"Career Counseling".

In Section 1 of this course you will cover these topics:

- Introduction To Career Information, Career Counseling, And Career Development
- Trait-And-Factor And Developmental Theories Of Career Choice And Development
- Learning Theory: Based, Postmodern, Socioeconomic, And Decision-Making Theories
- A Values-Based, Multicultural Approach To Career Counseling And Advocacy

Topic : Introduction To Career Information, Career Counseling, And Career Development

Topic Objective:

At the end of this topic students should be able to:

- Express an understanding of the place of work in human lives and society.
- Explain how people view work as a part of their lives and the lives of others.
- Form a personal view of career development.
- Show familiarity with the basic terminology.
- Demonstrate an awareness of the changing nature of work, the work place, and the work force.
- Demonstrate knowledge of the historical roots of career development.

Definition/Overview:

Career Counselling and career coaching are similar in nature to traditional counselling. However, the focus is generally on issues such as career exploration, career change, personal career development and other career related issues. Typically when people come for career counselling they know exactly what they want to get out of the process, but are unsure about how it will work.

Career counsellors work with people from all walks of life such as adolescents looking to explore career options or with experienced professionals looking for a career change. Career counsellors typically have a background in psychology, vocational psychology, or industrial/organizational psychology.

The approach of career counselling varies by practitioner, but generally they include the completion of one or more assessments. These assessments typically include: interest inventories, cognitive ability tests, and personality assessments.

Key Points:

1. Development& History

Career is a term defined by the Oxford English Dictionary as an individual's "course or progress through life (or a distinct portion of life)". It usually is considered to pertain to remunerative work (and sometimes also formal education).

A career is mostly seen as a course of successive situations that make up a person's occupation. One can have a sporting career or a musical career without being a professional athlete or musician, but most frequently "career" in the 20th century referenced the series of jobs or positions by which one earned one's money. It tended to look only at the past.

As the idea of personal choice and self direction picks up in the 21st century, aided by the power of the Internet and acceptance of people having multiple kinds of work, the idea of a career is shifting from a closed set of achievements, like a chronological rsum of past jobs, to a defined set of pursuits looking forward. In its broadest sense, career refers to an individuals work and life roles over their lifespan.

In the relatively static societies before modernism, many workers would often inherit or take up a single lifelong position (a place or role) in the workforce, and the concept of an unfolding career had little or no meaning. With the spread during the Enlightenment of the idea of progress and of the habits of individualist self-betterment, careers became possible, if not expected.

Career Assessments are tests that come in a variety of forms and rely on both quantitative and qualitative methodologies. Career Assessments can help individuals identify and better articulate their unique interests, values, and skills. Career counselors, executive coaches, career development centers, and outplacement companies often administer career assessments to help individuals focus their search on careers that closely match their unique personal profile.

Career counseling advisors assess people's interests, personality, values and skills, and also help them explore career options and research graduate and professional schools. Career counseling provides one-on-one or group professional assistance in exploration and decision making tasks related to choosing a major/occupation, transitioning into the world of work or

further professional training. The field is vast and includes career placement, career planning, learning strategies and student development.

By the late 20th century a plethora of choices (especially in the range of potential professions) and more widespread education had allowed it to become fashionable to plan (or design) a career: in this respect the careers of the career counsellor and of the career advisor have grown up. It is also not uncommon for adults in the late 20th/early 21st centuries to have dual or multiple careers, either sequentially or concurrently. Thus, professional identities have become hyphenated or hybridized to reflect this shift in work ethic. Economist Richard Florida notes this trend generally and more specifically among the "creative class."

2. Career Development

In organizational development (or OD), the study of **career development** looks at:

- how individuals manage their careers within and between organizations
- and how organizations structure the career progress of their members. it can also be tied into succession planning within some organizations.

In personal development, career development is:

- the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual.
- the lifelong psychological and behavioral processes as well as contextual influences shaping ones career over the life span. As such, career development involves the persons creation of a career pattern, decision-making style, integration of life roles, values expression, and life-role self concepts.

3. Multiple careers

Whereas a career comprises the work activities that can be identified with a particular job or profession, having **multiple careers** is the growing trend in the late 20th century and early 21st century. These multiple careers can either be concurrent (where a worker has two simultaneous careers) or sequential (where a worker adopts a new career after having worked for some time in another career). Both may occur for different reasons.

Sandra Kerka reports that "'studies in the United States at the end of the seventies already showed that between 10 and 30 percent of the economically active population had experienced at least one career change in a 5-year period'. Of 91 skilled young adults in Germany, only one-third had continuous careers in the first 8 years after graduation and over half were employed in other occupations at least once. The phenomenon of reverse transfer provides an indirect clue: Townsend found that 62% of bachelor's-degree holders who enroll in community colleges were seeking an associate degree or certificate in order to make a career change."

4. Concurrent multiple careers

Workers with *concurrent*multiple careers adopt a "hyphenated" professional identity. A "teacher-painter" might refer to an individual who works for nine months out of the year as an Elementary School Teacher and three (summer) months out of the year as a painter. A "doctor-potter" might refer to an individual who works as an ENT-physician during the day, but works within a ceramics studio at night. Some consider the hyphen "-homemaker" or "-caregiver" as suggestive of another type of concurrent multiple career worker. That is, a "lawyer-homemaker" works as an attorney and is also in charge of domestic duties at home. Increasingly, as adults must care for the younger generation children and older generation parents, the "X-caregiver" worker has emerged where a worker completes the tasks of career-X and simultaneously cares for the needs of children and elders. Some note that many members of the working class have long been concurrent workers out of economic necessity. Workers can adopt concurrent multiple careers for a host of reasons including: economic (such as poverty or striving for additional wealth), educational (such as multiple degrees in multiple fields), or personal (such as interest or lack of fulfillment in one career). Economist, Richard Florida, among others suggests that some "hyphenates" pursue multiple concurrent careers in order to fulfill creative needs. A "doctor-potter," for example, might pursue ceramics for creative fulfillment as well as profit and professional development.
Author and New York Times columnist Marci Alboher popularized the term "slash careers" to describe multiple concurrent careers in her book *One Person/Multiple Careers: A New Model for Work Life Succes.*. Instead of hyphenation, Alboher uses slash to demarcate concurrent multiple careers, as in "art dealer/yoga instructor" or "baker/comedian/web designer".

5. Sequential multiple careers

Workers with *sequential*multiple careers adopt a changing professional identity over time. Thus, a worker may devote 10-20 years of his/her life to one career and then switch to a related career or an entirely new one. As life-expectancy increases, as retirement benefits decrease, and as educational opportunities expand workers may increasingly find themselves forced to fulfill the goals of one career and then adopt another. Some view this as an opportunity to expand meaning and purpose into later life, while others see this trend as an unfortunate economic and social reality.

6. Career Management

Career management is defined by Ball as:

- Making career choices and decisions the traditional focus of careers interventions. The changed nature of work means that individuals may now have to revisit this process more frequently now and in the future, more than in the past.
- Managing the organizational career concerns the career management tasks of individuals within the workplace, such as decision-making, life-stage transitions, dealing with stress etc.
- Managing 'boundaryless' careers refers to skills needed by workers whose employment is beyond the boundaries of a single organisation, a workstyle common among, for example, artists and designers.
- Taking control of one's personal development as employers take less responsibility, employees need to take control of their own development in order to maintain and enhance their employability.

Example/Case Study:

Topic : Trait-And-Factor And Developmental Theories Of Career Choice And Development

Topic Objective:

At the end of this topic students should be able to:

- Understand and explain the theories discussed in this chapter and their applications.

- Be able to critique theories of career choice and development using the criteria outlined in the chapter
- Differentiate between trait-and-factor and developmental theories
- Apply theories discussed in the chapter to various population groups.
- Use at least two theories to explain career-related behavior of a variety of individuals.

Definition/Overview:

The earliest theory or tradition in Europe was *in loco parentis*. Schools acted on behalf of parents for the good of their students and concentrated on character development which mostly equalled to instilling students with traditional Christian values through strict rules and enforced by rigid discipline. The development of students' character was substantially more important than the development of their intellect.

The first change came in the late nineteenth and early part of the twentieth century, with the increasing growth of universities and development of the social sciences like psychology. Theorists such as B.F. Skinner and Carl Rogers influenced the thinking about students and a new paradigm developed: the student services paradigm as the name indicates stated that students should be provided with services they require in order to better gain knowledge. In the middle of the twentieth century the student service paradigm started to be replaced by the student development paradigm. This paradigm was influenced by the growing body of psychological and sociological theories, reflecting the idea that students learn both in-class and out-of-class, and are influenced both by their genetics and social environment. Student development theories stress that every student is a different individual with unique needs. Basic assumptions guiding the student development movement:

- The individual student must be considered as a whole.
- Each student is a unique person and must be treated as such.
- The total environment of the student is educational and must be used to help the student achieve full development.
- The major responsibility for a student's personal and social development rests with the student and his/her personal resources.

Key Points:

1. Theories

Student development theories generally can be divided into five categories:

- Psychosocial. Psychosocial theories life-long issues that tend to occur in sequence and are correlated with chronological age, concentrating on individuals progress through various 'life stages' by accomplishing certain deeds.
- Cognitive-Structural. Cognitive-structural theories address how student perceives, organizes, and reasons about their experiences.
- Person-Environment. Person-environment theories address interaction between conceptualizations of the college student and the college environment, looking at behavior as a social function of the person and the environment. Those theories are particularly common in career planning.
- Humanistic Existential. Humanistic existential theories concentrate on certain philosophical concepts about human nature: that humans are free, responsible, self-aware, potentially self-actualizing and that education and personal growth is facilitated by self-disclosure, followed by self-acceptance and self-awareness. These theories are used extensively in counseling.
- Student Development Process Models. Student development process models can be divided into abstract theories and recommended practical sets of action steps for the practice of student development. They outline the process steps of how to use theories.

2. Trait theory

In psychology, **Trait theory** is a major approach to the study of human personality. Trait theorists are primarily interested in the measurement of *traits*, which can be defined as habitual patterns of behavior, thought, and emotion. According to this perspective, traits are relatively stable over time, differ among individuals (e.g. some people are outgoing whereas others are shy), and influence behavior.

Gordon Allport was an early pioneer in the study of traits, which he sometimes referred to as dispositions. In his approach, *central traits* are basic to an individual's personality, whereas *secondary traits* are more peripheral. *Common traits* are those recognized within a culture and may vary between cultures.*Cardinal traits* are those by which an individual may be strongly recognized. Since Allport's time, trait theorists have focused more on group statistics

than on single individuals. Allport called these two emphases "nomothetic" and "idiographic," respectively.

There is a nearly unlimited number of potential traits that could be used to describe personality. The statistical technique of factor analysis, however, has demonstrated that particular clusters of traits reliably correlate together. Hans Eysenck has suggested that personality is reducible to three major traits. Other researchers argue that more factors are needed to adequately describe human personality. Many psychologists currently believe that five factors are sufficient.

Virtually all trait models, and even ancient Greek philosophy, include extraversion vs. introversion as a central dimension of human personality. Another prominent trait that is found in nearly all models is Neuroticism, or emotional instability.

3. Two taxonomies

Eysenck's three factor model contains the traits of extraversion, neuroticism, and psychoticism. The five factor model contains openness, extraversion, neuroticism, agreeableness, and conscientiousness. These traits are the highest-level factors of a hierarchical taxonomy based on the statistical technique of factor analysis. This method produces factors that are continuous, bipolar, can be distinguished from temporary states, and can describe individual differences. Both approaches extensively use self-report questionnaires. The factors are intended to be orthogonal, though there are often small positive correlations between factors. The five factor model in particular has been criticized for losing the orthogonal structure between factors. Hans Eysenck has argued that fewer factors are superior to a larger number of partly related ones. Although these two approaches are comparable because of the use of factor analysis to construct hierarchical taxonomies, they differ in the organization and number of factors.

Whatever the causes, however, psychoticism marks the two approaches apart as the five factor model contains no such trait. Moreover, apart from simply being a different high-level factor psychoticism, unlike any of the other factors in either approach, does not fit a normal distribution curve. Indeed, scores are rarely high thus skewing a normal distribution. However, when they are high there is considerable overlap with psychiatric conditions such as antisocial and schizoid personality disorders. Similarly, high scorers on neuroticism are more susceptible to sleep and psychosomatic disorders. Five factor approaches can also predict future mental disorders,

4. Lower order factors

There are two higher order factors that both taxonomies clearly share, extraversion and neuroticism. Both approaches broadly accept that extraversion is associated with sociability and positive affect, whereas neuroticism is associated with emotional instability and negative affect. Many lower order factors are similar between the two taxonomies. For instance, both approaches contain factors for sociability/gregariousness, for activity levels, and for assertiveness within the higher order factor, extraversion. However, there are differences too. First, the three-factor approach contains nine lower order factors and the five-factor approach has six. Eysenck's psychoticism factor incorporates some of the polar opposites of the lower order factors of openness, agreeableness and conscientiousness. A high scorer on tough-mindedness in psychoticism would score low on tender-mindedness in agreeableness. Most of the differences between the taxonomies stem from the three factor model's emphasis on fewer high-order factors.

5. Causality

Although both major trait models are descriptive, only the three factor model offers a detailed causal explanation. Eysenck suggests that different personality traits are caused by the properties of the brain, which themselves are the result of genetic factors. In particular, the three factor model identifies the reticular system and the limbic system in the brain as key components, with the specific functions of mediating cortical arousal and emotional responses respectively. Eysenck advocates that extraverts have low levels of cortical arousal and introverts have high levels, leading extraverts to seek out more stimulation from socialising and being venturesome.. Moreover, Eysenck surmised that there would be an optimal level of arousal after which inhibition would occur and that this would be different for each person. In a similar vein, the three factor approach theorizes that neuroticism is mediated by levels of arousal in the limbic system with individual differences arising because of variable activation thresholds between people. Therefore, highly neurotic people when presented with minor stressors, will exceed this threshold, whereas people low in neuroticism will not exceed normal activation levels, even when presented with large stressors. By contrast, proponents of the five factor approach assume a role of genetics and environment but offer no explicit causal explanation.

Given this emphasis on biology in the three factor approach it would be expected that the third trait, psychoticism, would have a similar explanation. However, the causal properties of

this state are not well defined. Eysenck has suggested that psychoticism is related to testosterone levels and is an inverse function of the serotonergic system, but he later revised this, linking it instead to the dopaminergic system.

6. Two Factor Theory

Two Factor Theory (also known as Herzberg's Motivation-Hygiene Theory) was developed by Frederick Herzberg, a psychologist who found that job satisfaction and job dissatisfaction acted independently of each other. Two Factor Theory states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction

7. Two Factor Theory fundamentals

Anna Lustig attitudes and their connection with industrial mental health are related to Maslow's theory of motivation. His findings have had a considerable theoretical, as well as a practical, influence on attitudes toward administration . According to Herzberg, individuals are not content with the satisfaction of lower-order needs at work, for example, those associated with minimum salary levels or safe and pleasant working conditions. Rather, individuals look for the gratification of higher-level psychological needs having to do with achievement, recognition, responsibility, advancement, and the nature of the work itself. So far, this appears to parallel Maslow's theory of a need hierarchy. However, Herzberg added a new dimension to this theory by proposing a two-factor model of motivation, based on the notion that the presence of one set of job characteristics or incentives lead to worker *satisfaction*at work, while another and a separate set of job characteristics lead to *dissatisfaction*at work. Thus, satisfaction and dissatisfaction are not on a continuum with one increasing as the other diminishes, but are independent phenomena. This theory suggests that to improve job attitudes and productivity, administrators must recognize and attend to both sets of characteristics and not assume that an increase in satisfaction leads to decrease in unpleasurable dissatisfaction.

The two-factor, or*motivation-hygiene theory*, developed from data collected by Herzberg from interviews with a large number of engineers and accountants in the Pittsburgh area. From analyzing these interviews, he found that job characteristics related to what an individual *does* that is, to the nature of the work she performs apparently have the capacity to gratify such needs as achievement, competency, status, personal worth, and self-realization, thus making her happy and satisfied. However, the *absence* of such gratifying job

characteristics does not appear to lead to unhappiness and dissatisfaction. Instead, dissatisfaction results from unfavorable assessments of such job-related factors as company policies, supervision, technical problems, salary, interpersonal relations on the job, and working conditions. Thus, if management wishes to increase satisfaction on the job, it should be concerned with the nature of the work itself the opportunities it presents for gaining status, assuming responsibility, and for achieving self-realization. If, on the other hand, management wishes to reduce dissatisfaction, then it must focus on the job environment policies, procedures, supervision, and working conditions . If management is equally concerned with both (as is usually the case), then managers must give attention to both sets of job factors.
The theory was based around interviews with 203 American accountants & engineers in Pittsburgh, chosen because of their professions' growing importance in the business world. The subjects were asked to relate times when they felt exceptionally good or bad about their present job or any previous job, and to provide reasons, and a description of the sequence of events giving rise to that positive or negative feeling.
Here is the description of this interview analysis:
Briefly, we asked our respondents to describe periods in their lives when they were exceedingly happy and unhappy with their jobs. Each respondent gave as many "sequences of events" as he could which met certain criteria including a marked change in feeling, a beginning and an end, and contained some substantive description other than feelings and interpretations....
The proposed hypothesis appears verified. The factors on the right that led to satisfaction (achievement, intrinsic interest in the work, responsibility, and advancement) are mostly unipolar; that is, they contribute very little to job dissatisfaction. Conversely, the dis-satisfiers (company policy and administrative practices, supervision, interpersonal relationships, working conditions, and salary) contribute very little to job satisfaction
Two Factor Theory distinguishes between:

- Motivators (e.g. challenging work, recognition, responsibility) which give positive satisfaction, arising from intrinsic conditions of the job itself, such as recognition, achievement, or personal growth, and
- Hygiene factors (e.g. status, job security, salary and fringe benefits) which do not give positive satisfaction, although dissatisfaction results from their absence. These are extrinsic to the work itself, and include aspects such as company policies, supervisory practices, or wages/salary .

Essentially, hygiene factors are needed to ensure an employee is not dissatisfied. Motivation factors are needed in order to motivate an employee to higher performance, Herzberg also further classified our actions and how and why we do them, for example, if you perform a work related action because you *have*to then that is classed as movement, but if you perform a work related action because you *want* to then that is classed as motivation.

Unlike Maslow, who offered little data to support his ideas, Herzberg and others have presented considerable empirical evidence to confirm the motivation-hygiene theory. Their work, however, has been criticized on methodological grounds. Nevertheless, Herzberg and his associates have rendered a valuable service to science and to management through their efforts to apply scientific methods to understanding complex motivational problems at work and have stimulated others to continue the search.

8. Validity & Criticisms

In 1968 Herzberg stated that his two-factor theory study had already been replicated 16 times in a wide variety of populations including some in Communist countries, and corroborated with studies using different procedures which agreed with his original findings regarding intrinsic employee motivation making it one of the most widely replicated studies on job attitudes.

While the Motivator-Hygiene concept is still well regarded, satisfaction and dissatisfaction are generally no longer considered to exist on separate scales. The separation of satisfaction and dissatisfaction has been shown to be an artifact of the Critical Incident Technique (CIT) used by Herzberg to record events . Furthermore, it has been noted the theory does not allow for individual differences, such as particular personality traits, which would affect individuals' unique responses to motivating or hygiene factors .

A number of behavioral scientists have pointed to inadequacies in the need hierarchy and motivation-hygiene theories. The most basic is the criticism that both of these theories contain the relatively explicit assumption that happy and satisfied workers produce more. Another problem is that these and other statistical theories are concerned with explaining "average" behavior and, on the other hand, if playing a better game of golf is the means he chooses to satisfy his need for recognition, then he will find ways to play and think about golf more often, perhaps resulting in an accompanying lower output on the job. Finally, in his pursuit of status he might take a balanced view and strive to pursue several behavioral paths in an effort to achieve a combination of personal status objectives.

In other words, this individual's expectation or estimated probability that a given behavior will bring a valued outcome determines his choice of means and the effort he will devote to these means. In effect, this diagram of expectancy depicts an employee asking himself the question posed by one investigator, *"How much payoff is there for me toward attaining a personal goal while expending so much effort toward the achievement of an assigned organizational objective?"* The Expectancy theory by Victor Vroom also provides a framework for motivation based on expectations.

This approach to the study and understanding of motivation would appear to have certain conceptual advantages over other theories: First, unlike Maslow's and Herzberg's theories, it is capable of handling individual differences. Second, its focus is toward the present and the future, in contrast to drive theory, which emphasizes past learning. Third, it specifically relates behavior to a goal and thus eliminates the problem of assumed relationships, such as between motivation and performance. Fourth, it relates motivation to ability: Performance = Motivation*Ability.

That said, a study by the Gallup Organization, as detailed in the book "First, Break All the Rules: What the World's Greatest Managers Do" by Marcus Buckingham and Curt Coffman, appears to provide strong support for Herzberg's division of satisfaction and dissatisfaction onto two separate scales. In this book, the authors discuss how the study identified twelve questions which provide a framework for determining high-performing individuals and organizations. These twelve questions align squarely with Herzberg's motivation factors, while hygiene factors were determined to have little effect on motivating high performance.

Example/Case Study:

Topic : Learning Theory: Based, Postmodern, Socioeconomic, And Decision-Making Theories

Topic Objective:

At the end of this topic students should be able to:

- Understand and explain the theories discussed in this chapter and their applications.
- Be able to critique theories of career choice and development using the criteria outlined in the Chapter 2
- Differentiate postmodern theories, learning based theories, and decisionmaking theories.
- Apply theories discussed in the chapter to various population groups.

