to conduct research and focus on the non-college-bound without increasing stigmatization or discrimination.

9. Psychometrics is the field concerned with design and analysis of the measurement of human characteristics.

10. Systematizing vocational guidance within schools is fairly simple since there is a clear and unified understanding of what vocational guidance does.

11. The Knights of Labor aspired for social justice and emphasized rallying people around their identities as workers above all else.

12. Roosevelt’s New Deal may have been as motivated by widespread fear of mass uprisings as by humanitarian concern over the loss of jobs.

13. Vocational guidance had been useful long before World War I.

15. The DOT provides extensive information about the nature of occupational activities, worker traits, work settings, and educational and training requirements for a large group of occupations.

16. Counseling psychology emerged as a combination of vocational guidance, psychometrics, and counseling.

17. Super created a highly integrative model of vocational development that focused on job performance as related to compensation.

18. The National Defense Education Act (NDEA) of 1958 provided funding with the hope of increasing school counselors and teachers.

19. The National Defense Education Act had very little influence on the career counseling movement.

20. The Job Training Partnerships Act (JPTA) of 1992 established local, state, and federal agencies that collaborate to help youth enter into the world of work.
CHAPTER 1: HISTORICAL INFLUENCES ON THE EVOLUTION OF VOCATIONAL COUNSELING

True or False

1. The three-step model that included evaluating an individual’s interests, values, and skills; identifying the requirements of various occupations; and matching individuals to suitable occupations via true reasoning was created by Frank Parsons.
   a. True
   b. False

2. The Dictionary of Occupational Titles (DOT) has been largely replaced by an online classification system known as O*NET.
   a. True
   b. False

3. Vocational guidance strongly influenced the thinking of Carl Rogers, motivating him to create the Rogers’ Vocational Survey in 1988.
   a. True
   b. False

4. The U.S. guidance movement began with union organizers such as Saul Alinsky, who realized that without personal assessment and knowledge of the world of work, workers would never be able to achieve career mobility.
   a. True
   b. False

5. The change in title from NVGA to NCDA for the preeminent vocational counseling organization was indicative of large ideological changes in the field.
   a. True
   b. False

Multiple Choice

6. What site is attributed with the origins of the vocational guidance movement in the U.S.?
   a. The Vocational Silo
   b. Nuts About Vocations, Cincinnati Chapter
c. Vocational Bureau of Boston
d. Vocational Guidance Institute

7. Which of the following did NOT contribute to advancing the credibility or validity of vocational guidance?
   a. World War I
   b. Greater use of testing in the schools
   c. Publication of the “Principles and Practices” by a vocational organization
   d. Formation of unions

8. Programs funded by the Carl D. Perkins Vocational Education Act, designed to address the vocational needs of underserved populations, did NOT include which of the following components?
   a. Increase military vocations
   b. Facilitate self assessment
   c. Facilitate career planning and decision making
   d. Increase employability skills

9. Ten years after WWII in 1955, approximately how much of the U.S. labor force was unionized?
   a. 75%
   b. 60%
   c. 33%
   d. 9%

10. Which of the following was NOT a vocational guidance or career counseling organization?
    a. American Personnel and Guidance Association (APGA)
    b. National Vocational Guidance Association (NVGA)
    c. National Career Development Association (NCDA)
    d. National Association for Career Advancement (NACA)

Matching

Match the event(s) to the era.

11. _____ First civil rights vocational legislation passed
12. _____ First vocational legislation for people with disabilities
13. _____ Americans with Disabilities Act; SCANS
14. _____ Carl D. Perkins Act; funding for computerized guidance systems
15. _____ Armed Services Vocational Aptitudes Battery (ASVAB); GI Bill

   a. 1940-1957
   b. 1958-1969
   c. 1970-1979
   d. 1980-1989
   e. 1990-2000
CHAPTER 2: TRAIT AND FACTOR, DEVELOPMENTAL, LEARNING, AND COGNITIVE THEORIES

Chapter Summary

The career counselor must be able to understand the utility of various theories to be able to apply them to client career development and career choice. A useful theory provides a framework for understanding complex phenomena; a career theory is a way of summarizing what we see and what we know by constructing explanations for career development and behavior.

Before being able to effectively and efficiently provide career services appropriate to our times, the counselor must understand well-established and emerging career theories, their strengths and weaknesses, how to apply them to practice, and how research has supported or failed to support the various tenets of the theories for diverse populations and a rapidly changing vocational terrain.