- Use at least two theories to explain career-related behavior of a variety of individuals.

Definition/Overview:

In psychology and education, a learning theory is an attempt to describe how people and animals learn, thereby helping us understand the inherently complex process of learning. There are three main categories or philosophical frameworks under which learning theories fall: behaviorism, cognitivism, and constructivism. Behaviorism focuses only on the objectively observable aspects of learning. Cognitive theories look beyond behavior to explain brain-based learning. And constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts. It is also important to take account of informal learning theories, and to consider the philosophical anthropology implied by any theory.

Key Points:

1. Social learning theory

Social learning theory is the theory that people learn new behavior through overt reinforcement or punishment or via observational learning. People learn through observing others' behavior. If people observe positive, desired outcomes in the observed behavior, they are more likely to model, imitate, and adopt the behavior themselves. It also suggests that the environment can have an effect on the way people behave.

Social learning theory is derived from the work of Gabriel Tarde which proposed that social learning occurred through four main stages of imitation:

- close contact,
- imitation of superiors,
- understanding of concepts,
- role model behaviour

Julian Rotter moved away from theories based on psychoanalysis and behaviourism, and developed a social learning theory. In *Social Learning and Clinical Psychology*, Rotter suggested that the effect of behaviour has an impact on the motivation of people to engage in that behaviour. People wish to avoid negative consequences, while desiring positive results or

effects. If one expects a positive outcome from behaviour, or thinks there is a high probability of a positive outcome, then they will be more likely to engage in that behaviour. The behaviour is reinforced, with positive outcomes, leading a person to repeat the behaviour. This social learning theory suggests that behaviour is influenced by these environmental factors or stimuli, and not psychological factors alone.

Albert Bandura expanded on the Rotter's idea, as well as earlier work by Miller & Dollard, and is related to social learning theories of Vygotsky and Lave. This theory incorporates aspects of behavioural and cognitive learning. Behavioural learning assumes that people's environment (surroundings) cause people to behave in certain ways. Cognitive learning presumes that psychological factors are important for influencing how one behaves. Social learning suggests a combination of environmental (social) and psychological factors influence behaviour. Social learning theory outlines three requirements for people to learn and model behaviour include attention: retention (remembering what one observed), reproduction (ability to reproduce the behaviour), and motivation (good reason) to want to adopt the behaviour.

2. Behaviorism

Behaviorism focuses only on the objectively observable aspects of learning, and discounts the internal processing that might be associated with the activity. For behaviorism, learning is the acquisition of new behavior through conditioning.

There are two types of possible conditioning:

- Classical conditioning, where the behavior becomes a reflex response to stimulus as in the case of Pavlov's Dogs.
- Operant conditioning where there is reinforcement of the behavior by a reward or a punishment.

The theory of operant conditioning was developed by B.F. Skinner and is known as Radical Behaviorism. The word operant refers to the way in which behavior operates on the environment. Briefly, behavior may result either in reinforcement, which increases the likelihood of the behavior recurring, or punishment, which decreases the likelihood of the behavior recurring. It is important to note that, a punisher is not considered to be punishment if it does not result in the reduction of the behavior, and so the terms punishment and

reinforcement are determined as a result of the actions. Within this framework, behaviorists are particularly interested in measurable changes in behavior.

Educational approaches such as applied behavior analysis, curriculum based measurement, and direct instruction have emerged from this model.

3. Cognitivism

Since the Cognitive Revolution of the 1960s and 1970s, learning theory has undergone a great deal of change. Much of the empirical framework of Behaviorism was retained even though a new paradigm was begun. Cognitive theories look beyond behavior to explain brain-based learning. Cognitivists consider how human memory works to promote learning. For example, the physiological processes of sorting and encoding information and events into short term memory and long term memory are important to educators working under the cognitive theory.

Once memory theories like the Atkinson-Shiffrin memory model and Baddeley's Working memory model were established as a theoretical framework in Cognitive Psychology, new cognitive frameworks of learning began to emerge during the 1970s, 80s, and 90s. Today researchers are concentrating on topics like Cognitive load and Information Processing Theory. These theories of learning are very useful as they guide the Instructional design.

4. Constructivism

Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge. In other words, "learning involves constructing one's own knowledge from one's own experiences." Constructivist learning, therefore, is a very personal endeavor, whereby internalized concepts, rules, and general principles may consequently be applied in a practical real-world context. The teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working to solve realistic problems. This is also known as knowledge construction as a social process. We can work to clarify and organize their ideas so we can voice them to others. It gives us opportunities to elaborate on what they learned. We are exposed to the views of others. It enables us to discover flaws and inconsistencies by learning we can get good results.

Constructivism itself has many variations, such as Active learning, discovery learning, and knowledge building. Regardless of the variety, constructivism promotes a student's free exploration within a given framework or structure.

5. Informal and post-modern theories

Informal theories of education deal with more practical breakdown of the learning process. One of these deals with whether learning should take place as a building of concepts toward an overall idea, or the understanding of the overall idea with the details filled in later. Modern thinkers favor the latter, though without any basis in real world research. Critics believe that trying to teach an overall idea without details (facts) is like trying to build a masonry structure without bricks.

Other concerns are the origins of the drive for learning. To this end, many have split off from the mainstream holding that learning is a primarily self taught thing, and that the ideal learning situation is one that is self taught. According to this dogma, learning at its basic level is all self taught, and class rooms should be eliminated since they do not fit the perfect model of self learning. However, real world results indicate that isolated students fail. Social support seems crucial for sustained learning.

Informal learning theory also concerns itself with book vs real-world experience learning. Many consider most schools severely lacking in the second. Newly emerging hybrid instructional models combining traditional classroom and computer enhanced instruction promise the best of both worlds.

6. Other learning theories

Other learning theories have also been developed. These learning theories may have a more specific purpose than general learning theories. For example, andragogy is a theory of adult learning.

Connectivism is a recent theory of networked learning which focuses on learning as making connections.

Multimedia learning theory focuses on principles for the effective use of multimedia in learning.

7. Applied Behavior Analysis

Applied behavior analysis (ABA) is the science of applying experimentally derived principles of behavior to improve socially significant behavior. ABAtakes what we know about behavior and uses it to bring about positive change (Applied). Behaviors are defined in observable and measurable terms in order to assess change over time (Behavior). The behavior is analyzed within the environment to determine what factors are influencing the behavior (Analysis). Applied behavior is the third of the four domains of behavior analysis, the other three being, behaviorism, experimental analysis of behavior and professional practice of behavior analysis. Applied behavior analysis contributes to a full range of areas including: AIDS prevention, conservation of natural resources, education, gerontology, health and exercise, industrial safety, language acquisition, littering, medical procedures, parenting, seatbelt use, sports, and zoo management and care of animals. ABA-based interventions have gained recent popularity in the last 20 years related to teaching students with autism spectrum disorders.

ABA is defined as the science in which tactics derived from the principles of behavior are applied systematically to improve socially significant behavior and experimentation is used to identify the variables responsible for change.

Baer, Wolfe, and Risley's 1968 article is still used as the standard description of ABA. and it describes the seven dimensions ofABA; application, a focus on behavior, the use of analysis, a technological approach, conceptually systematic, effective, and generality.

8. Characteristics of Applied Behavior Analysis

Baer, Wolf, and Risley's seven dimensions:

- **Applied**

  ABA focuses on areas that are of social significance. In doing this, behavior scientists must take into consideration more than just the short-term behavior change, but also look at how behavior changes can affect the consumer, those who are close to the consumer, and how any change will affect the interactions between the two.

- **Behavioral**

  ABA must be behavioral, i.e.: behavior itself must change, not just what the consumer SAYS about the behavior. It is not the goal of the behavior scientists to get their consumers to stop complaining about behavior problems, but rather to change the problem behavior itself. In addition, behavior must be objectively measured. A behavior scientist can not resort to the measurement of non-behavioral substitutes.

- **Analytic**

  The behavior scientist can demonstrate believable control over the behavior that is being changed. In the lab, this has been easy as the researcher can start and stop the behavior at will. However, in the applied situation, this is not always as easy, nor ethical, to do. According to Baer, Wolf, and Risley, this difficulty should not stop a science from upholding the strength of its principles. As such, they referred to two designs that are best used in applied settings to demonstrate control and maintain ethical standards. These are the reversal and multiple baseline designs. The reversal design is one in which the behavior of choice is measured prior to any intervention. Once the pattern appears stable, an intervention is introduced, and behavior is measured. If there is a change in behavior, measurement continues until the new pattern of behavior appears stable. Then, the intervention is removed, or reduced, and the behavior is measured to see if it changes again. If the behavior scientist truly has demonstrated control of the behavior with the intervention, the behavior of interest should change with intervention changes.

- **Technological:**

  This means that if any other researcher were to read the study's description, that researcher would be able to "replicate the application with the same results". This means that the description must be very detailed and clear. Ambiguous descriptions do not qualify. Cooper et al. describe a good check for the technological characteristic: "have a person trained in applied behavior analysis carefully read the description and then act out the procedure in detail. If the person makes any mistakes, adds any operations, omits any steps, or has to ask any questions to clarify the written description then the description is not sufficiently technological and requires improvement.

- **Conceptually Systematic:**

  A defining characteristic is in regards to the interventions utilized; and thus research must be conceptually systematic by only utilizing procedures and interpreting results of these procedures in terms of the principles from which they were derived.

- **Effective:**

  An application of these techniques improve behavior under investigation. Specifically, it is not a theoretical importance of the variable, but rather the practical importance (social importance) that is essential.

- **Generality:**

  It should last over time, in different environments, and spread to other behaviors not directly treated by the intervention. In addition, continued change in specified behavior after intervention for that behavior has been withdrawn is also an example of generality.

  In 2005, Heward, et al added the following four characteristics:

- **Accountable:**

  Direct and frequent measurement enables analysts to detect their success and failures to make changes in an effort to increase successes while decreasing failures. ABA is a scientific approach in which analysts may guess but then critically test ideas, rather than "guess and guess again". this constant revision of techniques, commitment to effectiveness and analysis of results leads to an accountable science.

- **Public:**

  Applied behavior analysis is completely visible and public. This means that there are no explanations that cannot be observed. There are no mystical, metaphysical explanations, hidden treatment, or magic.

- **Empowering:**

  ABA provides tools to practitioners that allow them to effectively change behavior. By constantly providing visual feedback to the practitioner on the results of the intervention, this feature of ABA allows clinicians to assess their skill level and builds confidence in their technology.

- **Optimistic:**

  According to several leading authors, practitioners skilled in behavior analysis have genuine cause to be optimistic for the following reasons:The environmental view is essentially optimistic as it suggests that all individuals possess roughly equal potential

  - Direct and continuous measurements enable practitioners to detect small improvements in performance that might have otherwise been missed
  - As a practitioner uses behavioral techniques with positive outcomes, the more they will become optimistic about future success prospects
  - The literature provides many examples of success teaching individuals considered previously unteachable.

- **Operant conditioning**

  Operant behavior is that which is selected by its consequences. The conditioning of operant behavior is the result of reinforcement and punishment. Operant behavior is produced primarily by striated muscles and sometimes by smooth muscles and glands

- **Respondent conditioning**

  All organisms respond in predictable ways to certain stimuli. These stimulus-response relations are called reflexes. The response component of the reflex is called respondent behavior. It is defined as behavior which is elicited by antecedent stimuli. Respondent conditioning (also called Classical Conditioning) is learning in which new stimuli acquire the ability to elicit respondents. This is done through stimulus-stimulus pairing, for example, the stimulus (smell of food) can elicit a person's salivation. By pairing that stimulus (smell) with another stimulus (word "food"), the second stimulus can obtain the function

- **Environment**

  The environment is the entire constellation of circumstances in which an organism exists. This includes events both inside and outside of an organism, but only real physical events are included. The environment is comprised of stimuli. A stimulus is an "energy change that affects an organism through its receptor cells.

  A stimulus can be described:

- Formally by its physical features.
- Temporally by when they occur in respect to the behavior.
- Functionally by their effect on behavior.

Reinforcement

- Reinforcement is the most important principle of behavior and a key element of most behavior change programs. It is the process by which behavior is strengthened, if a behavior is followed closely in time by a stimulus and this results in an increase in the future frequency of that behavior. The addition of a stimulus following an event that serves as a reinforcer is termed positive reinforcement. If the removal of an event serves as a reinforcer, this is termed negative reinforcement. There are multiple schedules of reinforcement that effect the future frequency of behavior.

- **Punishment**

  Punishment is a process by which a consequence immediately follows a behavior which decreases the future frequency of that behavior. Like reinforcement, a stimulus can be added (positive punishment) or removed (negative punishment). Broadly, there are three types of punishment: presentation of aversive stimuli, response cost and time out. Punishment in practice can often result in unwanted side effects, and has as such been used only after reinforcement-only procedures have failed to work. Unwanted side effects can include the increase in other unwanted behavior as well as a decrease in desired behaviors. Some other potential unwanted effects include escape and avoidance, emotional behavior, and can result in behavioral contrast.

- **Extinction**

  Extinction is the technical term to describe the procedure ofwithholding/ discontinuing reinforcement of a previously reinforced behavior, resulting in the decrease of that behavior. The behavior is then set to be extinguished (Cooper, et al). Extinction procedures are often preferred over punishment procures that are frequently deemed unethical and in many states prohibited. Nonetheless, extinction procedures must be implemented with utmost care by professionals, as they are generally associated with extinction bursts. An extinction burst is the temporary increase in the frequency, intensity, and/or duration of the behavior targeted for extinction. Other characteristics of an extinction burst include a)extinction-produced aggression - the occurrence of an emotional response to an extinction procedure often manifested as aggression; and b) extinction-induced response variability - the occurrence of novel behaviors that did not typically occur prior to the extinction procedure. These novel behaviors are a core component of Shaping (psychology) procedures.

- **Discriminated operant and three-term contingency**

  In addition to a relation being made between behavior and its consequences, operant conditioning also establishes relations between antecedent conditions and behaviors. This differs from the S-R formulations (If-A-then-B), and replaces it with an AB-because-of-C formulation. In other words, the relation between a behavior(B) and its context(A) is because of consequences (C), more specifically, this relationship between AB because of C indicates that the relationship is established by prior consequences that have occurred in similar contexts. This antecedent-behavior-consequence contingency is termed the three term contingency. A behavior which occurs more frequently in the presence of an antecedent condition than in its absence is called a discriminated operant. The antecedent stimulus is called a discriminative stimulus SD. The fact that the discriminated operant occurs only in the presence of the discriminative stimulus is an illustration of stimulus control.

- **Measuring behavior**

  When measuring behavior, there are both dimensions of behavior and quantifiable measures of behavior. In applied behavior analysis, the quantifiable measures are a

derivative of the dimensions. These dimensions are repeatability, temporal extent, and temporal locus.

- **Repeatability**

  Response classes occur repeatedly throughout time -- ie how many times the behavior occurs.

  - Count is the number of occurrences in behavior.
  - Rate/Frequency is the number of instances of behavior per unit of time.
  - Celeration is the measure of how the rate changes over time.

- **Temporal extent**

  This dimension indicates that each instance of behavior occupies some amount of time -- ie how long the behavior occurs.

- **Temporal locus**

  Each instance of behavior occurs at a specific point in time -- ie when the behavior occurs.

  - Response latency is the measure of elapsed time between the onset of a stimulus and the initiation of the response.
  - Interresponse time is the amount of time that occurs between two consecutive instances of a response class.

- **Derivative measures**

  Derivative measures are unrelated to specific dimensions:

  - Percentage is the ratio formed by combining the same dimensional quantities.
  - Trials-to-criterion measurement of the number of response opportunities needed to achieve a predetermined level of performance.

- **Analyzing behavior change**

  In applied behavior analysis, all experiments should include the following:

- At least one participant
- At least one behavior (dependent variable)
- At least one setting
- A system for measuring the behavior and ongoing visual analysis of data
- At least one treatment or intervention condition
- Manipulations of the independent variable so that its effects on the dependent variable

- **Functional Behavior Assessment (FBA)**

  Functional assessment of behavior provides hypotheses about the relationships between specific environmental events and behaviors. Decades of research has established that both desirable and undesirable behaviors are learned through interactions with the social and physical environment. FBA is used to identify the type and source of reinforcement for challenging behaviors as the basis for intervention efforts designed to decrease the occurrence of these behaviors.

- **Functions of behavior**

  The function of a behavior can be thought of as the purpose a behavior serves for a person. Function is identified in an FBA by identifying the type and source if reinforcement for the behavior of interest. Those reinforcers might be positive or negative social reinforcers provided by someone who interacts with the person, or automatic reinforcers produced directly by the behavior itself.

- Positive Reinforcement - social positive reinforcement (attention), tangible reinforcement, and automatic positive reinforcement.
- Negative Reinforcement - social negative reinforcement (escape), automatic negative reinforcement.

- **Function versus topography**

  Behaviors may look different but can serve the same function and likewise behavior that looks the same may serve multiple functions. What the behavior looks like often reveals little useful information about the conditions that account for it. However, identifying the conditions that account for a behavior, suggests what conditions need to be altered to

change the behavior. Therefore, assessment of function of a behavior can yield useful information with respect to intervention strategies that are likely to be effective.

9. FBA methods

FBA methods can be classified into three types:

- Functional (experimental) Analysis
- Descriptive Assessment
- Indirect Assessment

- **Functional (experimental) analysis**

A functional analysis is one in which antecedents and consequences are manipulated to indicate their separate effects on the behavior of interest. This type of arrangement is often called analog because they are not conducted in a naturally occurring context. However, research is indicating that functional analysis done in a natural environment will yield similar or better results

A functional analysis normally has four conditions (three test conditions and one control):

- Contingent attention
- Contingent escape
- Alone
- Control condition

- **Advantages**

It has the ability to yield a clear demonstration of the variable(s)that relate to the occurrence of a problem behavior. Serves as the standard of scientific evidence by which other assessment alternative are evaluated, and represents the method most often used in research on the assessment and treatment of problem behavior.

- **Limitations**

Assessment process may temporarily strengthen or increase the undesirable behavior to unacceptable levels or result in the behavior acquiring new functions. Some behaviors

may not be amenable to functional analysis (e.g. those that, albeit serious, occur infrequently). Functional analysis conducted in contrived settings may not detect the variable that accounts for the occurrence in the natural environment.

- **Indirect FBA**

  This method uses structured interviews, checklists, rating scales, or questionnaires to obtain information from persons who are familiar with the person exhibiting the behavior to identify possible conditions or events in the natural environment that correlate with the problem behavior. They are called "indirect" because they do not involve direct observation of the behavior, but rather solicit information based on others' recollections of the behavior.

- **Advantages**

  Some can provide a useful source of information in guiding subsequent, more objective assessments, and contribute to the development of hypotheses about variable that might occasion or maintain the behaviors of concern.

- **Limitations**

  Informants may not have accurate and unbiased recall of behavior and the conditions under which it occurred.

- **Descriptive FBA**

  As with Functional Analysis, descriptive functional behavior assessment utilizes direct observation of behavior; unlike functional analysis, however, observations are made under naturally occurring conditions. Therefore, descriptive assessments involve observation of the problem behavior in relation to events that are not arranged in a systematic manner.

  There are three variations of descriptive assessment:

o ABC (antecedent-behavior-consequence) continuous recording - observer records occurrences of targeted behavior and seelected environmental events in the natural routine.

- ABC narrative recording - data are collected only when behaviors of interest are observes, and the recording encompasses any events that immediately precede and follow the target behavior.
- Scatterplots -a procedure for recording the extent to which a target behavior occurs more often at particular times than others.

- **Conducting an FBA**

  Provided the strengths and limitations of the different FBA procedures, FBA can best be viewed as a four-step process:

- The gathering of information via indirect and descriptive assessment.
- Interpretation of information from indirect and descriptive assessment and formulation of a hypothesis about the purpose of problem behavior.
- Testing of a hypothesis using a functional analysis.
- Developing intervention options based on the function of problem behavior.

10. Technologies discovered through ABA research

- **Task analysis**

  Task analysis is a process in which a task is analyzed into its component parts so that those parts can be taught through the use of chaining: forward chaining, backward chaining and total task presentation. Task analysis has been used in organizational behavior management, a behavior analytic approach to changing organizations. Behavioral scripts often emerge from a task analysis. Bergan conducted a task analysis of the behavioral consultation relationship and Thomas Kratochwill developed a training program based on teaching Bergan's skills. A similar approach was used for the development of microskills training for counselors. Ivey would later call this "behaviorist" phase a very productive one and the skills-based approach came to dominate counselor training during 197090. Task analysis was also used in determining the skills needed to access a career. In education, Englemann used task analysis as part of the methods to design the Direct Instruction curriculum.

- **Chaining**

  The skill to be learned is broken down into small units for easy learning. For example, a person learning to brush teeth independently may start with learning to unscrew the toothpaste cap. Once they have learned this, the next step may be squeezing the tube, etc.

  For problem behavior chains can also be analyzed and the chain can be disrupted to prevent the problem behavior. Some behavior therapies, such as Dialectical Behavior Therapy, make extensive use of behavior chain analysis.

- **Prompting**

  A prompt is a cue or assistance to encourage the desired response from an individual. Prompts are often categorized into a prompt hierarchy from most intrusive to least intrusive. There is some controversy about what is considered most intrusive: physically intrusive versus hardest prompt to fade (ie. verbal). In an errorless learning approach, prompts are given in a most-to-least sequence and faded systematically to ensure the individual experiences a high level of success. There may be instances in which a least-to-most prompt method is preferred. Prompts are faded systematically and as quickly as possible to avoid prompt dependency. The goal of teaching using prompts would be to fade prompts towards independence, so that no prompts are needed for the individual to perform the desired behavior.

- **Types of prompts:**
  - Verbal prompts: Utilizing a vocalization to indicate the desired response.
  - Visual Prompts: a visual cue or picture.
  - Gestural prompts: Utilizing a physical gesture to indicate the desired response.
  - Positional prompt: The target item is placed closer to the individual.
  - Modeling: Modeling the desired response for the student. This type of prompt is best suited for individuals who learn through imitation and can attend to a model.
  - Physical prompts: Physically manipulating the individual to produce the desired response. There are many degrees of physical prompts. The most intrusive being hand-over-hand, and the least intrusive being a slight tap to initiate movement.

- This is not an exhaustive list of all possible prompts. When using prompts to systematically teach a skill, not all prompts need to be used in the hierarchy; prompts are chosen based on which ones are most effective for a particular individual.

- **Fading**

  The overall goal is for an individual to eventually not need prompts. As an individual gains mastery of a skill at a particular prompt level, the prompt is faded to a less intrusive prompt. This ensures that the individual does not become overly dependent on a particular prompt when learning a new behaviour or skill.

- **Thinning**

  Thinning is often confused with fading. Fading refers to a prompt being removed, where thinning refers to the spacing of a reinforcement schedule getting larger. Some support exists that a 30% decrease in reinforcement can be an efficient way to thin. Schedule thinning is often an important and neglected issue in contingency management and token economy systems, especially when developed by unqualified practitioners.

- **Generalization**

  Generalization is the expansion of a student's performance ability beyond the initial conditions set for acquisition of a skill. Generalization can occur across people, places, and materials used for teaching. For example, once a skill is learned in one setting, with a particular instructor, and with specific materials, the skill is taught in more general settings with more variation from the initial acquisition phase. For example, if a student has successfully mastered learning colors at the table, the teacher may take the student around the house or his school and then generalize the skill in these more natural environments with other materials. Behavior analysts have spent considerable amount of time studying factors that lead to generalization.

- **Shaping**

  Shaping involves gradually modifying the existing behavior into the desired behavior. If the student engages with a dog by hitting it, then he or she could have their behavior shaped by reinforcing interactions in which he or she touches the dog more gently. Over

many interactions, successful shaping would replace the hitting behavior with patting or other gentler behavior. Shaping is based on a behavior analyst's thorough knowledge of operant conditioning principles and Extinction (psychology). Recent efforts to teach shaping have used simulated computer tasks.

- **Video modeling**

  One teaching technique found to be effective with some students, particularly children, is the use of video modeling (the use of taped sequences as exemplars of behavior). It can be used by therapists to assist in the acquisition of both verbal and motor responses, in some cases for long chains of behavior.

11. Interventions based on an FBA

Critical to behavior analytic interventions is the concept of a systematic behavioral case formulation with a functional behavioral assessment or analysis at the core. This approach should apply a behavior analytic theory of change. This formulation should include a thorough functional assessment, a skills assessment, a sequential analysis (behavior chain analysis),an ecological assessment, a look at existing evidenced-based behavioral models for the problem behavior (such as Fordyce's model of chronic pain) and then a treatment plan based on how environmental factors influence behavior. Some argue that behavior analytic case formulation can be improved with an assessment of rules and rule governed behavior. Some of the interventions that result from this type of conceptualization involve training specific communication skills to replace the problems behavior as well as specific setting, antecedent, behavior, and consequece strategies.

Example/Case Study:

Topic : A Values-Based, Multicultural Approach To Career Counseling And Advocacy

Topic Objective:

At the end of this topic students should be able to:

- Define career counseling.
- Describe the process of multicultural career counseling.

- Describe at least six techniques that can be used in career counseling.
- Discuss the assessment process as it relates to the career counseling process
- Explain why advocacy may be important as an adjunct to career counseling.
- Articulate their own beliefs about the process and strategies to be used in career counseling.

Definition/Overview:

Increasing recognition of cultural influences on career development requires expanded theoretical and practical perspectives. Theories of career development need to explicate views of culture and provide direction for career counseling with clients who are culturally diverse.

Careerassessment involves an ongoing process of gathering information to assist clients to make career-related decisions. Useful information to gather in career assessment includes but is not limited to understanding a person's personality, values, skills, interests, life roles, and career history. Assessment information is typically gathered via intake interviews, standardized tests and inventories, and non-standardized methods such as card sorts, careergenograms, and career lifelines. The data that are obtained can be used to inform both the career counselor and the client and to help set appropriate goals and strategies for achieving the goals in career counseling. Multicultural career assessment incorporates information about the client's cultural background such as race, ethnicity, gender, social class, and sexual orientation and uses this information to understand how these factors may have shaped one's career development. In essence, in contrast with traditional career assessment, the cornerstone of multiculturalcareer assessment is understanding a person's career issues within a cultural context.

Key Points:

1. Career Counselling

Career Counselling and career coaching are similar in nature to traditional counselling. However, the focus is generally on issues such as career exploration, career change, personal career development and other career related issues. Typically when people come for career counselling they know exactly what they want to get out of the process, but are unsure about how it will work.

Career counsellors work with people from all walks of life such as adolescents looking to explore career options or with experienced professionals looking for a career change. Career

counsellors typically have a background in psychology, vocational psychology, or industrial/organizational psychology.

The approach of career counselling varies by practitioner, but generally they include the completion of one or more assessments. These assessments typically include: interest inventories, cognitive ability tests, and personality assessments.

1. Multicultural Issues in Counseling

Multiculturalcounseling is one of the major theoretical forces in psychology. It emerged as a necessary backlash to traditional psychological theories that assumed that Eurocentric/White and middle-class values are societal norms. Competence in multicultural counseling is crucial in societies with multiple representations of cultural groups whose social power and privilege statuses are differentiated based on visible (e.g., race, gender) and invisible (e.g., homosexual/bisexual/trans-gendered orientation, language) attributes.

2. Importance of Cultural Knowledge

In the past, multiculturalcounseling has focused on knowledge of cultural characteristics (e.g., Asians are collectivistic) and culture-specific tactics purported to be preferred by minority clients (e.g., Asians prefer a directive counseling approach). Stanley Sue and Nolan Zane have argued that knowledge of this kind, however, is distal to positive treatment goals as it perpetuates cultural stereotypes and ignores the individual differences within the respective minority groups. What is more important is therapist knowledge of the within-group differences in minority clients' cultural identity development. Some minority group members aspire to or internalize majority values, some embrace their cultural roots and reject the majority culture, and some attempt to appreciate and integrate both majority culture and cultural roots toward developing a bicultural identity. Theories of racial identity development, including the work of Janet E. Helms and her colleagues, and lesbian/gay/bisexual identity development, including the work of Reynolds and Hanjorgiris, have delineated the identity confusion and conflicts between self-acceptance and self-rejection among cultural minorities during the process of developing awareness of and confronting oppression and marginalization. As such, multicultural counselingcompetence entails therapist empathie understanding of the catalytic impact of majority oppression on the identity development and coping of minority clients.

3. Career Assessment

Recent advancements in area of career assessment with culturally diverse groups are apparent in the growth of multiculturalcareer counseling models and multicultural career assessment models that have been formulated. An integral element to effective careercounseling with culturally diverse individuals includes accurate and valid career assessment. Several models and frameworks have been developed to guide the careerassessment process and to understand the career needs of culturally diverse individuals. Some of these models, which are described below, have focused solely on assessment, while others have attended to assessment issues within the context of career counseling with culturally diverse clients.

4. Healy's Career Appraisal Model

Healy's model served as one of the early forerunners of career counseling models that incorporated cultural variables. Healy criticized traditional career models for the hierarchical counselor-client relationship and the lack of emphasis on environmental barriers in the implementation of careergoals. As an alternative to the traditional approaches, Healy proposed a reformed career appraisal model that explicitly recognized contextual issues. Furthermore, this model advocated for collaboration with clients, empowerment of clients to take an active role in theircareer development, and follow-up with clients to help them implement goals.

5. Career Assessment Models for African American Clients

In this model from Swanson and Bowman, four steps for tasks and decisions for the careerassessment of African Americans were outlined. The four steps include establishing rapport, choosing a formal assessment process, determining the type of assessment and assessment instrument, and providing an effective test interpretation by emphasizing the counselor's experience.

6. Career Assessment Models for Racial/Ethnic Minority Women

Feminist theories highlight the importance of understanding the impact of sexism and the oppression of women's lives. These feminist tenets have served as a foundation for the development of career assessment models for women of color, whereby the influence of gender socialization and social barriers in the career development of women are emphasized

and acknowledged. One approach to careerassessment by Forrest and Brooks identifies four important aspects of this process that are grounded in feminist ideology. First, the client and the counselor are considered equal. Second, an awareness of sociocultural conditions that have limited women's experiences and opportunities is critical, and these factors contribute to women's career problems. Third, women must understand how these career problems affect their own social, economic, and political environment. Finally, the goal of feminist therapy is to enable women to be independent, which is essential for their mental health.

Feminist writers have also emphasized the role of client-generated information in counseling. Ward and Bingham offered a framework for the career assessment of ethnic minority women using the clinical interview as the primary assessment tool. They recommended that the career counselor do additional preparation before encountering a diverse client and needs to continuously work on establishing rapport throughout counseling. In addition, counselors should assess the impact of the culture, family influences, racial/ethnic issues, and finances of the client that are presenting concerns. The counselor may prepare for working with culturally diverse clients by using the MulticulturalCareer Counseling Checklist for Counselors, which was designed to encourage counselors to assess personal multiculturalcounseling competencies.

Later, Bingham and Ward incorporated the assessment of self-efficacy variables in addition to general cultural variables such as worldviews and structure of opportunity and gender variables as important areas of assessment with women of color. Incorporating this information with data obtained through traditional career assessment variables, such as careerinterests and work values, comprises the core components of Bingham and Ward's career assessment model.

7. Culturally Appropriate Career Counseling Model

Fouad and Bingham developed the culturally appropriate career counseling model (CACCM) because mainstream theories did not mention cultural factors and offered minimal attention to factors related to career assessment with racial/ethnic minorities. The assessment component of the model proposes the appraisal of five spheres that affect career issues, including the individual, gender, family, racial or ethnic group, and dominant group. Relevant constructs within each sphere that are expected to influence career should be evaluated. For example, personality, gender roles, family expectations, cultural values, and structural barriers are variables that may be considered for each of the respective spheres. This model is unique

because it incorporates culture into every phase of the career counseling process, including careerassessment. Assessing how multiple factors may affect the careerself-efficacy, interests, options, and decision making of culturally diverse individuals is important because each of these realms is believed to have unique effects on individual career choices. Recently, the concept of metacognitive awareness was integrated to the CACCM to explicitly address the counselor's cultural context. Specifically, active engagement in a self-reflective process, or metacognition, is believed to help counselors to maximize their ability to evaluate and address personal cultural backgrounds when working with culturally diverse clients.

8. Integrative-Sequential Framework

This framework by Leong and Hrtung includes five stages for assessing careerconcerns: (1) the emergence of career and vocational problems, (2) help-seeking and career service utilization behaviors, (3) evaluation of career and vocational problems, (4) career interventions, and (5) outcomes of career interventions. This model is distinct from prior frameworks because it includes defining the client's problem in a cultured context; and by doing so, it highlights the transition from identifying the problem to utilizing career counseling services.

9. Culturally Appropriate Career Assessment Model

The culturally appropriate career assessment model, developed by Flores, Spanierman, and Obasi, consists of four interrelated steps for evaluating career clients: gathering culturally encompassing information, selecting culturally appropriate careerassessment instruments, administering culturally sensitive instruments, and interpreting data in a culturally appropriate manner.

Example/Case Study:

In Section 2 of this course you will cover these topics:

- Clients With Special Needs
- Testing And Assessment In Career Development
- Finding, Organizing, And Using Occupational Information
- Using Technology In Career Assessment, Career Exploration, And Career Counseling

Topic : Clients With Special Needs

Topic Objective:

At the end of this topic students should be able to:

- Recognize and identify the major problems facing individuals who bring special concerns to the career counseling process..
- Identify resources that can be used by clients with special needs to cope with their problems.
- Assist individuals within the various groups minimize the restrictions resulting from their special group status.

Definition/Overview:

Career counseling in schools is important for all students; but it is especially critical for students with learning disabilities. This group comprises about half of identified exceptional students. Although they have normal intelligence, their learning problems "in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities can prevent them from acquiring knowledge when they are taught in large groups or counseled with unstructured approaches.

Key Points:

1. Youth with Learning Disabilities

Youth with learning disabilities have a higher dropout rate than their non-handicapped peers. These youth report a greater need for transition services that focus on career counseling and in obtaining and maintaining employment. Instructional career counseling using cognitive approaches has been recommended for youth with learning disabilities while they are still enrolled in secondary school. Cognitive approaches have been used to enhance learning in a number of curriculum areas, to increase self-control in students with learning disabilities.

2. Characteristics of Youth with Learning Disabilities

Characteristics of youth with learning disabilities which may contribute to their difficulties in career development include the following:

- Lack of career maturity and awareness of own abilities.
- Poorly developed planning and monitoring skills.
- Lack of problem solving skill.
- Immature social skills and social awareness.
- Low academic achievement, particularly in literacy.

Secondary schools have emphasized academic remediation for these students, particularly in literacy. However, educational interventions are shifting to a more preventive approach by focusing more on the demands of post-school environments.

3. Employability Factors

In recent research on adults with learning disabilities who were not successfully employed, lack of self-understanding was cited as a pervasive characteristic. Although they knew they were having problems, these adults did not understand how their specific deficits contributed to their difficulties. Consequently, they did not apply for jobs that capitalized on their strengths, or anticipated problems and developed compensatory strategies when they were having trouble meeting the demands at work. Adults with learning disabilities described themselves as experiencing difficulty attaining employment--particularly in completing application forms and creating a positive impression in interviews. In reports to Hoffman et al. adults attributed their difficulties in keeping a job to a lack of social acceptance and a loss of temper. Employers have stated that persons with learning disabilities possess poor attitude, are unreliable, and they lack interpersonal skills.

On the other hand, successful employment of adults with learning disabilities has been attributed to their choosing careers in their areas of strength and due to a quest for control of their lives. This quest for control included such factors as goal-setting, persistence, and adaptability. Adults with learning disabilities who are successful in employment report either receiving or seeking special services to overcome their limitations.

It is particularly important for individuals with learning disabilities to receive career counseling and to participate in career-development programs during secondary school. These programs can help them select careers that will utilize strengths and de-emphasize weaknesses and help them to attain employment by teaching them skills in employment writing and interviewing. They may also handle problems that arise on the job, including problems with interpersonal skills and anger control.

4. Interventions

Career counseling group interventions using cognitive instruction, have been recommended for youth. Such group interventions are especially recommended for youth with learning disabilities. In cognitive instruction, counselors and teachers provide clear explanations and models of behaviors and thinking that students may not be able to develop spontaneously. Students practice with peers in pairs and small groups, adapting the problem-solving approaches and explanations of the teacher to develop their own understanding.

In cognitively-based instruction, problem solving and other complex thinking skills have a central place. Rather than absorbing facts, students make sense of what they are taught and construct their own knowledge. Students learn when they are cognitively engaged as they work with ideas and actively use information as it is acquired. In the classroom, cognitive approaches involve students interacting with each other. Thinking about their answers and giving explanations for their thinking helps students realize there are a number of ways of arriving at understanding. Moreover, negotiating meaning, listening to colleagues, and arriving at consensus are skills required in the modern workplace.

A four-year research program investigated whether, by using structured cognitive instruction as described above, teachers and counselors could enhance the career readiness of youth with learning disabilities. The program used was "Pathways", a cognitive instructional program designed to address five career-related areas: awareness of self and careers, employment writing, interview skills, problem solving on the job, and anger management. Studies demonstrated significant increases in self-awareness and career awareness, improved skills in employment writing and interviewing, and advanced strategies in problem solving and anger management.

Cognitive interventions that are effective with adolescents with learning disabilities usually include: student involvement in setting goals; clear demonstrations of task-specific strategies and self-talk that will help students; clear explanations of ways in which the strategy is relevant; opportunities for students to practice both behaviors and thinking skills in authentic situations; opportunities for student interaction, especially giving and listening to explanations; feedback, using prompting or modeling following errors rather than telling the answer; use of student performance to change instruction in a timely way and teaching students to generalize and apply knowledge across settings, and conditions.

"Pathways" includes many activities in which students take on unfamiliar roles to enhance their understanding and motivation. For example, in one activity students assume the roles of

employers and examine completed application forms to decide which applicants will receive interviews. Based on this experience, they develop guidelines for themselves for completing applications. They then approach the task with increased awareness of the need for tidy, complete, and informative responses if they want employers to select them for interviews based on their applications. In "Pathways," activities frequently have three phases. First, the teacher models a strategy by thinking out loud; this means teachers must be willing to make their thinking and problem solving visible to students while modeling with a sample problem or task. Second, the students engage in guided practice or undertake an authentic task with a partner or in a small group while receiving feedback. This works well when students alternate roles, taking turns thinking aloud and responding to a peer thinking aloud. Last, the students practice or carry out the activity independently until they are competent and confident using the strategy.

Example/Case Study:

Topic : Testing And Assessment In Career Development

Topic Objective:

At the end of this topic students should be able to:

- Differentiate among the various approaches to career development assessment.
- Be able to identify several types of inventories and qualitative approaches that can be used in the assessment process.
- Identify the characteristics that makes a test or inventory biased against women or minorities.
- Tell how to select instruments for use in the assessment process.
- Identify the process that a counselor should follow in the selection and interpretation of tests/inventories in various situations.
- Differentiate between qualitative and non-qualitative assessment approaches and be able to identify the strengths and weaknesses of each.
- Be able to differentiate between needs, values, and interests and tell how each can be assessed.
- Identify several instruments that have empirical support for their use in the assessment process.
- Identify the characteristics of postmodern assessment strategies.

Definition/Overview:

The allied fields of counselling and counselling psychology have long shared a core set of values that have sustained their scholarly and professional contributions. Recent research has identified three central commitments that distinguish the field. These include a commitment to a lifespan developmental model of adjustment (as opposed to pathology), a commitment to vocational and career issues, and a commitment to issues of diversity and multiculturalism. Each of these commitments, in turn, have clear expressions within the field's contributions to the domain of assessment.

Key Points:

1. The Assessment of Development and Adjustment

Conceptualizing clients' problems through a lifespan developmental model of adjustment is a central feature of the field of counseling. This commitment is reflected in the interpretation and selection of various assessment instruments. For example, Blocherhighlights the importance of interpreting assessments within the full context of an individual's life situations. This contextual awareness encourages counsellors to conceptualize client problems in terms of adjusting to a life stage or novel environment rather than pathologizing the problem as a deficiency. Danish states that issues of adjustment occur throughout the lifespan and can be categorized in the following ways: (a) normative influences that are usually either biologically or socially determined, e.g. menopause or compulsory retirement, (b) historical influences that tend to affect all individuals within a particular generation, e.g. Vietnam War or the Civil Rights Movement, and (c) non-normative life events, e.g. loss of a job or divorce. Although there has been much theorizing about lifespan developmental models of adjustment, these considerations have not yet produced an array of assessment instruments designed for use in individual counselling. Instead, the lifespan development framework represents a context within which various assessment tools can be understood and utilized.

While counselling psychologists strive to understand assessments within the context of the individual, there are particular assessment tools that specifically embrace the field's commitment to more normative and positive adjustment. These assessment tools provide the counsellor with information regarding individual adjustment to a particular problem or situation. Personality inventories such as the California Personality Inventory (CPI) and the

Myers-Briggs Type Indicator (MBTI) accomplish this by investigating enduring interpersonal personality characteristics. These inventories contrast sharply with more pathology-based personality assessments, such as the MMPI-II, that focus assessment on aspects of pathology, dysfunction, and deficiency, rather than strengths, competencies, and capacities.
Additionally, the concentration on this person-environment fit, on personal capacities and strengths, and on effective adjustment and growth are clearly reflected in the field's longstanding dedication to vocational and careerassessment.

2. Vocational and Career Assessment

Early career counseling was conceptualized as a process of helping the individual to select an appropriate career. Consequently, most assessment tools focused on aspects of trait-factor matching (e.g. matching skills or abilities to occupations). The redefining of vocational counseling as a developmental process, however, turns the attention in the field away from a focus on the choice itself, and instead towards developmental features of the person making the choices. Attention to career preparedness, uncertainty, maturity, self-efficacy, and commitment all reflect this shift towards a developmental framework.
These and many other features of career development and decision making have been operationalized in assessment instruments in the field. Kapes, Mastie, and Whitfield, for example, provide a review of 52 such instruments, and Kapes and Vacha-Haase provide synoptic coverage of an additional 245 assessment measures. Despite their remarkable variation, most careerassessment measures are designed to fulfil one or more of four distinct functions: *prediction* (e.g. forecast success or satisfaction); *discrimination*(e.g. determine matching of skills and demands); *monitoring* (e.g. assess ongoing identity development); and *evaluation* (e.g. assess change or effectiveness of outcome).
Selecting the most suitable assessment tool for use can be a challenging task for the counsellor and/or his or her client. Womer has provided a practical step-by-step procedure for evaluating and choosing appropriate career counselling assessments. Prediger and Garfield provide a useful complement to this by furnishing a checklist of counsellor competencies to assist the practitioner in determining his or her own suitability to administer, score, and interpret various careerassessment measures.