The various career theories that guide career counseling practice can be classified as trait and factor theories; developmental theories; cognitive/learning theories and approaches; psychodynamic approaches; contextual, ecological and sociological theories; and several additional theories such as values-based theory and chance or accident theories.

Within each of these theoretical types, each theory or approach provides the career theorist, researcher, or practitioner with a guide to particular aspects of the career development process. Not all of these theories will be equally applicable across the needs and stages of various career clients. Not all will be equally applicable to all populations. This is no different from counseling in general. Each counseling intervention should be geared to what will best optimize the client’s career and work growth. Some theories will be better at addressing specific choice points in the career process, others will be better at explaining the development of career interests or the adjustment process to the world of work; still others will be better at explaining the external factors that impact choice and persistence in the realm of careers.
CHAPTER 2: TRAIT AND FACTOR, DEVELOPMENTAL, LEARNING, AND COGNITIVE THEORIES

Key Terms

Trait and factor theories
Developmental theories
Cognitive/learning theories
Psychodynamic approaches
Contextual theories
Ecological theories
Sociological theories
Holland’s Typological Theory
Dawis and Lofquist’s Theory of Work Adjustment
Person-Environment Correspondence
Theory of career choice
Holland’s six personality orientations
Holland’s six modal occupation orientations
Consistency
Congruence
Differentiation
Theory of Work Adjustment
Status
Celerity
Pace
Rhythm
Endurance
Work “culture
Values-based Career Counseling
Theory of Circumscription and Compromise
Theory of Vocational Development
Life roles
Life Space
Lifestyle
Life Role Salience
Life Structure
Values
Career pattern
Growth Stage
Exploration Stage
Establishment Stage
Maintenance Stage
Disengagement or Decline
Career maturity
Occupational space
Circumscribe
Social Learning Theory
Adaptability
Cognitive Information Processing (CIP)
Pyramid of Information Processing Domains
Theories of Embedded Careers
Social Cognitive Career Theory
CASVE cycle
Contextualism

Key People

John Krumboltz
Frank Parsons
John Holland
R. V. Dawis
G. W. England
L. H. Lofquist
D. B. Hershenson
Donald Super
Linda Gottfredson
E. Ginzberg
A. Bandura
U. Bronfenbrenner
D. L. Blustein
CHAPTER 2: TRAIT AND FACTOR, DEVELOPMENTAL, LEARNING, AND COGNITIVE THEORIES

True/False Quiz

1. According to Krumboltz, "a good theory is a simplified representation of some domain constructed so that users can ask questions about that domain with an increased probability of receiving valuable answers."

2. Trait and factor consists of a) group knowledge, including interests, abilities, and skills; b) knowledge of the group; and c) logical or reasoned matching of the individual's traits to the group.

3. The focus of Holland's theory has been on how or why personality orientations develop, rather than on why career choice occurs and the outcome of that choice.

4. According to Holland's theory, there are five kinds of environments: Realistic, Investigative, Artistic, Social, or Conventional.

5. Congruence is the level of closeness between an individual's type code and a particular work environment.

6. Differentiation indicates a crystallization of interests and is the extent to which the levels of the type codes differ.

7. Dawis and Lofquist (1984) define Status (a reinforcement value) as including the needs of Achievement, Appeal, Authority, and Social Status.

8. According to Dawis and Lofquist's TWA, one's personality style is composed of celerity (speed of initiating environmental interaction), pace (activity level of interaction), rhythm (pattern of interaction), and endurance (sustainability of interaction).

9. Work adjustment happens when an individual improves or maintains his or her fit or correspondence with the work environment.

10. Work adjustment is also indicated by the perceptions of the individual's productivity and efficiency as held by the supervisor and others in the work environment (i.e., the individual's satisfactoriness).

11. In the values-based career approach, the individual/work congruence is a value-based fit that is reached when the structure of an individual's values matches the value structure of the work environment.
12. Like developmental theories, trait and factor approaches provide a framework for understanding the unfolding process of career and career choice over the lifespan.

13. Super assumed that an individual’s career choice was not merely the result of matching his or her abilities and interests to the world of work, but that it was an expression of his or her self-concept.

14. Super’s Life Career Rainbow (Super, 1980) represents an individual’s overall development from birth to death and includes six major Life Roles.