3. Diversity, Multiculturalism and Assessment

Attention to issues of diversity in counselling has found a number of expressions within the fields of assessment. These include (1) attention to the evaluation and development of culturally fair instruments and (2) explicit focus on the assessment of multicultural counselling competence.

4. Culturally Fair Assessment

Regarding cultural fairness, the field of counselling has directed its attention to the critique and development of cultural sensitivity in relation to the assessment instruments utilized within the discipline. The *Handbook of Multicultural Counselling*reflects one representative resource in this regard. This handbook articulates two primary components of diversity in assessment: culturally sensitive or adapted assessment and the assessment of multicultural counselling competencies.

A framework for assessment in multicultural counsellinghas been advanced by Grieger and Ponterotto. This framework takes into account cultural worldviews and levels of acculturation, within both clients and their families. Levels of psychological mindedness, and attitudes towards helping, are critical at the individual and familial levels. Additionally, recent work by Rodriguez identifies a range of culturally sensitive assessment instruments that are currently available in the field. These include intelligence tests (e.g. Wechsler Intelligence Scale for Children Third Edition, and Woodcock-Johnson Psycho-Educational Battery Revised) and non-verbal instruments (e.g. the Test of Nonverbal Intelligence-Third Edition, and The Leiter International Performance scale). In addition, alternate assessment strategies are utilized to accommodate cultural differences. These strategies include suspending time limits, contextualizing vocabulary, encouraging use of paper and pencil on arithmetic tests, clients target performances on tasks more familiar to the mainstream culture. The collective goals of efforts in this field are to examine and establish culturally fairness in assessment in order to support the counsellor's overall dedication to cultural competence in the process of counselling.

5. The Assessment of Cultural Competence

The need for culturally sensitive assessment has also extended to the assessment of the counsellor's own multicultural competencies, as well. Rodriguez notes specific standards of

culturally competent counsellors. These standards include (1) continued awareness and development of culturally sensitive assessment theories and (2) a thorough understanding of the instruments accessible for diverse populations. Ponterotto, Rieger, Barrett, and Sparksprovide a review of four different assessment instruments created to assess the cultural competence of counsellors. The first assessment measure, the Cross-Cultural Counselling Inventory Revised, is based on 11 discrete cross-cultural counselling competencies. The second measure is the Multicultural CounsellingAwareness Scale-Form **B:** Revised Self Assessment, which measures multicultural knowledge/skills and awareness. Third, the Multicultural Counselling Inventory is an instrument that measures multicultural counselling competence according to four categories: skills, awareness, knowledge, and the counselling relationship. And fourth, the MulticulturalAwareness-Knowledge-and-Skills Survey is used in counsellor training programmes to assess the effect of instructional strategies on students' multiculturalcounselling development.

This work is complemented by related efforts in the field to develop models of racial and cultural identity development and associated assessment instruments. Importantly, this work has been extended towards identifying the ways in which a counsellor's own identity development relates to the development of professional competencies in multicultural counselling contexts.

In sum, issues of diversity constitute an important expression of the counsellingfield's commitment to multiculturalism. This commitment finds expression both in the ongoing need for the development of culturally relevant assessment tools, and in sustained self-reflection regarding the counsellor's own cultural awareness and multicultural skills.

Example/Case Study:

Topic : Finding, Organizing, And Using Occupational Information

Topic Objective:

At the end of this topic students should be able to:

- Understand and explain various types of career information.
- Know general sources of various types of career information.
- Understand and apply basic principles involved in establishing a career resource center.
- Understand how to collect and evaluate appropriate career information.

- Understand how to manage materials in a career resource center.

Definition/Overview:

Occupational Therapy, often abbreviated as **"OT"**, incorporates meaningful and purposeful occupation to enable people with limitations or impairments to participate in everyday life. Occupational therapists work with individuals, families, groups and populations to facilitate health and well-being through engagement or re-engagement in occupation. Occupational therapists are becoming increasingly involved in addressing the impact of social and environmental factors that contribute to exclusion and occupational deprivation

Key Points:

1. Career Counseling

Ideally, the career services office assists students throughout their stay at the institution, providing appropriate assistance at each stage of the student's career development. This process often begins with career counseling designed to help students develop the self-knowledge and awareness of options needed to select an academic major or a tentative career direction. Students are guided in thinking about their interests, values, competencies, and personal characteristics. Through conversation and exercises, students often discover previously unidentified interests.

Career counseling is frequently offered on a one-on-one basis, but at times this service is provided through group workshops, classes, or computerized guidance systems. When a student is asked to begin the exploration on a computer, an individual follow-up session with a counselor is generally encouraged. Career counseling often includes the use of standardized assessment instruments such as the Strong Interest Inventory, the Self-Directed Search, or other instruments designed to clarify career interests, values, personality, or self-identified skills.

As part of the career counseling process, students may be asked to research careers through either reading or interviews with professionals. Thus, a career resource library is an essential component of the career services office. These libraries generally include books on a wide range of career options as well as job search manuals and information on employers. Some information formerly provided in book form, such as directories of employers, is increasingly being delivered through the Internet.

2. New Trends

In the last decades of the twentieth century, the career services field began to place an increasing emphasis on experiential learning, the mixed bag of ways that students can connect classroom learning with experience in the world around them. The forms of experiential learning that most commonly fall under the career services umbrella are internships and cooperative education. Cooperative education is a full-time, paid work experience that generally occurs during a regular semester. Students receive credit for the work and do not take classes during that time. Internships are usually served part-time, concurrent with classes or during the summer or other school breaks, and may or may not be paid. In some institutions, internships and cooperative education are part of the academic program and may be handled by faculty departments. However, career services offices are becoming increasingly involved at a variety of levels. Some simply provide resources such as internship directories or online databases of available experiences; others develop internships, place students at the sites, and monitor their progress.

Another trend in career services is for colleges to engage alumni as career resources for students, thereby teaching students the skill of networking. Many colleges make alumni career resource databases available to interested students. These databases include employment and contact information on alumni who have volunteered to serve as mentors or otherwise assist students with career-related questions. Some colleges also coordinate events designed to connect students with alumni. These can include panels of alumni who speak at student events, dinners at which students are seated with alumni in relevant fields, or field trips through which students spend time shadowing relevant alumni.

3. The Impact of Technology

The career services field has been strongly affected by the rise of the Internet in the 1990s. By the beginning of the twenty-first century, most career services offices had websites through which they offered career information and links to outside sites applicable to their student populations. Many also provided students with the option of scheduling appointments or campus interviews via the World Wide Web. Web-based databases, including employer databases, candidate rsum databases, internship databases, and job listing databases, are becoming increasingly common. In many cases, career services offices are forming partnerships with outside vendors to offer these services.

Many of the services named above are made available to alumni as well as current students, sometimes for a fee and sometimes at no charge. Some offices also offer fee-based services to community members.

A careerresource center (CRC) refers to a physical facility and to the location of materials, resources, and personnel delivering careerservices to individuals and groups. A CRC is typically located in the career center, counseling center, human resources office, library, or training and development unit of an organization. In contrast, a career center is an administrative unit of an organizationfor example, school, business, or agencythat employs staff who deliver a variety of career programs and services. Comprehensive career centers provide careercounseling and assessments, experiential career opportunities such as internships and cooperative education, educational and career information, job hunting assistance, and employment information. They may also provide services to employers seeking to fill their hiring needs. Less comprehensive career centers may provide only some of these services. A career center would almost always include a CRC.

When the vocational guidance movement in the United States emerged in the early 1900s, the development of CRCs was one of its most tangible and lasting accomplishments. The roots of the movement sprang from the social reform and humanitarian activities in urban areas in the Midwestern and Eastern United States. CRCs were often located in settlement houses, which provided a variety of social services including vocational guidance to immigrants and others. Career counselingdeveloped in the context of these CRCs. A distinguishing CRC feature was and remains the provision of resources and information about occupations, jobs, training, financial aid, employability, and careerplanning. This entry briefly reviews some of the characteristics of the first CRCs that have carried forward to the present time and describes the characteristics of modern CRCs.

4. **The Impact of Technology On Career And Developmental Practices**

Today employers note that finding, attracting, and developing quality workers has become a top priority as they try to combat labor shortages, meet changing worker expectations, upgrade their workforce, and build innovation and creativity into internationally competitive organizations. Employers and applicants are increasingly relying on the Internet as part of the job search process.

5. The Development of Career Resource Centers

Frank Parsons, generally regarded as the father of vocational guidance, at the turn of the last century created one of the first CRCs. His Vocation Bureau was located in the Civic Service House, a Bostonsettlement house that provided a variety of social and civic services to

citizens and Italian immigrants. Parsons created this early CRC with a private grant provided by a wealthy Bostonmatron, and he formulated a technique for providing careercounseling in this context. His book, *Choosing a Vocation,* was published posthumously in 1909 and included details about the resources, materials, and staffing of the Vocation Bureau.

With the passage of time, CRCs moved from community settings such as settlement houses mostly into colleges, universities, and high schools and less often into business organizations, governmental, and social service agencies. The Vocation Bureau, for example, found a new home at HarvardUniversity. In educational settings, CRCs were typically housed in either a counselingcenter or a career planning and placement center. More recently, CRCs are most likely to be located in a careercenter and provide the resources used by staff and clients to solve career problems and make careerdecisions.

The resources in a CRC can include inventories and tests, card sorts, books, descriptions of occupations or educational and training institutions, CDs and DVDs, pamphlets, clippings, Web pages, instructional modules, multimedia resources, training materials, magazines, take-away materials (free handouts), and procedures for locating information or preparing for a job campaign, for example, resume writing and interviewing. Career counseling is another resource that might be available in a CRC, and professional counselors or paraprofessionals, sometimes called career development facilitators, could provide it. The intended outcome of using career resources, including career counseling, is client or customer learning and a change in career-related behavior.

Careerresources can be grouped into three broad categories: (1) assessment instruments, (2) information sources, and (3) instruction. Assessment resources include instruments that enable persons to examine their self-knowledge, typically interests, values, skills, and abilities, in order to create information for career problem solving and decision making. These instruments may be used in a self-help format or with the assistance of a professional counselor.

Informationresources describe the characteristics of occupations, education, training, and employment that individuals use to refine their careeroptions. Occupational information describes the nature of work, the nature of employment, and the requirements for employment in occupations (e.g., accountant) and categories of occupations. Occupational information is also used to identify and learn about job targets in employment decision making. Educational informationdescribes the nature of education or training, the nature of the institution or training provider, and admission to individual institutions or categories of

institutions (e.g., community colleges). Employment informationdescribes sectors, industries, employers, and positions in the job market.

Instructional resources are used to help persons clarify self-knowledge, knowledge of their options, and knowledge of the decision-making process. In this context, careercounseling could be considered as a form of instruction. Instruction is related to career assessment and career information described previously, although several differences exist. For example, instruction or counseling integrates several sources of informationin a meaningful sequence designed to achieve a specific learning outcome, for example, a booklet on how to make a career decision. In comparison with assessment and information, instruction or counseling is a less commonly available type of career resource.

Example/Case Study:

Topic : Using Technology In Career Assessment, Career Exploration, And Career Counseling

Topic Objective:

At the end of this topic students should be able to:

- Understand the strengths and limitations of computers as they relate to career counseling and development.
- Explain how computer-assisted systems supplement and enhance a career counseling program.
- Identify and describe the major computer-assisted systems and their components.
- Explain to a client the advantages and limitations of computer-assisted systems.
- Help a client use a computer-assisted system properly to gain maximum benefits.

Definition/Overview:

Computer-assisted career counseling is the use of computers in educational and career guidance. When faced with the prospect of having to make an important educational or career decision, many individuals look for careeror educational information and professional guidance. Individuals making educational decisions might access college brochures and catalogs or might request application and financial aid materials. Alternatively, individuals considering a possible careerpath might access information about the tasks involved in a job

or might research the employment outlook for a particular occupation. Furthermore, some individuals seek the guidance of trained careercounselors and psychologists as they grapple with making their decision. More and more, individuals are turning to their computers and the Internet for both information and guidance. A recent report, for example, suggests that almost half of all U.S. Internet users have turned to the Web when making important educational and career decisions.

The use of computers in educational and career guidance has a long history. In the 1960s the U.S. Department of Labor funded a project to develop a computer program that could provide users with up-to-date data on employment and educational opportunities. Early computer-assisted career guidance (CACG) programs were available in the 1970s and included automated career assessments; searchable databases of colleges, majors, and occupations; and guidance-related information to promote action planning and decision making. The widespread proliferation and availability of Internet technologies has radically changed the landscape of computer-assisted career counseling. Today, computer-assisted career counselingtakes four primary forms: computerized careerassessment, electronic sources of career and educationalinformation, comprehensive CACG systems, and online career counseling.

Key Points:

1. Computerized Career Assessment

In an effort to help clients understand their educational and career interests, skills, and values, career counselors and psychologists will often administer one or more career assessment inventories. Results from these inventories can be used to help clients identify career paths, confirm existing choices, or narrow the number of career alternatives considered. Several benefits can be realized when administering careerassessment via computer. Traditional paper and pencil inventories require that all items be administered in a fixed order. Computers can administer items dynamically based on individuals' responses (referred to as computer adaptive testing or CAT). Computers can also be programmed to provide a reliable interpretation of an individual's inventory results. When linked with other computer career assessment results, clients can be provided with interpretations and recommendations based on the integrated findings from multiple inventories. Finally, assessment interpretations

themselves may be dynamic and interactive, requiring input from users or linking results and interpretations to sources of educational and occupational information.

Today, most computerized career assessment inventories are delivered via the Internet. Professionals and consumers should exercise caution when selecting online career inventories as many Internet-delivered inventories are of questionable origin. Inventories distributed by reputable testing companies or independently developed inventories that are supported by published research are preferred. Professionals should review the psychometric properties of any instrument prior to using it in practice. Three of the most widely administered online career interest inventories are the Strong Interest Inventory, the Self-Directed Search, and the Kuder Interest Inventory and Career Planning System. Other widely administered interest inventories include the UNIACT and the Occupational InformationNetwork (0∗NET) Interest Profiler, which are embedded with comprehensive computer guidance systems. In addition to interest inventories, work values and skill confidence inventories can also be found online.

2. Online Source of Education and Career Information

The use of computers to provide education and career informationwas first realized by the Department of Labor in the 1960s. Today, universities, private business, government agencies, and private citizens are free to publish information on the Internet. When compared to traditional printing methods, the Internet offers several benefits.Information can be updated on a regular basis and published almost immediately. Electronically delivered material can be quickly indexed and cross-referenced and text-based materials can be easily searched by end users. When the information is maintained in a relational database, it can be searched using preprogrammed compound searches. For example, a user can request a listing of all occupations that have starting salaries averaging greater than $50,000, require a bachelor's degree or less, provide opportunities to supervise others, and are projected to be in high demand in coming years.

Several excellent college search sites are currently available free of charge. Both ACT, Inc., and the College Board provide an interface that permits searching for colleges by geographic location, admissions selectivity, tuition costs, and a host of other criteria. Resulting lists are linked directly to the college's homepage.

The most comprehensive source of free occupational information is the U.S. Department of Labor's 0∗NET The 0∗NET is a comprehensive system of products, databases, and services designed to organize, describe, distribute, and collect informationon occupations and the workforce. The 0∗NET database is in the public domain and can thus be freely downloaded and distributed. The 0∗NET online permits searching of the 0∗NET database using several criteria (e.g., interests, values, job family, employment growth). Several CACG systems make use of the 0∗NET database in delivering occupational information to their subscribers. The Department of Labor continues to maintain the *Occupational Outlook Handbook*, which served for many years as the primary governmental source of occupational information.

While the Internet has revolutionized the way education and career information is distributed, it has also caused some concern among career counselingprofessionals. Of particular concern is the overall quality and accuracy of career and educational informationprovided on the Web. Several professional organizations have established guidelines and standards for providing online career information. For example, the National CareerDevelopment Association has established guidelines that can be used by practitioners who wish to use the Internet to provide careerinformation and planning services. Similarly, the Association of Computer-Based Systems for Career Information has established a set of standards to help guide career guidance program developers in building the highest quality career informationservices. Counselors and career professionals are urged to familiarize themselves with guidelines for evaluating the accuracy and currency of Internet delivered career and educational information.

The availability of accurate educational and career informationmay be more important than was previously thought. Results from a recent meta-analysis suggest that some elements of career counseling are more important than others. These authors suggest that providing clients with opportunities to access informationabout the world of work might be among the most potent predictors of positive outcomes among clients who are making initial careerdecisions.

3. Computer-Assisted Career Guidance Systems

CACG system is a term used to describe a computer application that combines careerassessment, career information, and career guidance into one integrated system. CACG

systems have been available since the 1970s and have evolved to take advantage of new computer technologies (e.g., personal computer, Internet). A growing number of CACG systems are available and most today are sold as subscription services delivered through the Internet.

CACG systems are unique in that they combine the advantages of providing online assessment; searchable databases of schools, college majors, and occupations; and other guidance and exploration experiences with the additional advantages that come from combining these features into one integrated system. In these systems, users typically receive their career interest assessment results in a format that permits immediate exploration of careeralternatives. In the DISCOVER program, for example, individuals' interests are compared to the characteristics of occupational environments and users are provided with possible career areas to explore (ordered from highest to lowest) based on their interests. Selecting a careerarea provides the individual with a list of occupations within that group and users can subsequently research occupational titles to learn about job tasks, educational requirements, employment outlook, or salary. Similar crosswalks are often created between values and skills assessments and occupational characteristics. Furthermore, CACG systems often provide informationrelated to college majors and postsecondary schools in relational databases. These elements may also be searched using standard compound search routines.

CACG systems offer several other advantages. Because CACG systems are so costly to produce and distribute, they are generally produced by established for-profit and not-for-profit companies. As such, one can assume a level of quality assurance and professional review that may not be present with some stand-alone Web sites. Many CACG systems also permit some level of site customization. For example, site administrators may customize log-in banners, create unique surveys that appear within the program, or construct site specific data elements (e.g., high school coursework planner that shows site specific course names and numbers). Several CACG systems are currently in widespread use including DISCOVER, SIGI PLUS, and Choices.

There is a growing body of research suggesting that CACG systems are effective at promoting careerdevelopment and decision making. Several recent meta-analyses show that CACG is effective, though effect sizes appear to be larger when computer-assisted guidance is combined with counselor-assisted guidance. Counselors or psychologists wishing to use

CACG systems in their practice are urged to consider ways in which CACG systems can supplement their one-on-one or group-based career interventions.

4. Online Career Counseling

The computer and the Internet are expanding the ways in which clients and counselors are engaging in career counseling. The expansion of career counseling to the Internet is not surprising; counselors have a history of incorporating technology and distance communication (e.g., telephone) into their practice. New modes of service delivery include e-mail, online chat, videoconferencing, voice over IP (Internet phone), and Weblogs. While there are endless possibilities for the provision of career counselingservices through distance communication technologies, many risks and challenges accompany these new delivery platforms.

Online careercounseling is particularly exciting as it may create the opportunity for geographically isolated or homebound individuals (due to mental illness or physical disability) to access services that would otherwise not be available. Individuals who traditionally have not sought counseling, those who are more comfortable with the anonymity provided by the Internet, and those underserved or underrepresented populations may also be more likely to seek services. Online career counselingalso presents substantial challenges and potential risks. There are a number of untested legal issues that arise in online career counseling, including practicing across state lines and the coverage of malpractice insurance. It is also possible that not all career concerns are appropriate for online counseling, and most graduate training programs are not preparing counselors to provide online services. Finally, access to technology, particularly high-speed Internet, will limit the ability of many to access careercounseling services.

One important distinction in onlinecareer counseling is the difference between asynchronous and synchronous communication. E-mail and blogs represent asynchronous communications, where two individuals are not required to be present or online at the same time to communicate. Exchanges through e-mail or blogs allow individuals to compose, edit, review, and respond to messages at their convenience and to create great flexibility in the speed, timing, and frequency of response. Another potential benefit of this communication modality is that clients may derive therapeutic benefit through the act of writing itself. Challenges

include maintaining the client's confidentiality, the loss of nonverbal cues, and counselors clearly articulating the timing and frequency of their responses to clients.

Synchronous communication is characterized by real time interaction between client and counselor and includes online chat, videoconferencing, and voice over IP. Online chat is accomplished through messaging systems or Web pages and allows clients and counselors to communicate in real time through typing. Online chat allows the counselor to experience the timing of responses as well as immediately respond to clients' content. Ethical concerns with this mode of interaction include the possibility of losing tone and emphases of verbal communication, misunderstandings due to not recognizing cultural differences, the security and storage of transcripts of sessions, and potential technology failure. Videoconferencing, which most closely approximates traditional face-to-face counseling, builds upon many of the above benefits and increases the likelihood that verbal and vocal cues will be conveyed during interaction. Access to a broadband Internet connection, expensive video equipment, as well as lighting difficulties and restricted field of vision are all limitations to career counselingthrough online videoconferencing. Finally, voice over IP is essentially the equivalent of telephone counseling, but may be done at much lower cost and allows participants to simultaneously view content such as assessment results or blog postings on the Internet.

The preliminary research examining the effectiveness and equivalency of online counselingis positive and suggests that e-mail, chat, and videoconferencing are appropriate modalities of career counselingservices for some clients. For example, research has compared counselingoffered through videoconferencing, speakerphone, or traditional face-to-face counseling and found equivalent and positive outcomes for clients in all three conditions. Findings such as this are encouraging first steps, while much more research remains to clearly identify the problems, clients, career interventions, and communication modalities that are appropriate for online career counseling.

5. Considerations for Counseling Professionals

Technological advances during the past 25 years have shaped the work of vocational psychologists and career counselors. Online counseling, Internet assessment, and comprehensive CACG programs are now common aspects of many professionals practice.

Professionals are encouraged to embrace these and emerging technologies in their practice but to do so in a way that ensures that technology is applied in helpful and responsible ways.

Example/Case Study:

In Section 3 of this course you will cover these topics:

- Preparing For Work
- Job Placement, Outplacement, And The Job-Search Process
- Designing And Implementing Comprehensive K-12 Career Development Programs
- Career Development In Community And Four-Year Colleges And Vocational-Technical Schools

Topic : Preparing For Work

Topic Objective:

At the end of this topic students should be able to:

- Identify various ways that people prepare for including high school, apprenticeships, OJT, vocational education, postsecondary degree and nondegree programs, colleges and universities, and community colleges.
- Discuss the admissions process for post-secondary institutions.
- Discuss the nature of apprenticeship programs and tell how they are regulated.
- Identify the criteria that should be considered when selecting a college.

Definition/Overview:

High school counselin: In high school, professional school counselors following best practices provide developmental school counseling curriculum lessons on academic, career, college readiness, and personal and social competencies, advising and academic/career/college readiness planning to all students and individual and group counseling for some students to meet the developmental needs of adolescents

Key Points:

1. High School

A high school is the name used in some parts of the world, but particularly in North America, Scotland and Australia, to describe an institution which provides all or part of secondary education. The precise stage of schooling provided by a high school differs from country to country, and may vary within the same jurisdiction. In parts of Australia and Canada, high school is synonymous with secondary school, and encompasses the entire secondary stage of education. High school can also be the point in life for many students where they mature and develop a deeper sense of understanding about themselves and the people around them. Alternatively, some students will undergo this transitional stage later on in life when they enter college or university, although this is usually a continued progression that originates in high school.

2. High school counseling

In high school, professional school counselors following best practices provide developmental school counseling curriculum lessons on academic, career, college readiness, and personal and social competencies, advising and academic/career/college readiness planning to all students and individual and group counseling for some students to meet the developmental needs of adolescents according to sources such as the ASCA National Model. Increasing emphasis is being placed on college readiness counseling at the early high school level as more school counseling programs move to evidence-based work with data and specific results that show how school counseling programs help to close achievement and opportunity gaps ensuring all students have access to school counseling programs and early college readiness activities. High School College Readiness curricula have been developed by The College Board to assist this process.

To facilitate school counseling, school counselors use varied theories and techniques including developmental, cognitive-behavioral, person-centered (Rogerian) listening and influencing skills, systemic, family, multicultural, narrative, and play therapy. Transitional issues to ensure successful transitions to college, other post-secondary educational options, and careers are a key area. The high school counselor helps students and their families prepare for rigorous post-secondary education and/or training options (e.g. college, trade school) by engaging students and their families in finding accurate and meaningful

information on entrance requirements, financial aid, recommendation letters, test-preparation and so forth. Professional School Counselors at the high school level spend much of their time helping students and their families monitor their progress toward graduation and being adequately prepared for post-secondary options including college. Some students now turn to private college admissions counselors specialized in college admissions but the ethics of so doing is open to great debate in terms of who has access to this funding and there is little research-based evidence of effectiveness on the part of these outside parties.

The fees for these college admissions counselors can be as high as $30,000. A framework for Professional School Counselor responsibilities and roles is outlined in the ASCA (American School Counselor Association) National Model. Lapan, Gysbers,& Sun's study showed correlational evidence of the effectiveness of fully implemented school counseling programs on high school students' academic success. Carey et al's 2008 study showed specific best practices from school counselors raising college-going rates within a strong college-going environment in multiple USA-based high schools with large numbers of students of nondominant cultural identities.

3. Characteristics of Higher Education Students as Related to Career Decision Making

Developmental theory is the foundation on which career services at colleges and universities are based. Developmental theorists describe students' cognitive maturation as progressing from dualism, where students view career choice as an irreversible, once in their lifetime decision, to relativism, where students realize that choices are complex and have multiple aspects. Similarly, students' growth can be conceptualized as moving from low commitment to and exploration of options, to having a successfully resolved and integrated ego identity. Careertheorists link in to these psychological models by characterizing career development as people progressing through a series of life stages with attending coping behaviors and tasks. Most college and university students find themselves in the exploration stage, a time in which they sort out career choices. Others describe a process of differentiation, where people through life experiences become increasingly aware of their unique types of interests, skills, and values.

In addition to students' broad-spectrum developmental issues described above, university students may have specific concerns related to disability, gender, age, or cultural differences. Through society's prejudicial attitudes and because of their limited life experiences, students with disabilities may make inadequate career choices because they may lack occupational

information and/or have an incompletely defined self-concept. Women's career development, research shows, involves attention to personal issues including low self-esteem and self-efficacy, low expectancies for success, math avoidance, and family-careerconflict. In addition, gender bias in education and occupations and a lack of role models play a role. People of color may not have the endless opportunities implied by the term *career choice.* Overt and covert racism and a negative self-image may limit their number and kind of career decision-making choices. Finally, adults returning to college to seek retraining or more advanced training may experience stress related to transitions and unmet expectations.

4. Vocational Education

Vocational Education, instruction in skills necessary for persons who are preparing to enter the labor force or who need training or retraining in the technology of their occupation. The impact of technology on occupations, the tendency of employers to set higher educational requirements, and the need for employees with specialized training have made vocational preparation imperative. Part-time programs are essential in order to provide occupational mobility among workers and to overcome the effects of job obsolescence. In the U.S., vocational education programs are conducted in public secondary schools and community colleges and are financed in part by federal funds. Other programs are conducted by business and industry, labor organizations, the armed forces, and private vocational-technical schools. Programs in both public and private institutions are general in scope, providing training for several jobs in an occupational cluster; programs conducted by business, industry, and the armed forces usually focus on particular interests. Under the Vocational Education Amendments, vocational programs are administered by the U.S. Department of Education.

5. Range of Vocational Program

Vocational education programs range from short-unit (ten weeks or less) to long-term programs up to two years in length. The programs include numerous occupational areas, such as office skills, agriculture, various trades, health services, and technical training. The scope of vocational education is broad, ranging from occupations requiring little skill to those requiring a high degree of skill and scientific knowledge. Jobs requiring minimum training are not generally included in formal programs because the necessary skills can be readily learned on the job.

Many public and private schools offering vocational instruction operate on a so-called open-door policy, that is, anyone may attend who can profit from the instruction. The goal of the public school program is to provide access for all persons to high-quality instruction that will meet occupational opportunities. Every state department of education in the U.S.employs staff specialists in vocational education.

6. Career Counseling & Guidance

Although the vocational guidance and vocational education movements developed separately during the early 1900s, they later became closely associated. Today career counseling is recognized as being important for all persons. The basic principle of career counseling and guidance is that a person is better equipped to make occupational plans after determining his or her own characteristics, examining the requirements of various occupations, and matching the two sets of facts with the aid of a skilled counselor.

Various standardized tests and inventories have been developed to measure skills, aptitudes, interests, and other abilities and traits. In addition to school records, job-shadowing techniques, computerized programs, and audiovisuals are also used to assist students with occupational selection.

7. Work Experience

A major aspect of career counseling and guidance is knowledge of the world of work. Ignorance of the many ways in which people earn a living has been a great deterrent to freedom of occupational choice. To help solve this problem, some schools provide opportunity for students to gain actual work experience as part of their educational preparation. The value of work experience in education has long been recognized and is now emphasized in the counseling of youth.

Vocational education and career counseling have had the active support and participation of the trade unions and, more recently, of business and industry because both contribute to the goal of an educated labor force.

The two national professional associations concerned with vocational education and career counseling and guidance are the American Vocational Association and the National Career Development Association. Accreditation is provided by the National Association of Trade and TechnicalSchools.

Topic : Job Placement, Outplacement, And The Job-Search Process

Topic Objective:

At the end of this topic students should be able to:

- Differentiate between job placement and outplacement.
- Identify major types of placement services and discuss the pros and cons of each.
- Describe the out placement process and identify viable strategies for each step in the process.
- Identify employability skills and describe how they can be developed.
- Discuss the placement of persons with disabilities and tell how this process varies from the placement of persons without disabilities.
- Identify the steps in the job search process discuss the best approach to this process.
- Describe the use of the Internet in the job search process.

Definition/Overview:

A traditional function that remains an essential part of the career services role is helping students to develop job search skills. Career services counselors critique students' rsums and letters, provide booklets on rsum and employment letter writing, and teach rsum writing, job interviewing skills, and job search strategies in group sessions. In practice job interviews, students are videotaped so they can see themselves in action. Some career services offices involve alumni or employers in critiquing rsums, conducting practice interviews, or leading workshops. Many also offer sessions on related topics such as networking, professional dress, or the transition to the work place. Etiquette dinners, designed to train students in the etiquette needed for job interviews and professional dinners, have become popular events on many campuses.

Key Points:

1. The Job Search

Nearly all career services offices also help students connect with potential employers for postgraduate positions. This is handled through a variety of methods. In on-campus interview programs, employers are invited to spend a day or more on campus, interviewing student candidates. Students who make a positive impression are later invited to the employment site for more extensive interviews. Some campuses give students access to a large number of

employers in one day by coordinating career fairs, at which employers are stationed at tables to screen candidates and give information about their job openings. A trend that became popular in the 1990s and continues to be widely used is the consortium job fair, in which a number of colleges collaborate to coordinate a large event for the students at all participating schools.

Additional strategies designed to connect students with employers are rsum mailing services, in which career services offices send batches of applicable rsums to requesting employers, and candidate matching databases, which do the same thing electronically. Some colleges disseminate booklets of student rsums or offer credential services, in which student's rsums, letters of recommendation, and other application documents are mailed to employers at the student's request. For students who choose to go to graduate school rather than enter the workforce, career services offices often offer services such as graduate school fairs and databases to assist students in identifying programs that meet their criteria.

2. Job Search Skills

Comprehensive career planning and development centers also teach learners the job search strategies and skills required to pursue and land the jobs that will begin, advance, or change their lifelong career path. These services include individual consultations, workshops, role-plays and mock interviews, and resume editing services.

Covered in these formats are job-searching skills such as establishing goals and a plan; sources of jobleads and job opening information, such as newspapers, Internet, professional journals, and government listings; and use of field placements to gain exposure and experience. Also covered are career writing skills for completing job applications, traditional resumes, electronic resumes and personal Web pages, cover letters, and other forms of communication. Similarly, interview skills and other forms of communication are reviewed and practiced.

The job-search process involves a logical sequence of activities that consists of two phases: (a) planning job search and (b) jobsearch and choice. Job search begins with an extensive searchto gather information and identify job opportunities, followed by a more intensive search that involves the acquisition of specific information about jobs and organizations. Job search has also been described as consisting of preparatory and active phases. Preparatoryjob-search behavior involves information gathering about job opportunities, and active job-search behavior involves applying for positions.

3. Models of Job Search

Models of job search include the antecedents and consequences of job searchbehaviors. Job-search behaviors include (a) job information sources, (b) job-search intensity, and (c) job-search effort. *Jobinformation sources* refer to the means by which jobseekers learn about job opportunities. Formal sources involve the use of public intermediaries, such as advertisements, employment agencies, and campus placement offices. Informal sources are private intermediaries, such as friends, relatives, or persons who are already employed in an organization.

Job-search intensity refers to the frequency with which job seekers, during a set period of time, engage in specific job-search behaviors or activities, such as preparing rsums or contacting employment agencies. *Job-search effort* refers to the amount of energy, time, and persistence that a job seeker devotes to his or her job search. Unlike measures of job-search intensity, job-search effort does not focus on particular job-search behaviors, but rather, refers to the time and effort one devotes to the search.

Two more specific types of job-search behavior are assertive job seeking and networking. *Assertive job seeking* applies the concept of assertiveness to job search and refers to the ability to identify one's rights and choices during job search and to act on them. *Networking* involves contacting friends, acquaintances, and referrals to obtain information and leads about job opportunities.

The antecedents ofjob search include (a) biographical/demographic variables, (b) individual-difference variables, (c) employment and job-searchattitudes, and (d) situational variables. With respect to biographical/demographic variables, older, non-White, female, less-educated, and more-tenured individuals have been found to conduct less intense job searches than younger, White, male, more-educated, and less-tenured individuals. In addition, younger, more-educated, and male job seekers are more likely to find employment, and more-educated and White job seekers experience a shorter period of unemployment. Grade average has also been found to positively relate to job-searchbehavior and job-finding success. In general, biographical variables tend to be only weakly related to job-search behavior and to a lesser extent than the other antecedents.

Individual-difference variables that are important for job searchinclude personality variables, motivational variables, and affective variables. Among the personality variables, self-esteem has been found to relate positively to job-searchintensity and assertive job-seeking behavior and to a shorter period of unemployment, more job offers, and a greater likelihood of obtaining employment. Dimensions of the five-factor model of personality such as

Extraversion and Conscientiousness have been found to be strong predictors of job-searchbehavior, followed by Openness to Experience and Agreeableness. In contrast, Neuroticism is negatively related to job-search behavior. Extroversion, Conscientiousness, Openness to Experience, and Agreeableness are associated with a shorter period of unemployment, and Conscientiousness also predicts employment success.

Attitudes have also been found to predict job search.*Employment commitment* refers to the importance or centrality to the job seeker of employment beyond its financial return. It has been found to positively relate to job searchintensity. *Job-searchattitude*, or the extent to which a person has a positive or negative evaluation of job searchbehavior, has been found to predict job-searchintention.

A motivational variable that is especially important is *job-search self-efficacy*, or the confidence one has in his or her ability to perform specific job-searchtasks and activities. Job-search self-efficacy has been found to predict job-searchintensity, assertive job-searchbehavior, and job source usage, as well as search duration, number of job offers, and employment success. Another motivational variable is job-seekers'*perceived control* over job searchoutcomes. Perceived control is positively related to job-search intensity and finding employment.

Recent research has examined whether affective traits are related to job-search behaviors. This research suggests that individuals who tend to experience positive emotions set employment goals that, in turn, lead to high job-search intensity. Individuals who tend to experience negative emotions, however, are less successful in their job searchbecause they have lower self-efficacy than their counterparts. Another study found that emotionally intelligent job seekers start employment more quickly than individuals with low emotional intelligence. Taken together, these studies reveal that the way job seekers feel, and their abilities to process emotional information have important effects on job-search behaviors and job-search success.

Situational variables that are important for job searchinclude financial need and social support. *Financial need* is the extent to which a job seeker is experiencing economic hardship.Job seekers who have a greater financial need tend to be more intense in their search for employment. In addition, those with higher benefit levels or a longer duration of benefits tend to remain unemployed for longer periods. *Social support* refers to the network of friends and family who provide counseling, assistance, and encouragement to job seekers. It predicts job-search behavior and employment success and is particularly important in assisting individuals following job loss.

The consequences of job search include (a) job-search outcomes (outcomes that occur during the search process), (b) employment outcomes (outcomes that are a result of one's job search), and (c) employment quality (outcomes that occur on the job).

4. Job-search outcomes

Job-search outcomes include the number of jobinterviews and job offers that a jobseeker receives and the speed with which one obtains employment. Job-search intensity is positively related to the number of job interviews and offers received and is negatively related to search duration.

5. Employment Outcomes

Employment outcomes assess the result of one's job search and refer to whether or not a job seeker obtains employment and the nature of that employment. The most common outcome measure of jobsearch is *employment status*, or whether or not the job seeker has found a job. Job-search intensity, effort, and the use of informal information sources (i.e., friends and personal acquaintances) predict employment status. Other employment outcomes predicted by search intensity include person-jobfit, person-organization fit, and initial compensation.

6. Employment Quality

Employment quality refers to job-searchoutcomes that occur once the job seeker assumes a position and begins work (e.g., job satisfaction). Job seekers who find employment through informal sources tend to have more positive job attitudes and lower turnover. There is also some evidence that job-searchintensity leads to more positive job and organization attitudes because of its positive effect on perceptions of joband organization fit.

7. Individual Job SearchStrategies

With the advent of the Internet and computer-assisted career systems, individuals have greater control over their own career search strategies and progress. According to applicants, the use of the Internet for jobsearching is seen as a less effective strategy than personal networking but far superior to using newspaper ads and cold-calling to find jobs. In fact, most new college graduates view the Internet as a major source for help in locating jobopportunities. Popular career sites such as Monster.com, Hotjobs.com, Headhunter.net, and Dice.com are busy not only at their peak times on Monday and Tuesday afternoons but also during off hours (between 1 and 2 a.m.). College students, in particular, are known for

pulling all-nighters to hunt forjobs online. Individuals often use these sites to view job listings and apply for jobs.

Despite the popularity of the Internet, there are some reported problems associated with using it to search for jobs. These include less personal contact, less accuracy with regard to the job's description, difficulties finding companies' Web pages or navigating through them, problems submitting rsums according to specific Web specifications and receiving an acknowledgment or follow-up call from company representatives once a rsum is submitted.

8. Employers' Use of the Internet to Hire Employees

Employers are increasingly relying on career and job Web sites to recruit and select employees. In fact, the job of the recruiter has changed such that candidates can be identified, screened, and recruited all online. Given the intense competition among employers for qualified employees, many recruiters are working late at night to look for potential rsums. Nocturnal Web surfing is now common practice among recruiters. Determined headhunters snap up hot rsums before dawn, contacting candidates by e-mail and sometimes even by phone. Many recruiters stay up past 2 a.m. examining job sites, surfing chat rooms, digging out fresh rsums on personal Web pages, posting help-wanted ads and sending e-mails. This is particularly true when recruiters are trying to hire overseas workers due to the time differences. Candidates with technical skills that are in high demand find themselves bombarded with calls and e-mail within minutes of posting a rsum online. Thus from an employer's perspective, online recruiting has tremendous potential benefits for corporations. These include reducing the time needed to hire someone, less costs relative to using headhunters and external search firms, reduced costs on mailings, brochures, and on-site interviews, and the ability to reach a more diverse applicant pool.

Example/Case Study:

Topic : Designing And Implementing Comprehensive K-12 Career Development Programs

Topic Objective:

At the end of this topic students should be able to:

- Identify the steps in developing a career development program for each level of a public school
- Identify potential roles that counselors and teachers might assume in K-8 career development programs.
- Discuss the career development program in the contest of the ASCA National Model

Definition/Overview:

In accordance with ASCA National Model, the purpose of the K-12 career development framework is to: (1) establish high standards for career development; and (2) serve as a guide for making local decisions about curriculum development, delivery, and assessment in this important area.

This framework *does not*establish a statewide curriculum with designated course offerings/activities, teaching methods, or materials. It *does* establish educational standards that define what New Hampshirestudents should know and be able to do relative to career development. It is the responsibility of teachers, administrators, and school board members to communicate these standards to students and parents, and to identify and implement methods to enable students to acquire the requisite knowledge and skills. Curriculum decisions, including overall organization, specific grade level and course offerings/activities, and methods, and materials, remain the responsibility of local educators and school board members.

Key Points:

1. What is career development?

As set forth in the *Minimum Standards for Public School Approval*, career education prepares students to make informed career decisions through awareness and understanding of individual qualities that contribute to success on the job, the ability to use employment data and other resources to support decision making, and an awareness of the training and post-secondary options available for success. Career development in its broadest perspective is defined as a lifelong process by which an individual defines and refines life and work roles. It includes awareness of individual interests, skills, attitudes, talents, and abilities, particularly as they change and develop during the educational experience. This process provides the context in which students explore a variety of educational and occupational opportunities,

learn the realities of the workplace, and identify both the technical skills and individual qualities that they will need to succeed in the modern economy.

Career development begins in the earliest grades with awareness, exploration, and practice. In the middle school years, students use decision-making skills to merge individual data with their knowledge of the workplace and plan a high school course of study to meet their goals. In High School and beyond, students expand their knowledge, skills, and attitudes through practice and application. Career development is a continuum of instruction and learning that helps students take advantage of the changing academic and skill requirements of the emerging workplace, make sound decisions about the career development process, and become lifelong learners who seek and use information.

2. Organization of the framework

The Career Development Framework has grouped career skills into three broad areas: **Core Educational Learning** - Educational development and academic foundations for effective learning; **Individual/Social Learning** - Enhanced understanding of individual qualities that lead to success on the job; and **Career Learning**- Learning about the broad area of work world of work through a variety of means. Each of these three organizing areas includes three major components.

3. Purpose

These narrative statements explain why it is important for students to become knowledgeable about and experienced in career development through fundamental educational, individual/social, and career learning.

4. Curriculum Standards

These end-of-grade twelve standards logically subdivide each of the organizing areas into smaller units.

5. Proficiency Standards

These standards establish specific expectations for the assessment of cumulative learning at the end of grades four, eight, ten and twelve. They are meant to establish what the student should know and be able to do, not dictate how that competency is taught. The proficiency standards are additionally designed to be inclusive of ALL students. Proficiencies presented in each cluster of grades build on the skills and knowledge gained in the ones preceding.

It is also understood that knowledge, skills, and attitudes essential for career development are presented across a schools entire curriculum, integrating the goals of New Hampshires 6 curriculum frameworks. Therefore curriculum planners should also consult the following: K-12 English Language Arts Curriculum Framework; K-12 Integrated Arts Curriculum

Framework; K-12 Mathematics Curriculum Framework; K-12 Science Curriculum Framework; K-12 Social Studies Curriculum Framework.