15. The Super’s Processing Stage includes crystallizing, specifying, and implementing.

16. Linda Gottfredson is one of the few theoreticians who have presented a theory on how childhood influences career development and career choice.

17. The Social Learning Theory of Career Decision Making (SLTCDM) recognized the importance of cognitive processes and behavior in career decision-making including the influence of reinforcement and learning on the career development and choice processes.

18. The CASVE cycle is a sequential developmental path.

19. In SCCT, learning experiences shape self-efficacy beliefs and outcome expectations, and are influenced by factors such as educational opportunity and family context.

20. Theories of “embedded career” include Contextualism, the Ecological Approach, and Sociological Theories.
CHAPTER 2: TRAIT AND FACTOR, DEVELOPMENTAL, LEARNING, AND COGNITIVE THEORIES

True and False

1. Holland presented his theory of career choice, primarily a matching or trait and factor approach, in which the underlying supposition was that individuals choose situations and environments that satisfy their personality orientations.
   a. True
   b. False

2. According to Holland’s theory, consistency is the relatedness of a person’s top three letters, or the degree to which the first two primary types are similar.
   a. True
   b. False

3. According to TWA, one’s personality style is composed of celerity, space, rhythm, and endurance.
   a. True
   b. False

4. According to Super’s theory, people are satisfied in their work choice to the degree that they are able to “fulfill life roles.”
   a. True
   b. False

5. According to Gottfredson’s theory, as children proceed through orientations, they “circumscribe” an occupational space, referred to as a zone of acceptable alternatives.
   a. True
   b. False

Multiple Choice

6. What is NOT part of the three-pronged trait-and-factor approach?
   a. Individual knowledge, including interests, abilities, and skills
   b. Knowledge of the job
   c. Exploring factors of the job environment
d. Logical matching of the individual's traits to the job that best "fits" him or her

7. Which of the following is NOT one of Holland's six types?
   a. Enterprising
   b. Investigative
   c. Creative
   d. Realistic

8. According to TWA, one's adjustment behaviors include all EXCEPT one of the following:
   a. Flexibility
   b. Adaptability
   c. Perseverance
   d. Reactiveness

9. Super's Life Career Rainbow includes the nine major life roles. Which one is NOT one of those life roles?
   a. Caretaker
   b. Leisurite
   c. Citizen
   d. Pensioner

10. Which is NOT one of the four primary factors in both SLTCDM and SLCT?
    a. Relational experience
    b. Genetics
    c. Environment
    d. Task-approach skills

Matching

Match the following:

11. _____ Cognitive Information Processing (CIP)
12. _____ SCCT
13. _____ Contextual approaches
14. _____ Ecological Perspective
15. _____ Psychodynamic Approaches
a. Pyramid of Information Processing Domains and the CASVE cycle

b. Based on Bronfenbrenner's 1979 model

c. "(a) formation and elaboration of career-relevant interests, (b) the selection of academic and career choice options, and (c) performance and persistence in educational and occupational pursuits"

d. Life scripts and life themes

e. Approach which states that there is an ongoing, dynamic and reciprocal interaction between individuals and their environments
Chapter 3: Toward a Holistic View: Decision-Making, Postmodern, and Emerging Theories

Chapter Summary

This chapter discusses the centrality of individuals’ careers to their lives. It focuses on how counselors can help their clients find personal meaning in work and the holistic approach to career counseling. The chapter also identifies a number of strategies to assist in that process. Barriers and pathways to succeeding in this pursuit are described, as are methods of integrating the ideas behind the theories of self-efficacy and learned optimism into the career counseling process.

The concepts of spirituality, hope, and optimism—as well as a variety of decision-making processes—are also presented. These include: planned happenstance, positive uncertainty, and the postmodern approaches of narrative, integrative life planning, and constructivism. School-based career counseling and adult transitions are also briefly described. Through following four cases, the chapter attempts to demonstrate the application of several of these concepts and theories.
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CHAPTER 3: TOWARD A HOLISTIC VIEW: DECISION-MAKING, POSTMODERN, AND EMERGING THEORIES

True/False Quiz

1. Identifying barriers and planning strategies to overcome, avoid, or change them is an important aspect of the counseling process.

2. In 1950, 80% of jobs in the United States were unskilled, with a high school diploma optional. In 1991, unskilled jobs were 15% of the nation's workforce, and a high school diploma had become expected.