6. How will this framework be used?

The Career Development Framework is a tool for state, regional, and local curriculum planning. This tool can be used as a means to assess the integration of career development within the existing curriculum as well as the overall career development of individuals. In many school districts, individual career development assessments will contribute to and culminate in a Competency Based Transcript, reflecting an individual's learning and progress. This framework will be used at the local level as a guide for making decisions about the design of curriculum, the delivery of instruction, and the development of classroom, school and district assessments. Educators, school board members, and citizens are encouraged to work cooperatively to develop local career education programs. The overall approach used should be cumulative, with learnings at each grade level providing the foundation for future learning and development in the areas of career awareness, experience, and planning. In summary, this framework is designed to be used as a systematic guide for integrating the processes of career development within local school districts' overall curriculum plans**.**

7. In Practice

Career development is a K-12 process that culminates with the eighth through 12th grade Individual Career Plan (ICP) and the 11th through 12th grade Career Passport exit document. Ohio's Career Development Program is the foundation for the work of Butler Tech. The process provides resources and support to give students in grades K-5 opportunities to increase awareness of careers; in grades 6-8 opportunities to explore careers; and in grades 9-12 opportunities for exploration and planning for careers. Key concepts that are a part of the career development process are emphasized in each grade level category.

Butler Tech has demonstrated a firm commitment to the career development of all students within the nine ButlerCounty associate school districts through an initiative that encourages districts to adopt K-12 career development board policy with identified performance measures. The purpose of the Butler Tech initiative is to provide financial support and resources to districts, helping them prepare students for their postsecondary career plans through awareness, exploration, planning and preparation.

By helping a student understand his/her interests, skills and aptitudes, and combining that

with information about career clusters and careers, as well as current labor market information, the students can make informed decisions and bring relevance to educational plans, leading them to successful careers and lives.

Each year, performance measures are collected to evaluate the effectiveness of Butler Tech's Career Initiatives program. MiamiUniversity's Applied ResearchCenter is hired to conduct interviews of an interval random sample of five percent of students in eighth, 10th and 12th grades.

Students in eighth and 10th grades are asked the following questions:

- At this time, what is your career goal?
- What courses or classes are you taking or will you take in high school to reach your goal?
- What do you plan to do after high school to reach your goal?
- Are there any other activities in or out of school that support your career goal?

Students in 12th grade are asked the following:

- What is your career goal?
- What do you plan to do after high school to achieve your goal? If the student indicates college, work, apprenticeship or military plans, he or she is asked what specific steps have been taken.

Students' responses are evaluated for their appropriateness. At no time is a student's career goal judged to be appropriate or inappropriate; it is the plans and actions that support a student's career goal that are deemed appropriate or inappropriate. The established standard is that at least 75 percent of the students interviewed will be able to articulate appropriate career goals and plans.

Rubrics are used to evaluate two percent of 10th-grade students' ICP electronic career portfolios and 12th grade Career Passports. Career Initiatives staff review students' ICPs to evaluate each school's career development program to ensure that students have had the opportunity for documentation of their thoughts and experiences in the development of their career maturity. Career Passports are reviewed to maintain the quality of the document, thereby making it more useful for students. The Career Passport is designed to be a living

document; it is intended to be continuously developed as a student progresses through future education and work experiences.

Performance measure results are reported annually to the Butler Tech Board of Education as well as each associate school's board of education. The underlying philosophy is that those things that are measured and reported will improve.

8. Action

Each school district in Butler Countyis unique; therefore, each district's approach to the career development process is unique. Activities, resources and services provided by Butler Tech are utilized according to each district's individual philosophy, student population and needs. The following activities, resources and services are provided.

- **Career Specialists Assigned to Districts**:

  Career specialists work at all levels within the school districts they serve, from superintendents and principals to curriculum directors to teachers and students. They spend a major portion of their time in associate districts helping teachers with the infusion of career development concepts into lessons, activities and events. Additionally, career specialists plan and coordinate countywide events to further student opportunities for career awareness, exploration and planning.

- **Curriculum:**

  One of the positive outcomes of Butler Tech's adopted board policy has been the work of aligning Ohio's Career Development Key Concepts to Ohio Academic Content Standards. Because Career Development Key Concepts easily lend themselves to infusion with academic standards, several ButlerCounty districts are in the process of completing a K-12 crosswalk. Through this integration, career development concepts become a part of the school's academic calendar and are no longer considered "add-ons."

- **Adopt-A-Class:**

  Career Initiatives offers programs that introduce elementary school children to the world of work. One program, Adopt-A-Class, was developed to give fourth-grade students

exposure to various careers through the program labs at D. Russel Lee (DRL), Butler Tech's career-technical high school. Three DRL programs participate in Adopt-A-Class: welding technology, culinary arts and the digital media arts academy.

One of the most rewarding aspects of this program is the interaction between fourth-grade students and their high school mentors. This interaction is facilitated through a series of structured activities in the areas of math, language arts and social studies that increase students' awareness of careers and educational opportunities.

- **Future Fair:**

Future Fair is a special one-day, career-focused event that is offered to fifth-grade students in all Butler County schools each school year. On the day of Future Fair, 700-800 students attend three hands-on workshops at the Miami University Hamilton campus. These workshops are presented by Miami college professors, area business and service organization employees, and area public school personnel. The goal is that, through hands-on experiences, students will understand that the academics they are learning in their classrooms are crucial for their future careers, whatever they may be. For many students, this is their first exposure to a college campus, and they come away with a feeling of excitement for the careers to which they have been exposed, and for the possibility of one day returning to a college campus as a student.

- **Family and Consumer Sciences:**

Districts throughout the county have made the decision to offer comprehensive career exploration courses as electives or requirements through work and family studies classes at the middle and high school levels. Students receive instruction to help them develop a life-management plan, develop strategies for lifelong career planning, build and maintain constructive interpersonal relationships, and coordinate personal and career responsibilities for well-being of self and others.

- **Career Camp:**

Career Camp is a special event offered to students at the end of their eighth-grade year. This three-day event gives students opportunities to explore their individual interests and engage in activities, from hands-on exploration in career-technical labs to visits to a

business and a college campus. On the first day, students take an interest assessment that helps them determine the career-technical programs they will visit. Data collected at DRL shows that 32 percent of students who attended Career Camp have returned to Butler Tech as students.

- **Electronic Individual Career Plan:**

In Ohio, eighth-grade students begin the development of an (ICP). Through this process, students actively work to establish a career goal by gathering information from career research, a variety of career-development activities and projects, and the results from a combination of interest, skills and values assessments. The ICP process culminates in the creation of the Career Passport, an exit document required of ButlerCounty graduates.

The need to overcome difficulties presented by the school-to-school movement, and sometimes loss, of the traditional ICP folder motivated the Career Initiatives staff to research the possible implementation of an electronic ICP. To that end, the staff began to work with National Career Assessment Services, Inc. (NCASI), which operates the Kuder Career Planning System (www.kuder.com). In conjunction with NCASI, an electronic ICP was developed. The resulting system includes three assessments: Kuder Career Search with Person Match (interest), Kuder Skills Assessment and the Super's Work Values Inventory.

More importantly, the system provides a lifetime electronic portfolio for students where they can document career experiences, create educational plans and develop a working resume. The resulting program encompasses all aspects of Ohio's Career Development Program, grades 8-12, and gives students a vehicle to complete the three student-generated pieces for the Career Passport.

Career Passport: The Career Passport is a part of the career development process that prepares juniors and seniors for their next steps after high school. It also provides employers and higher education personnel with clearer information about the student.

The contents of the Career Passport include three student-generated pieces: resume, career narrative and verification of employability skills (SCANS). To complete these

three documents, students use skills that are addressed in the Ohio Academic Content Standards for English Language Arts. For this reason, the Career Passport pieces are usually completed in students' junior and senior years as a part of the English curriculum.

Ohio's Career Development Program provides teachers and students with a variety of resources for understanding and completing the Career Passport. The staff of Career Initiatives adds to this support by offering training to teachers. They also provide standards-based Career Passport lesson plans and other staff-generated resources. To promote the quality of the Career Passport, Career Initiatives sponsors a Career Passport Competition each spring. Judging and prizes for this event are provided through donations from area businesses and colleges.

OCIS: The Ohio Career Information System (OCIS, http://ocis.ode.state. oh.us) is a career-exploration system made available to Ohio districts through the Ohio Department of Education. Career Initiatives purchases OCIS site licenses for Butler Countyschools. Within this system, students have access to career interest and skills assessments, as well as a wealth of career exploration, college exploration and scholarship search information. OCIS provides additional valuable career information for use with the ICP/Career Passport process.

Example/Case Study:

Topic : Career Development In Community And Four-Year Colleges And Vocational-Technical Schools

Topic Objective:

At the end of this topic students should be able to:

- Identify the salient characteristics of the various types of higher education institutions.
- Identify the problems associates with developing career development programs in post-secondary institutions.
- Identify the special needs of the various types of students attending postsecondary institutions.

- Identify the career development competencies that should be developed in students attending post-secondary institutions.
- Understand the various types of interventions that can be used to develop career development competencies in students attending post- secondary institutions.

Definition/Overview:

Expansive definitions of career development incorporate the selecting, adjusting, and transitions of life roles people engage in over the course of a lifetime. Professional school counselors are the primary professionals in school systems with training in career development, as career developmentis inextricably intertwined with personal development. In particular, career developmentthemes include *awareness* in elementary school, nurturing curiosity and fantasy, and cultivating an awareness of self and educational and career options. *Exploration* in middle/junior high school is thematic, as awareness is enriched by participation in activities, hobbies, and parttime work and culminates in effective decision making for educational plans. In high school, *commitment* and crystallization of tentative career choices are a part of careermaturity that lead to life role and career planning in the school-to-work or school-to-postsecondary education transition. Equally influential to individual career developmentare the contextual influences (i.e., family, gender, culture, economic opportunities) that influence career and life role salience.

Key Points:

1. Vocational Technical Schools

Vocational education or *Vocational Education and Training*(VET), also called *Career and Technical Education* (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or *vocation*, hence the term, in which the learner participates. It is sometimes referred to as *technical education*, as the learner directly develops expertise in a particular group of techniques or technology.

Generally, vocation and career are used interchangeably. Vocational education might be classified as teaching procedural knowledge. This may be contrasted with declarative knowledge, as used in education in a usually broader scientific field, which might concentrate

on theory and abstract conceptual knowledge, characteristic of tertiary education. Vocational education can be at the secondary or post-secondary level and can interact with the apprenticeship system. Increasingly, vocational education can be recognised in terms of recognition of prior learning and partial academic credit towards tertiary education (e.g., at a university) as credit; however, it is rarely considered in its own form to fall under the traditional definition of a higher education.

Up until the end of the twentieth century, vocational education focused on specific trades such as for example, an automobile mechanic or welder, and was therefore associated with the activities of lower social classes. As a consequence, it attracted a level of stigma. Vocational education is related to the age-old apprenticeship system of learning. However, as the labor market becomes more specialized and economies demand higher levels of skill, governments and businesses are increasingly investing in the future of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses. At the post-secondary level vocational education is typically provided by an institute of technology, or by a local community college. Vocational education has diversified over the 20th century and now exists in industries such as retail, tourism, information technology, funeral services and cosmetics, as well as in the traditional crafts and cottage industries.

2. Vocational Technical Schools in U.S.A

In the USA, vocational schools are usually considered *post-secondary* schools, but in some instances may take the place of the final years of high school. They may be public schools and as such are operated by a government, school district or other officially-sanctioned group, in which case they may or may not charge tuition. Most purely vocational schools are private schools; within this group they may be further subdivided into non-profit schools and proprietary schools, operated for the economic benefit of their owners. For a long time many proprietary vocational schools had a poor reputation for quality in many instances, and for over promising what the job prospects for their graduates would actually be; this has been largely corrected by more stringent regulation. The term *career college* is reserved for post-secondary for-profit institutions. Vocational schools have decreased severely in the United Statesby the replacement of offering alternative trade classes at specific schools. However, vocations schools now offer college degrees (associate, bachelor, master, doctorate), the requirements of which may include liberal arts education. While some career

schools may earn accreditation from national or specialized accrediting bodies recognized by the US Department of Education, a growing number of career colleges have the same regional accreditation as traditional postsecondary institutions.

There is however an issue with vocational or "career" schools who have national accreditation instead of regional accreditation. Regionally accredited schools are predominantly academically oriented, non-profit institutions. Nationally accredited schools are predominantly for-profit and offer vocational, career or technical programs. Every college has the right to set standards and refuse to accept transfer credits. However, if a student has gone to a nationally accredited school it may be particularly difficult to transfer credits (or even credit for a degree earned) if he or she then applies to a regionally accredited college. Some regionally accredited colleges have general policies against accepting any credits from nationally accredited schools, others are reluctant to because regional schools feel that national schools academic standards are lower than their own or they are unfamiliar with the particular school. The student who is planning to transfer to a regionally accredited school after studying at a nationally accredited one should ensure that they will be able to transfer the credits before attending the nationally accredited school. There have been lawsuits regarding nationally accredited schools who led prospective students to believe that they would have no problem transferring their credits to regionally accredited schools, most notably Florida MetropolitanUniversity and CrownCollege, Tacoma, Washington. The U.S. Department of Education has stated, however, that its criteria for recognition of accreditors "do not differentiate between types of accrediting agencies, so the recognition granted to all types of accrediting agencies regional, institutional, specialized, and programmatic is identical." However the same letter states that "the specific scope of recognition varies according to the type of agency recognized."

The Association for Career and Technical Education (ACTE) is the largest American national education association dedicated to the advancement of career and technical education or vocational education that prepares youth and adults for careers.

3. Community Colleges in United States

In the United States, community colleges are primarily two-year public institutions of higher education and were once commonly called junior colleges. After graduating from a community college, some students usually transfer to a four-year liberal arts college for two to three years to complete a bachelor's degree.

Before the 1970s, community colleges in the United States were more commonly referred to as junior colleges, and that term is still used at some institutions. However, the term "junior college" has evolved to describe private two-year institutions, whereas the term "community college" has evolved to describe publicly-funded two-year institutions.

4. Four Year Plan

In the high school setting, a **4-year plan** is typically the focal point of a student's academic guidance. A 4-year plan is a worksheet that outlines the classes a student will take during their 4 years of high school, and its creation is usually a joint effort between the student and guidance counselor.

The 4-year plan allows students to carefully plan their high school curriculum based on their career and postsecondary goals/interests. Usually, the aim of the 4-year plan is to ensure that students are aware of and meet graduation requirements, meet minimum eligibility requirements for college admission, and become acqauinted with the class structures of the institution.

Typical format of the 4-year plan is a four column table with the grades 9-12 in the header and a listing of the major subject requirements on the left. By design, the 4-year high school plan is flexible and should be updated each year as the student's interests and plans change.

4-year plans usually include the following information:

The typical format of a 4-year plan

- Career area(s) that interest the student
- Possible occupation(s)
- Postsecondary education plans:

  - 4-year college (CSU/UC)
  - 2-year college (Community Colleges)
  - Post-secondary vocational programs
  - Apprenticeship programs
  - Occupational skill training in the military
  - On-the-job-training

- Possible post-secondary education campuses (university or college name)

- Courses the student will take each semester (related to the student's interest and/or educational goals).
- Grades
- Semester and cumulative credits

In many states, the completion of a 4-year plan is mandatory for graduation as a component of a student portfolio or profile. In the state of California, the 10th Grade Counseling program and Senate Bill 813 require that all high schools students within the public school system complete a 4-year plan by age 16, or the end of 10th grade. Additionally, 4-year planning is a component which greatly assists in school WASC accredidation.

5. Progressions in 4-year planning

Continuing the trend of migrating school processes to an online format, many schools are making the transition to online 4-year planning. This provides several benefits to the students, parents, and counselors involved. Providing a traditional 4-year plan is usually a manual process, with a paper copy of the 4-year plan given to the student. This poses issues of accessibility and responsibility, as the student can forget or misplace the 4-year plan.
The new online format typically provides a centralized store of student's 4-year plans, which allow parents, students, and counselors to easily interact with a plan and make changes. Additionally, some online solutions are integrating active guidance into the 4-year plan module, which perform the task of finding best-fit classes, and adjusting the 4-year plan to accommodate changes in student preferences and academic performance automatically. By offering products that react to student input and are tailored to the hierarchies and master catalogs of individual schools, the new online 4-year planning format provides a high degree of accuracy in projecting and maintaining relevant 4-year plans.
As a result of the new online format, counselors are able to spend less time generating and keeping track of 4-year plans, and more time on issues that require 1-1 counseling, like addressing at-risk students and providing college guidance.

Example/Case Study:

In Section 4 of this course you will cover these topics:
- Trends In The Labor Market And The Factors That Shape Them
- Understanding And Using Occupational Classification Systems
- Career Development In Business

Topic : Trends In The Labor Market And The Factors That Shape Them

Topic Objective:

At the end of this topic students should be able to:

- Understand and explain the causes and impact of long and short term rends in the world of work.
- Understand and explain the present industrial/occupational structure ncluding the size of major components.
- Know appropriate sources of national, regional, and state information bout occupational structure and how to use those sources.

Definition/Overview:

Over four decades ago, Alvin Toffler predicted that our society would be affected by the Information Revolution due to technology provided by the computer. Clearly, this has occurred. We have moved from an agricultural society to a factory/assembly line/ manufacturing society, to an automated/knowledge-based society. There are few occupations that are untouched by technology. Whether an individual is involved with producing tangible goods or providing a service, technical advances have reshaped work and lifestyles. Today, employees'primary activities are gathering, creating, manipulating, storing, and distributing information related to products, services, and customer needs.

Technology has had a powerful effect on the nature of work and what jobs are currently in demand. In fact, jobs that were never even imagined 20 years ago are being created today. In the past, there were stable, clearly classifiable jobs (blue collar, white collar), while today there are many rapidly changing types of jobs (multitiered, technical, professional, executive jobs). Career preparation, choices, and objectives are different now than they were years ago. For example, today many individuals are targeting smaller firms, skill-contracting agencies, or starting their own businesses rather than working for larger firms. In addition, career objectives have changed from simply climbing prescribed organizational ladders to more personal development in areas of expertise. Individuals are less likely to work their entire careers at the same firm and instead are employed at various firms and by contracting agencies.

Almost all aspects of an employee's career are influenced by technology. From the time they are hired and selected (via Web site applications), trained (using online learning), mentored (via e-mentoring), evaluated (by computerized performance appraisals), as well as the type of work they do and where they do it (e.g., telework, virtual teams), they are exposed to some form of technology. Thus technology has also impacted how individuals apply for jobs, strategies used by employers to find employees and train them, and services provided by career counselors. Technology has also impacted vocational psychology and career guidance services. Counselors can provide future workers with a skills approach to their careers, thus enabling individuals to be transformed from powerless victims into knowledgeable, creative, self-initiated workers who can anticipate career shifts and plan for new career directions.

Key Points:

1. Changing Skills

Technology is considered to be one of the most widely recognized forces affecting work and how it is changing. The technology of microelectronics, robotics, and computer-integrated manufacturing along with the explosion of digital telecommunications due to the growth of the Internet and the World Wide Web have brought the world to the verge of a transformation similar to an industrial revolution. It is expected that the Big Four information technologiescomputer networks, imaging technology, massive data storage, and artificial intelligencewill continue to have revolutionary effects on shaping today's occupations. Computerization and the emerging information highway are transforming the American economy. Computers are changing the composition and distribution of labor, improving labor efficiency, and creating new markets and new forms of organizations. Technology shapes what people do and how they do it. Technological change often creates new occupations (e.g., computer scientists, programmers) and reduces or eliminates some existing occupations (e.g., telephone operators). In addition, digitization has changed the types of skills needed on jobs. It has increased the analytic and information-processing skills required on some jobs and decreased the manual and sensory-based skills of others.

Today, brainpower is replacing manual labor, and future workers must continually educate themselves and increase their skills to maintain their value in the workplace. Technology has reduced the number of workers required to maintain and operate high-tech factories and workplaces, has given rise to the need for knowledge workers, and has elevated the general education required for work. Few emerging occupations exist for people who cannot read,

write, and do basic mathematics. Thus people who have weak educational backgrounds are likely to be increasingly vulnerable to unemployment. In fact, the growth of computer use is associated with increased employment of college graduates and decreased employment of high school graduates. In some industries, advanced technology has eliminated the need for some unskilled and semiskilled jobs and even some middle management jobs that tended to be the positions that collected and analyzed data for decision making. For future jobs, greater emphasis will be placed on cognitive, communications, and interactive skills.

With 76 million baby boomers heading toward retirement over the next three decades and only 46 million Generation Xers waiting in the wings, corporate America is facing a potentially large talent crunch. Labor-saving technology and immigration may help fill the gap, but by 2010 there may be a shortage of 4 to 6 million workers. Not enough Americans are trained for these jobs, since they lack computer literacy, leadership, critical thinking skills, and communication skills.

Technology has also made workplaces more information dependent in order to operate machines (e.g., robots, aircraft) for quality control and for decision making about inventory management and tracking distribution of products shipped. Employees at all levels of the organization have greater access to information and greater opportunities to make work decisions. For some jobs, computers have given employees more autonomy in their work. For others, the need for continuous data entry to computers and monitoring them to meet customers' needs has imposed a new form of assembly line. In some cases, employees have greater concerns about invasion of privacy as managers use more sophisticated surveillance techniques to monitor productivity.

2. 24/7 Work

With the increasing technological advances, workers are able to do their jobs almost anywhere. Laptops, fax machines, cellular phones, networks, e-mail, and voice mail have made it possible for workers to essentially work 24 hours, seven days a week. Work can now be done without regard to space, time, or political boundaries. Americans, as a group, now work harder and longer than almost any other people on earth. Some studies have indicated that people have less free time and feel more pressed for time as compared to those in the past. Information technology (IT) is now used in 64 percent of women's jobs, and by 2000, women using IT in their jobs worked 3.4 hours per week longer than nonusers. The economy, globalization, and 24-hour demand for goods and services have busted capacity in the 40-

hour work week. Now, no longer are just police officers, nurses, taxi drivers, delivery personnel, factory employees, and security guards working at night. Today, all types of employees (e.g., stock brokers, building contractors, account reps, software fixers) are working at night. In fact, according to the Bureau of LaborStatistics, in 2000 it was estimated that 23 million people worked night, evening, or split shifts, up from 3.5 million working the night shift in 1997.

3. Changing Workplaces and Telework

Today, more workers are telecommuting. In fact, the innovations of telework and virtual teams are experiencing an annual growth rate of 5 percent to 10 percent. Telecommuting is the use of computers and telecommunications equipment to work at home or in other locations away from a conventional, centralized office. Careers and jobs are increasingly being seen as boundaryless, flexible, and virtual.

Telework has the benefits of allowing people to work from home (saving commuting time and costs as well as office space costs) and is purported to help employees better balance their home and work lives. However, some workers feel isolated and are worried that less visibility might negatively impact their career progression. In addition, work and home roles often become blurred, which can lead to greater role conflict and stress among workers. Given the 24/7 nature of many jobs, it becomes increasingly more important for employers to work with individuals to create jobs that meet the life needs of employees as well as the organization's needs.

4. How Technology Has Changed Various Types of Jobs

Technology has altered the nature of various types of jobs and the mix of skills that are required to do them. The cognitive complexity of work appears to be increasing for blue-collar and service workers. A major effect of information technology on blue-collar work has been to replace physical activity with mental and more abstract forms of analysis. The predominant trends in blue-collar work are for computer-integrated manufacturing technologies and team-based work, which increases the degree of control and task scope and requires higher cognitive and interactive skills and activities. It is estimated that one-third of the blue-collar workforce is changing in this way. Some of the blue-collar jobs that have undergone the greatest transformations have been the steel industry, auto industry, and the apparel industry. It should be noted that what is most important, however, is the combination

of computer usage by blue-collar workers with innovative work practices and cooperative labor-management relations (i.e., computers alone do not improve productivity).
Service work(e.g., personal service, clerical and administrative support, sales) has also changed due to technology. Automation and routinization of work has expanded from the back office (typists, data processors, operators) to the front office (customer service and sales employees). Call centers now exist for telemarketing operations, banking, telecommunications, and insurance. There is also evidence of an overall increase in technical skill requirements, computer usage, and cognitive complexity of service jobs.
Managerial workers consist of managers, executives, and administrators. It is expected that increased computer power may lead to a fall in managerial employment, since expert systems have reduced the need for some types of managers. Managers are more likely to be project managers than functional managers. Thus they manage the process and flow of work, rather than people. This means that they need greater skills in coordinating tasks and working horizontally across the internal and external boundaries of organizations.
Professional and technical workers (e.g., engineers, scientists, computer occupations, social scientists, lawyers, religious workers, teachers, counselors, health occupations, writers, artists, entertainers) continue to expand in the labor force. This is due to corporate growth, technological changes, demographic changes, and the commercialization of scientific knowledge. Technological changes have shifted the workforce by creating new occupations (e.g., computer operators, analysts, programmers, air traffic controllers, nuclear technicians). In addition, some occupations are experiencing greater autonomy, while at the same time, some are experiencing bureaucratic controls (e.g., health care physicians who are subject to restrictions by managed care firms). Technical and professional work has always entailed high cognitive content, but interpersonal interactions (e.g., communications, problem solving, negotiation skills) are becoming more important in many of these jobs.

4. Jobs For The Future

The Bureau of Labor Statistics projects that 8 of the 10 fastest-growing occupations between 2000 and 2010 will be computer related. These include jobs such as computer and information systems managers, computer programmers, computer and information scientists, computer system analysts, computer hardware and software engineers, computer support specialists, database administrators, network and computer systems administrators, and data communications analysts. Jobs requiring information technology skills are in high demand

for the future, especially for the military, aerospace, and federal agencies. One important consideration is that because the skills in these jobs can become obsolete much faster than in other jobs, it is increasingly important for employers and government agencies to make it easier for IT professionals and those in computer-related fields to keep their skills current by lifelong learning efforts. In addition, some have suggested that soft skills such as communication and presentation skills are increasingly more important for IT professionals due to the greater need for them to explain technical issues to nontechnical people. It is also important for schools to attract more women to IT and computer-related fields, since traditionally few women express interest in IT or pursue these degrees. In addition, it is well documented that women often face barriers when pursuing academic careers in science, math, engineering, or technology.

5. Technology and Health in Careers

The technological evolution of the office environment has produced many benefits, yet it has also brought with it some negative outcomes. These include both physical health concerns as well as psychological concerns. Employers will need to continue to examine the impact of technological advances on the physical and psychological health of their employees and to make adjustments as needed.

The most commonly reported physical issues are byproducts of increasing technological sophistication (increased work pace, noise, mental demands, repetitive movements), which can lead to musculoskeletal disorders (e.g., carpal tunnel syndrome, tendonitis, back injuries). According to the U.S. Department of Labor, approximately 1.8 million people report work-related musculoskeletal disorders. These disorders are costly and long term. According to the U.S. Department of Labor, musculoskeletal disorder costs total more than $50 billion a year and are the third most frequent reason for disability and early retirement. In addition, they can lead to job loss, depression, and family disruption.

In addition to physical problems associated with increased technology in workplaces, there are also psychological health concerns. These come from office noise, changing work demands, a lack of control on the job (e.g., technological equipment breakdowns that they do not know how to fix), isolation from others, and reductions in privacy (e.g., increased electronic monitoring by supervisors). Research has linked most of these technology-related variables to psychological stress, which can then lead to other negative outcomes (strains, negative attitudes, anxiety, depression, low job satisfaction, mood disturbances).

6. The Impact Of Technology On Career And Developmental Practices

Today employers note that finding, attracting, and developing quality workers has become a top priority as they try to combat labor shortages, meet changing worker expectations, upgrade their workforce, and build innovation and creativity into internationally competitive organizations. Employers and applicants are increasingly relying on the Internet as part of the job search process.

7. Individual Job Search Strategies

With the advent of the Internet and computer-assisted career systems, individuals have greater control over their own career search strategies and progress. According to applicants, the use of the Internet for job searching is seen as a less effective strategy than personal networking but far superior to using newspaper ads and cold-calling to find jobs. In fact, most new college graduates view the Internet as a major source for help in locating job opportunities. Popular career sites such as Monster.com, Hotjobs.com, Headhunter.net, and Dice.com are busy not only at their peak times on Monday and Tuesday afternoons but also during off hours (between 1 and 2 a.m.). College students, in particular, are known for pulling all-nighters to hunt for jobs online. Individuals often use these sites to view job listings and apply for jobs.

Despite the popularity of the Internet, there are some reported problems associated with using it to search for jobs. These include less personal contact, less accuracy with regard to the job's description, difficulties finding companies' Web pages or navigating through them, problems submitting rsums according to specific Web specifications and receiving an acknowledgment or follow-up call from company representatives once a rsum is submitted.

8. Employers' Use of the Internet to Hire Employees

Employers are increasingly relying on career and job Web sites to recruit and select employees. In fact, the job of the recruiter has changed such that candidates can be identified, screened, and recruited all online. Given the intense competition among employers for qualified employees, many recruiters are working late at night to look for potential rsums. Nocturnal Web surfing is now common practice among recruiters. Determined headhunters snap up hot rsums before dawn, contacting candidates by e-mail and sometimes even by phone. Many recruiters stay up past 2 a.m. examining job sites, surfing chat rooms, digging

out fresh rsums on personal Web pages, posting help-wanted ads and sending e-mails. This is particularly true when recruiters are trying to hire overseas workers due to the time differences. Candidates with technical skills that are in high demand find themselves bombarded with calls and e-mail within minutes of posting a rsum online. Thus from an employer's perspective, online recruiting has tremendous potential benefits for corporations. These include reducing the time needed to hire someone, less costs relative to using headhunters and external search firms, reduced costs on mailings, brochures, and on-site interviews, and the ability to reach a more diverse applicant pool.

9. The Impact of Technology on Employee Learning and Development

Due to the dynamic quality of work and work organizations, people will likely engage in seven or more jobs in their work lives. They will also have to frequently be retrained in order to remain competitive and manage their own career development. Some workers may become world workers, moving among nations in pursuit of suitable work. Thus there is a shift from developing career maturity and toward career adaptability (that is, being able to change to fit new or changed circumstances).

The corporation of the future will have accumulated knowledge and innovative potential of its workers as its single greatest asset. Thus training and continual learning is in demand as employees need greater skills to move more rapidly across jobs. Employees also need technical training and must learn how to operate with discretion in an open information environment. Retraining is increasingly important due to obsolescence of knowledge and skills among technical and professional workers. That is, as a result of the fast pace of technological advances, many workers lack the upto-date knowledge and skills needed to maintain effective performance in their current or future work roles. This problem may intensify with an increasingly aging workforce. Thus retraining the expanding older technical workforce is a major challenge facing the country. In addition, as firms downsize or restructure their workforces, they will need to retrain current employees to do other jobs or provide outplacement counseling so that those employees can find jobs in other organizations. For retraining efforts to be successful, it is important that there is top management support for retraining programs and that retraining is voluntary. It is also helpful if specific jobs are assigned to the employee prior to retraining so he or she can see the relevance of learning new skills.

Technology has not only impacted the importance of retraining or continual learning, but it has also influenced the type of training that can be used with employees. The methodologies used to train employees have changed due to advances in computer-based training and online methods. E-learning is gaining in popularity, since it allows individuals to continue their learning in a self-paced fashion. Thus it is immediately available to them and is not limited by travel time or costs (to attend training sessions). Likewise, distance learning programs are in great demand in firms. Some organizations (e.g., Federal Express) have implemented a corporate-wide computer system that handles most of the human resource functions of the firm (e.g., recording training completed for employees, posting job descriptions for hirings) as well as online training programs to help employees develop on their jobs.

10 Web-Based Or E-Mentoring

Advances in technology have created new opportunities for how the mentoring of individuals is conducted. Traditionally, mentors and protgs rely on face-to-face meetings to discuss issues and build a relationship. E-mentoring refers to the process of using electronic means as the primary channel of communication between mentors and protgs. The key distinction between electronic mentoring and traditional mentoring is reflected in the face-time between mentors and protgs. E-mentoring takes advantage of technology to broaden the definition of mentoring relationships by relaxing the constraints of geographical location and time. Thus individuals with alternative work schedules (telecommuters, flextime workers) may still access mentors without altering their work arrangements. In addition, those who have traditionally had less access to mentoring relationships (e.g., women, minorities) may have greater opportunities to get mentored with e-mentoring.

11. History of Technology and Career Counseling

Vocational psychology faces a number of challenges in the next century from the globalization of economies to the changing nature of work and the workforce. Many of the changes come from the explosion of communication technologies in the last 20 years. The increased use of computers and the Internet in vocational psychology has been a major development for practitioners. It has led to the availability of more systems and approaches to career guidance and has essentially changed the job and role of the career counselor. In particular, with the larger number of jobs that people are expected to have over their lifetime due to advanced technology and longer life spans, counselors will be in more demand to

provide career assistance. Vocational counselors will need to be prepared to deal with the changing needs and demands of both individuals and employers. For example, with the aging of the baby boomers, counselors will need to assist them in changing careers and updating skills.

The use of technology to assist individuals with career planning had its genesis in the late sixties, when early developers first used the computer to assist with career planning. The early systems that were used stored a personal record for each user in order to monitor a person's progress through the career planning process. The results from the assessment were then linked to occupational options for the user. Some of the early systems were precursors of later systems such as SIGI PLUS and DISCOVER, which are described below and are still prominent in schools and other settings today.

In the 1970s, career information systems were developed due to the National Occupational Information Coordinating Committee. These systems were comprised of search strategies through databases of occupations, schools, financial aid, and military programs. From the early seventies until 1999, there was a steady growth of customized versions of commercial career information systems in the states. With the advent of common access to the Internet in the early 1990s, career planning changed dramatically. Several of the computer-based career information systems moved from stand-alone delivery to delivery via the Internet. Web sites devoted to career information or planning began to proliferate at an astounding rate and with a wide range of quality.

Today, individuals can take a more active role in their own career progress, since the Internet provides a rich source of career and job information that is accessible to almost anyone. This means that the counselor's role/job has changed. Today, often the counselor's primary role is to help clients access information on the Internet and other computer-assisted programs in an efficient and helpful manner. Of course, it is still important for counselors to meet with clients and provide career guidance. The best combination is using computers for assessment and then offering counseling with a vocational practitioner. Interestingly, cybercounseling has emerged, that is, the provision of face-to-face counseling via the Internet.

As noted, a number of different tools are used by career counselors today. These include computer-assisted career guidance systems (e.g., DISCOVER, SIGI (or the System of Interactive and Guidance Information), CHOICES, CDSS (or Career Decisions Software Solutions) and online information systems (Internet).

12. Computer-Assisted Career Guidance Systems

Computer-assisted career guidance (CACG) systems are often designed to help high school or college students make informed and educated decisions about their future. For example, CHOICES offers information about vocational technical schools, education and training, state and local information, and financial aid. Most computer-assisted career guidance systems offer occupational information, information about postsecondary institutions and technical/specialized schools, financial aid information, interest inventories, and decision-making skills. They might also include ability measures, value inventories, job search strategies, information on job interviewing, and local job information files. O∗NET, or the Occupational Information Network, was recently developed as a replacement for the Dictionary of Occupational Titles. It is a comprehensive system that describes occupations based on at least 60 years of research and knowledge on the nature of jobs and work.
Two commonly used CACG systems are DISCOVER and SIGI PLUS. Both systems provide multiple online assessment devices to assist users in establishing links between their interests, values, abilities, and skills and the occupations that should best meet their needs. Counselors should do the following when using computer-assisted career guidance systems:

- Assess needsassess the client's needs to determine which parts of the career program to use.
- Orient the clientexplain the purpose and goals of the program and the mechanics of the system.
- Offer assistanceprovide individualized help when the client's needs are determined.
- Provide online assistanceprovide help when different stages are explored during the process.
- Follow upencourage, motivate, set goals, and interpret outcomes to the client.
- Evaluatemonitor the effectiveness of the computer-assisted system.

As noted by Nadene Peterson and Roberto C. Gonzalez, computers provide a number of benefits to career counselors as noted below:

- A more efficient use of time for practitioners
- Immediate access to assessment results
- Greater accuracy of administration and scoring
- More opportunities for research
- Popularity with clients, especially self-motivated clients

There are, however, some potential problems such as the following:

- Loss of client/practitioner interactions
- Assumption of a certain level of client cognitive functioning and self-motivation
- Potential loss of privacy

Regardless of which computer system is used, it is important for counselors to know the client's needs and tailor the technology to his or her needs. It is also desired that counseling assistance be provided in addition to using the computer system, since most computer systems were not designed to be stand-alone. Furthermore, it is critical that career counselors receive additional training to keep pace with changes in technology as well as changes in the needs of a more diverse client population.

13. Career Guidance and the Internet

Today, the fastest growing source of information about careers, jobs, and related areas is on the Internet. The Internet is an international linkage of computers, telecommunications, graphics, and knowledge bases from sites around the world, making comprehensive information accessible to persons in any setting or geographic location. Some of the major sources of information about careers and jobs include the Web sites for

- Department of Labor (www.dol.gov)
- Career Counseling Resources (www.hawk.igs.net/ employmentplanning/)
- Career Counselors Consortium (www.careercc.org)
- National Occupational Information Coordinating Committee

The Internet will continue to play an important role providing career services, because not everyone has the time or money to seek face-to-face assistance from career counselors. The primary ways in which the Internet assists individuals is by (a) administering career assessments, (b) providing information on a variety of career planning topics (e.g., occupational descriptions, job databases), (c) serving as a conduit for cybercounseling (where the client and counselor can see each other on computers to conduct their meeting), (d) serving as a forum for group communication or networking between clients and school alumni or employers or support group members, (e) enabling the creation of virtual career centers (Web sites that integrate skills or interest assessments with training required for

various jobs and job openings), and (f) facilitating individual participation in virtual reality technology so that clients can explore potential work activities.

Some of the benefits of using the Internet for career services include the following:

- Service can be available to adults 24 hours a day 7 days a week, wherever they have access to the Internet.
- Multiple users can connect (alumni, employers, clients).
- Career services might be more accessible and affordable for some populations.

While online services can provide valuable information to individuals, there are a number of concerns, including the following:

- The accuracy, relevance, and timeliness of information
- The usefulness of the information
- Adequate preparation for the user to know how to process the information, since in some cases the information is disjointed or not integrated
- Opportunity for follow-up to correct or confirm the information
- Confidentiality and privacy
- Potential for violation of copyright law
- Ethical exchange of information between sites and users
- Lack of training of counselors with the technology
- Addressing issues of informed consent, trust, and protecting the identity of participants when conducting research

Example/Case Study:

Topic : Understanding And Using Occupational Classification Systems

Topic Objective:

At the end of this topic students should be able to:

- Explain the uses of O*NET, Hollands system, and the World-of-Work Map
- Make a comparative analysis of the three classification systems citing pros and cons of each.
-

Definition/Overview:

The Standard Occupational Classification (SOC) System is a United States government system of classifying occupations. It was developed in response to a growing need for a universal occupational classification system. Such a classification system would allow government agencies and private industry to produce comparable data. Users of occupational data include government program managers, industrial and labor relations practitioners, students considering career training, job seekers, vocational training schools, and employers wishing to set salary scales or locate a new plant. It will be used by all federal agencies collecting occupational data, providing a means to compare occupational data across agencies. It is designed to cover all occupations in which work is performed for pay or profit, reflecting the current occupational structure in the United States. The USA's SOC includes 822 occupational types. The national variants of the SOC are used by the governments of the UK,Canada, and many others.

Key Points:

1. The Occupational Information Network (O∗Net)-SocSystem

The O∗NET-SOC is the result of a merger between the O∗NEToccupational system and the SOC. O∗NET was once based on an older coding and classification system known as the OccupationalEmployment Statistics (OES). Shortly after the final revision of the SOC, the Office of Management and Budget mandated that all federal reporting agencies adopt the SOC as the standard classification and coding system. The National O∗NET Center then transitioned its OES-based codes and titles to an SOC-based system, utilizing SOC occupational codes and titles. In addition to incorporating the four levels of the SOC, O∗NET added a fifth level of occupational detail to accommodate for occupations in O∗NET's original list that did not fit well into the SOC's structure.

In addition to being a classification structure, O∗NET also provides descriptive data on over 900 occupations. Because of the cross-occupational nature of O∗NET's descriptive information such as knowledge, skills, abilities, work activities, and work context, direct comparisons between occupations can be made. This system of occupations provides users

with valuable data and online tools for use in vocational guidance and career exploration activities. The O∗NETSOCclassification system is by far one of the most comprehensive classification structures in the world. The O∗NET-SOC provides an excellent system for grouping occupations, jobs, or job data for government or an organization's data collection effort.

2. Overview of O*NET Computerized Interest Profiler

The O*NET Computerized Interest Profiler(CIP) is a new vocational interest assessment instrument administered by computer. Users receive an accurate, reliable profile of their vocational interests that:

- provides valuable self-knowledge about their vocational interests,
- fosters career awareness, and
- provides a window to the entire world of work via the 800+ occupations within O*NET OnLine.

This instrument is a self-assessment career exploration tool that can help people discover the type of work activities and occupations that they would like and find exciting. Users identify and learn about broad interest areas most relevant to themselves. The instrument is composed of 180 items describing work activities that represent a wide variety of occupations as well as a broad range of training levels. People can use their interest results to explore the world of work. The O*NET Interest Profiler is also available in a paper and pencil version. For more information about the paper and pencil version of this instrument,
The O*NET Computerized Interest Profiler measures six types of occupational interests:

- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional

3. O*NET Computerized Interest Profiler Strengths

- Compatible with Holland's R-I-A-S-E-C Interest Structure

  - rich and extensive research history
  - widely accepted and used by counselors
  - easy to use and well received by clients

- Interest items represent a broad variety of occupations and complexity levels
- Extensive and thorough development effort

  - user input during all stages
  - construct validity and reliability evidence

- Can be self-administered and self-interpreted
- Computer administration via single computer or computer network

  - Simple and easy to follow instructions
  - Screens motivate user completion of the instrument

- User Guide provided for workforce development professionals
- Can be used alone or with other O*NET Career Exploration Tools or with privately developed instruments
- Results provide a window to over 800 occupations in O*NET OnLine
- Approximately 30 minute completion time

4. World-of-Work Map

The World-of-Work Map graphically shows how occupations relate to each other based on work tasks.

When you receive scores from one of ACT's assessments, you receive a personalized report. This report suggests map regions and career areas on the World-of-Work Map for you to explore.

The World-of-Work Map covers all U.S.jobs. A career area's location is based on its primary work tasksworking with:

- **Data:** Facts, numbers, files, and business procedures

- **Ideas:** Knowledge, insights, theories, and new ways of saying or doing something
- **People:** Care, services, leadership, and sales
- **Things:** Machines, tools, living things, and materials such as food, wood, or metal

5. Student Version of World of Work Map

On the student version, basic work tasks are emphasized around the edge of the Map. Career cluster titles do not appear since they normally accompany the Map in list format when the Map appears in a student report. The work task locations of the 26 career areas are shown inside the Map.