3. It is projected that jobs in manufacturing, a traditional employer of unskilled and semi-skilled workers, is expected to decline 84% from 2008-2018.

4. Internal barriers may include a poor self-concept, lack of hope or optimism, fear of failure, or even fear of success.

5. The Bureau of Labor Statistics (2002) estimates that the average baby boomer in the United States held 9.6 different jobs from the ages of 18 to 36.

6. Frankl's (1963) proposition was that meaning is essential to career development.

7. Career development was formerly called vocational guidance.

8. According to Brewer (2001), the connection between work and spirituality relates to a personal sense of life’s meaning, an unfolding sense of self, and purpose that is expressed and driven by action.

9. Although many people are motivated by the need for achievement, many others are motivated by the need for affiliation.

10. In researching the phenomenon of burnout through case studies, Malach-Pines and Yafe-Yanai (2001) concluded that career burnout resulted from a failure in the search for meaning through work.

11. Savickas (1997) deconstructs the word spirituality to remind us of its origin which is spirit meaning heart.

12. Jankowski (2002) discussed spiritual complacency, or not finding purpose and meaning by adhering to sets of larger beliefs, exercise of faith, and experience of a connection with God.

13. The term spirituality encompasses a variety of concepts.
14. According to the chapter, individuals need to practice intentionality, a way of using one’s mind to influence events.

15. The concept of a Vocational Soul journey Paradigm is defined as, “the ongoing interior process of discovering meaning, being, and doing and the expression of that discovery in the exterior world of work through four possible paths: job, occupation, career, and Vocation.”

16. Planned Happenstance proposes that “Chance favors the prepared mind.”

17. The paradoxical intervention of encouraging indecision can create discomfort and resistance from clients who want clarity and closure.

18. The concept of the preventive check-up, or dental model, by Goodman (1991, 1992) has been used as a way of describing ongoing career development activities.

19. Hansen’s (1997) third principle involves negotiating the balance of career goals and actual monetary needs.

20. Schulthiess (2003) puts forth a passionate proposal for a relational approach to career counseling. She suggests that traditional career counseling can be enhanced by this approach, using a relational approach to assessment and intervention.
CHAPTER 3: TOWARD A HOLISTIC VIEW: DECISION-MAKING, POSTMODERN, AND EMERGING THEORIES

True or False

1. According to Evans, Rotter, and Gold, the most vital aspect of career and life decision-making is the individual.
   a. True
   b. False

2. People should search for a career in which they will be content for their entire working life.
   a. True
   b. False

3. Regarding employment opportunity, all Americans possess “liberty and justice,” as promised in the Pledge of Allegiance.
   a. True
   b. False

4. In 1950 unskilled jobs did not require a high school diploma, but, in 1991, jobs considered unskilled required that an employee had graduated from high school.
   a. True
   b. False

5. Hansen's 6 tasks are all focused on a holistic view of career development
   a. True
   b. False

Multiple Choice

6. According to The Bureau of Labor Statistics, the average person holds how many different jobs from ages 18 to 32?
   a. 3.5
   b. 6.7
   c. 9.6
   d. 10.2
7. The word, "vocation," is derived from the Latin word, vocare, which means what?
   a. To become  
   b. To search  
   c. To call  
   d. To do  

8. In experiential psychology, Adler and May name four bases for finding meaning. Which of the following is **NOT** one of these bases?
   a. Achieving  
   b. Experiencing  
   c. Interacting  
   d. Focaling  

9. Which one of the following behaviors is **NOT** recommended by Seligman as a means of overcoming career and life barriers?
   a. Don’t think about negative or troubling things  
   b. Try to find alternative explanations for negative events or feelings  
   c. Consider whether catastrophic implications are likely  
   d. Find evidence that negative thoughts are true or untrue  

10. Constructivist Theories examine:
   a. Process and product  
   b. Behavior and consequence  
   c. Thought and perception  
   d. Action and meaning  

**Matching**

Match the theorist with the appropriate description or contribution.

11. _____ Existentialist who survived a concentration camp  
12. _____ RIASEC codes  
13. _____ Learned Optimism  
14. _____ Positive Uncertainty  
15. _____ The “4 S” system
a. Frankl
b. Gelatt
c. Holland
d. Seligman
e. Schlossberg