6. Occupational Classification Systems

Occupationalclassification systems are schemas for grouping jobs and job data. Government agencies often use occupational classification systems to standardize the way job data are collected and how jobs are described. For example, the U.S. Bureau of Labor Statistics (BLS) uses a standard classification structure to collect and sort national job data, such as wages, employment projections, and occupationaloutlook information. The census also uses this system to collect and present its data on jobs spanning geographic regions and industries in the United States. Because of the standardized nature of many classificationsystems, they may be used to compare job information across organizations and government agencies. Occupationalclassification systems are developed in a variety of ways. One commonly used qualitative development method is known as the top-down approach. Such systemsare often hierarchical and are developed by experts who have knowledge of the occupation or job information. The information is grouped into a structure of more generalized occupational groups, using characteristics such as work function, job title, or skill level. Occupational classification systems can have two or more hierarchical levels in which to group jobs. Because the developers usually tailor classificationsystems for a specific purpose, there is no consistency in the number of hierarchical levels or number of job titles included.
A second empirical approach involves applying statistical techniques such as cluster analysis or factor analysis to the knowledge, skill, and ability data associated with various jobs. The job analysts name the resulting clusters that become the hierarchical levels within the structure. These classificationgroupings are based on data rather than subjective opinion, which can be advantageous for purposes such as validation and research. However,

classification systems developed using only statistical methods can be difficult to interpret and may lack the face validity necessary to be widely accepted.
In response, a third approach combines the qualitative and quantitative approaches described above. For example, experts design and develop a structure of occupations using the top-down approach, based on some need or organizational objective. Once the hierarchical structure has been established, statistical analyses are used to verify, modify, or provide validation support for the rationally derived hierarchical classification schema.

7. Uses Of Occupational ClassificationSystems

According to Human Resources Development Canada, occupational classification systems serve three main functions. The first function is the collection of occupationalstatistics. Economists and statisticians use these systemswhen collecting census and other data such as data on worker mobility, technological change, and occupational employment statistics. Second, occupational classification systems are often used to analyze changes or patterns in the labor force. Government agencies and organizations use these systemsto understand changes in workforce demographics and other important labor market trends. This information is sometimes used to guide policy and develop systems for training, recruiting, and job matching. In addition, the information may be used to draw comparisons across work that, on the surface, may appear quite different.
A third function of occupational classification systems is both for career exploration and planning. It is important for job seekers, employment counselors, and employers to understand the requirements and descriptions of jobs and occupations so they may assist people in finding professions that match their skills and interests. Career guidance counselors use these systems to educate students or workers considering a career move or job transition. By matching job seekers' interests and level of knowledge and skill in job-related activities with those of various occupations, they can make an informed choice about a new career to pursue.

8. The Standard Occupational Classification(SOC)

As described in the U.S. Department of Commerce's *SOC Manual,* the SOC is a system for classifying all occupations in the economy, including private, public, and military occupations. This classificationsystem replaces all occupational classification systems previously used by federal statistical agencies. It is used by these agencies to collect

occupational data and provide a means to compare occupational data across agencies. The SOC was developed, as stated in the agency's user guide, to cover all occupations in which work is performed for pay or profit, reflecting the current occupationalstructure in the United States.

The SOC was originally released in 1977 by the U.S. Department of Commerce to provide a way to cross-reference and aggregate data collected by other social and economic statistic reporting programs. As many programs in the U.S. government began to collect statistical data, a need grew for a unified occupationalclassification system for the federal government. With the help of various government organizations, a system was developed for statistical reporting purposes. Its classifications are based on the type of work performed and, in some cases, the level of skill and education requirements.

The current SOC contains four levels of aggregation within its hierarchy. The first and most general category is known as the major group level. There are 23 major groups in the SOC. Within the major group level are 96 minor groups, which are less general than the major groups. The third level in the hierarchy is the broad occupation. There are 449 broad occupations. The fourth and most specific level is the detailed occupation. There are 821 detailed occupationaltitles at this final level of the SOC. It is at this level of detail that briefoccupational descriptions are provided and jobs are typically grouped. The table below provides an example of the four-tiered hierarchical structure of the SOC.

9. The Monster Occupational Classification(MOC)

While the SOC, O∗NET-SOC, and other classification systemsdiscussed herein have been developed by both government and quasigovernmental agencies, private organizations have also developed occupationalclassification systems to meet their needs. As an example, consider the organization Monster.com, a popular online job-posting Web site. In recent years, Monster decided to incorporate anoccupational classification system into its rsum database. After extensive research both domestically and abroad, the SOC was chosen to be the framework for a system that would serve to organize, by job title, over 40 million rsums. Unfortunately, the SOC was insufficient to classify all new job seekers' rsums and those already in Monster's archival database, so tailoring it became essential. For example, the SOC has limited detail in occupational areas such as computers, information technology, and finance. Monster, with the help of occupational classification experts, expanded these and other areas to meet its needs while at the same time maintaining the SOC-based coding

structure. Monster initially named it the SOC+, but they customized it to become more Monster specific. Soon after, it came to be called the MOC (i.e., the Monster Occupational Classification).

Example/Case Study:

Topic : Career Development In Business

Topic Objective:

At the end of this topic students should be able to:

- Discuss the dual aims of career development in and industry.
- Identify the elements of a successful career development program and tell how these are to be structured for maximum benefits.
- Identify the needs assessment strategies that can be used in business and industry.
- Identify and describe several career development strategies that are unique to business and industry.
- Identify the benefits of a career development program to employees and to the business.

Definition/Overview:

The specific drivers of Career Development Programs have changed over the past twenty years. In the beginning we were developing career planning frameworks and tools that worked in large organizations and provided training and education to employees and managers. In the early days, our primary purpose was to clarify the roles of the organization, managers and employees and build support structures for the organization that maximized passion and talent. We partnered to assure a common language and framework that would support retention and mobility and that would help mangers assure right people in the right places. Putting career development in the hand of individuals rather than vocational counselors was a breakthrough. Skilling managers in career discussions rather than performance discussions was a challenge. Making succession planning criteria, career paths and strategic organization information available to all broke the previous parental mindset. And some of these breakthroughs are still needed in many organizations. Linking Career Development Programs to strategic business needs and issues has been a constant in our consulting practice throughout these twenty years.

Key Points:

1. Career Development

Expansive definitions of career developmentincorporate the selecting, adjusting, and transitions of life roles people engage in over the course of a lifetime. Professional school counselors are the primary professionals in school systems with training in careerdevelopment, as career development is inextricably intertwined with personal development. In particular, career development themes include *awareness* in elementary school, nurturing curiosity and fantasy, and cultivating an awareness of self and educational and career options. *Exploration*in middle/junior high school is thematic, as awareness is enriched by participation in activities, hobbies, and parttime work and culminates in effective decision making for educational plans. In high school, *commitment*and crystallization of tentative career choices are a part of career maturity that lead to life role and career planning in the school-to-work or school-to-postsecondary education transition. Equally influential to individualcareer development are the contextual influences (i.e., family, gender, culture, economic opportunities) that influence career and life role salience.

Careerguidance began in the late 1800s and was conceptualized by Frank Parsons in a three-part formula for career selection: (a) self-understanding (i.e., personal interests, aptitudes, ability, limitations), (b) career knowledge (i.e., how to succeed, compensations, opportunities, advantages and disadvantages), and (c) the ability to relate the two concepts together. In 1910, the First National Conference on Vocational Guidance established competencies and certification for career counselors. Aptitude tests, interest assessments, achievement testing, and personality testing grew, and occupational selection and placement became the primary focus. In the 1950s, Donald Super outlined career developmentstages and tasks that shifted the notion of careerplacement to career development. At the same time, the National Defense Education Act of 1957 allocated funds to train school counselors focused in career guidance. This concept of career development and the expansion of and support service personnel put more emphasis on career development as a lifelong process.

Over the last two decades, several organizations have put forth career development guidelines for K12 youth. The National Occupational Information Coordinating Committee set competencies in each of three areas, including self-knowledge, educational and occupational exploration, and career planning. Each area includes specified skills and competencies for elementary, middle/junior high, high school, and postsecondary education. The School to

Work Opportunities Act of 1994 combined academic and vocational learning and advocated for career development programs no later than seventh grade. The American School Counselors Association (ASCA) also created career developmentguidelines to help school systems determine what students should know and be able to accomplish as the result of an effective school counseling program. The three ASCA National Standards for Career Development include (a) students are able to use self-awareness during their career search to help them make personal, informed career decisions; (b) students should incorporate strategy to succeed in and be satisfied with their careers, and (c) students should acquire an understanding of the interrelationship between their personal characteristics, education, and employment.

2. School Business Partnerships

School-business partnerships are intended to encourage a cooperative relationship between a school and a business or organization. An effective partnership is ongoing and mutually beneficial to the school and the business. In the early 1980s, businesses and schools combined forces to address problems facing school administrators, teachers, and students. The effort grew through the 1990s. Seventy percent of all school districts now engage in some form of business partnership, and 76% of schools that partner collaborate with small businesses. Schools and business are linked more tightly in light of budget shortfalls and efforts to meet high academic standards. Businessesengage in arrangements with public schools including direct donations, contributions toward instructional programs and activities, and volunteer projects and mentoring. Partnerships contribute an estimated annual $2.4 billion and 109 million volunteer hours to schools.

One area of emphasis in school business partnerships is effective school-to-work programs based on strong partnerships between local schools and businesses. Businesses work directly with students and provide career talks, job shadowing, mentoring, and apprentice programs. The School-to-Work Opportunities Act of 1994 supported collaboration and partnerships between schools and businesses. The act made funds available for local partnerships to undertake the development of systems involving school-based learning activities and workbased learning activities as well as connecting activities.

Partnerships have developed as long-term, sustainable programs through a collaborative process between the business and education partners and in cooperation with the National Association of Secondary School Principals. NASSP recommends that schools (a) choose

companies that promote academics and learning, (b) assess the school's needs, (c) determine the corporate motives, (d) do not make decisions in a vacuum, (e) consider the political climate, and (f) research the concepts being applied.

Recent research indicated that schools benefited through (a) increased school-to-career opportunities, (b) increased funds for schools, (c) parent involvement, (d) student scholarships, and (e) increased teacher preparation. Businesses and communities benefited through (a) increased collaboration, (b) increased publicity, (c) improved recruitment for businesses, (d) better-prepared work force, (e) employee commitment, and (f) improved product development. Schools and businesses see benefits in four general areas: (a) human capital development, (b) community development, (c) student achievement, and (d) financial impact. Mutual benefit is also provided in three areas: (a) philanthropy, (b) commerce, and (c) partnerships.

Scholars have stressed four guiding principles that define the ideal partnership:

1. Foundationbuild on shared values, mutual goals
2. Implementationintegrate activities into both cultures, have a clear management process, and produce measurable outcomes
3. Continuityprovide support at highest level of each organization, devise detailed internal and external communication plans
4. Evaluationdetermine strengths, weaknesses, and future directions

Some in both the education and business communities have concerns about school-business partnerships. Educators fear that businesses will influence education to focus on labor force training and stress only occupational skills that may not be useful for career advancement of the students. Businesspartners cite high expectations, unequal levels of partnership, and the political environment as elements that may discourage businessinvolvement.

3. Industrial Era

The dawn of 20th-century North America witnessed a continued decline in the agricultural-based economy as the Industrial Revolution advanced. The burgeoning economy, with its need for selection and assignment of personnel to an ever-expanding array of jobs, promulgated the first vocational programs. With the influx of immigrants and veterans into the labor force following World War I and World War II, corporate giants such as Ford Motor Company, R. H. Macy and Company, and Western Electric's Hawthorne Plant

initiated industrial-based programs with a mental health emphasis. Psychiatrists, personnel or industrial psychologists, as well as social workers commonly staffed the vocational programs of this era.

4. Information-Service Era

Toward the middle of the 20th century, the industrial era peaked as an information-based and then a service-based economy emerged by the final quarter-century. Unprecedented geopolitical, socioeconomical, and biotechnical advances culminated in the restructuring of the North American corporate landscape (e.g., divestitures, mergers-acquisitions, downsizing, and outsourcing jobs offshore).

The postindustrial economy brought with it an increased focus on workers' mental health. Corresponding to growth in individual psychology, there was added appreciation for the role of individual career choice in contrast to employer selection of individuals. Consequently, to the litany of career service providers, were added occupational psychiatrists, vocational-career psychologists, and employment-career counselors.

5. Organizational Settings

The career specialties were not the exclusive domain of business and industry. A number of governmental entities shared the mission of counseling for career development, or *career management*the preferred term of reference outside of the educational arena. These included military bases, with an emphasis on the translation of military to civilian occupations, as well as rehabilitation settings, which focused on the employment needs of persons with physical and/or mental disabilities. Correctional facilities and the U.S. Employment Service carried the charge of facilitation of skill acquisition, as well as securing continuous employment. Beyond corporate and governmental agencies, there were civic or public settings where career counseling occurred. Prevalent among these were mental health and/or substance abuse centers. These settings targeted mediation of the effects of psychological and substance abuse issues on employability.

Example/Case Study:

In Section 5 of this course you will cover these topics:

- Career Counselors In Private Practice: Counseling, Coaching, Consulting, And Beyond
- Ethics And The Competencies And Credentials Needed For Career Development Practice

Trends And Issues In Career Information, Career Development, And Career Development Programming

Topic : Career Counselors In Private Practice: Counseling, Coaching, Consulting, And Beyond

Topic Objective:

At the end of this topic students should be able to:

- Identify the problems associated with private practice as a career counselor and discuss ways to avoid these problems.
- Identify several ways to market a private practice.
- Describe the guidelines consumers should follow when selecting a career counselor.
- Discuss the statutes that regulate the work of a private practitioner.

Definition/Overview:

Careercounselors working in private practices typically provide services to individual and organizational clients. The services most often rendered to individuals include assistance with career decision making and planning, coaching, and securing employment. Organizations most often retain private practitioners to assist with staffing decisions, developing succession plans and programs, and outplacement.

Key Points:

1. Career Counselors: Private Practices

Many career counselors' private practices evolve and are market driven. Some have, for example, developed specialized practices related to corporate employment selection (evaluating candidates being considered for new hire or promotion), partner relocation (assisting trailing partners in dual-partner relationships with career transitions after their partners' job transfers necessitated relocation), and forensic expert services (providing analyses in disputes related to earning capacity). A counselor's talents and interestsalong with local market needs and other business factorstypically shape the complexion a private practice assumes.

Private practice services are rendered on a fee-for-service basis and in addition to providing services counselors operate for-profit businesses. Since a practice's viability depends upon a

counselor's ability to consistently maintain a business volume that generates fees higher than costs while also allowing the counselor to realize compensation goals, private practitioners must be astute businesspeople. As in any business, the delivery of quality services, marketing, pricing, operations management, and other business functions are central to private practice success. Simply put, a private practice careercounselor must be skilled technically, professionally, and entrepreneurially.

2. Nature of Work

Because private practitioners must be competent businesspeople and have experience in a for-profit business, preferably in a consulting organization, business-related training is also recommended. Most career counselors transition into full-time private practice via part-time initiatives, after having maintained another, allied, source of employment. They then transition into full-time private practitioners as their practices become established. This helps minimize risk and enables practitioners to adapt resources and businessdevelopment strategies as market factors are tested. A sound business plan, with ongoing refinement, is essential to career counselors considering private practice venues.

3. Benefits of Private Practitioners

Clients who seek private practitioners' services can greatly benefit from specialized, on-demand, and individualized career developmentassistanceprovided a competent, ethical practitioner renders the services. Many unqualified individuals, however, purport to offer quality careerguidance services. Consumers are cautioned to conduct due diligence before engaging a private-practice career counselor. The National Career DevelopmentAssociation maintains guidelines to help consumers select appropriate services and to understand standards of practice essential to effective service delivery.

4. Factors Associated With Choosing Contract Work

A main motivation for many private practitioners that probably influences them to engage in contract work is the opportunity and freedom to concentrate primarily on individual counseling activities with clients and engage in those activities directly related to preferred interests. Counselorschoose to be counselors because they enjoy the counseling relationship and believe that this one-on-one interaction can effect change and assist clients with their concerns. Individual counseling does work, and many counselors prefer this one-on-one relationship for good reasons.

Research findings by T. L. Sexton, S. C. Whiston, J. C. Bleuer, and G. R. Walz indicate the primary factors that effect outcome in career counseling are the type of treatment modality and the duration of time spent counseling and cite individual counseling as the most effective treatment modality. Further research by A. R. Spokane describes individual careercounseling as the most efficient career intervention in terms of amount of gain per hour of effort. This one-on-one approach is viewed by J. Rayman as a superior career intervention based on a therapeutic alliance that should be available in comprehensive career centers. Ironically, this presents a daunting challenge to those counselors who prefer the infrastructure of a college or agency setting to consider alternative methods to sufficiently meet client demand. Several factors affect career services providers in college and agency settings and deter them from delivering their preferred mode of individual counseling.

5. Time Constraints

Time on task is a major concern. The reality is that most career services providers, especially in college settings, are very busy with many noncounsehng job responsibilities and unable to sufficiently provide the comprehensive individual career counseling required to meet the needs of their clients. Department meetings, administrative responsibilities such as report writing and budget preparation, orientation and registration activities, academie advising, classroom presentations, and teaching careerexploration courses take time and effort, and can detract from concentra-tive in-depth individual counseling interventions. Even in those college and agency settings where more time might be available for individual counseling, very small percentages of counselors are able to provide the 9 to 10 sessions normally required for effective careerinterventions.

6. Client Demand

Another factor that deters counselors from providing individual counseling relates to the large client demand evident at most postsecondary institutions and agency settings. Secondary school students' needs for career guidance remain largely unmet, and they bring their unmet needs to the college environment, contributing to the estimated half of all undergraduates in colleges and universities who need some form of career assistance. As calls for accountability increase from multiple stakeholders and more colleges and agencies utilize important needs assessment and outcomes research, the evidence of unmet needs will be further documented resulting in more pressure on staff to produce better results.

7. Insufficient Staff

Finally, there are simply not sufficient numbers of counselors to provide comprehensive individual-based services within the infrastructure of most education and agency settings in the United States or in similar settings internationally. These settings are not structurally organized up to provide comprehensive individual career counseling to large numbers of clients. Few counselors are hired, and yet these few counselors are expected to provide appropriate services to meet the career counseling needs of many clients. Thus, counselor-client ratios are very high leaving a limited pool of stressed-out counselors to attempt to accomplish the important work that need to be done.

Colleges and agencies need to think creatively and wisely as they develop ways to cost-effectively meet the needs of the many clients who frequent their physical structures. Unfortunately, individual counseling, careerexploration and planning courses, workshops, the use of computer-assisted career guidance systems (CACGS), and other activities cannot effectively reach the multitudes. In many college and agency settings, the prevailing treatment modality remains career counseling by appointment, a familiar, comfortable, and proven intervention, yet clients' needs are not sufficiently met. What is needed is the application of systematiccareer guidance (SCG) with small structured groups that at least begins to cost-effectively deal with this demand. Sadly, the majority of college students will probably experience their college years without spending sufficient time and energy in what E. A. Colozzi describes as committed career exploration activities. Their unmet needs will be carried forth into their first time employment experiences from which they will eventually change jobs 7 to 10 times in two or three unrelated careers during their work history.

8. A Catalyst for Inspiring Contract Work

These factors will result in a great need for private practicecounselors to assist with the growing demand for career/life counseling in an ever-changing global economy. This situation presents a very positive employment opportunity for school, college, and agency counselors who might be considering establishing a private practicebecause they prefer not to deal with the many other activities that often are an integral part of the job responsibilities at most educational and agency settings. Thus, the stage is set for those career services providers who choose to shift from being salaried employees to being consultants who provide contract work and earn income directly from one or several sources including individual paying clients and corporate or agency clients.

Choosing to become an entrepreneur is an exciting venture that requires a business vision, planning, marketing, constant evaluation, support from others such as family, friends or mentors, and a sense of adventure, even calculated risk. Research indicates entrepreneurs establish an average of 500,000 new businesses monthly in the United Stateswith small businesses (independent businesses having fewer than 500 employees) representing 99.7% of all employer firms. Small businesses are the largest growing segment of the U.S.economy, responsible for more than two thirds of new jobs, and the majority of small businesses are entrepreneurs without employees as reported by S. Gelardin in a new monograph that focuses on starting and growing a new business.

9. Contract Work Opportunities

There are several creative ways to provide services to potential individual and corporate clients. One involves direct services to clients needing individual counseling and career/life coaching. Another involves providing services to an agency college or corporate client that might include onsite individual counseling and small and large group workshops for employees. Some corporate clients may simply have a need for the development of materials that better serve their target niche of clients and customers, and this type of contract work would preclude directly seeing individual clients and doing group workshops. Distance counseling via telephone or using the Internet with blogs, Podcasting, and video are other ways to meet client needs. New technologies are expanding the many and varied exciting ways to provide careercounseling in a global community that presents a thriving economy for the contract career counseling profession.

10 Establishing the Office and Targeting the Market

The establishment of a private practice where clients come to an office or home office and obtain services directly from a counselor is an obvious choice. Less overhead and other costs result in more income. Penetrating the right market increases income. The focus could be on comprehensive individual career counseling and perhaps small group work. Selecting a niche such as adults 30 to 50 years of age, new entrants to the labor market who have primarily been homemakers, or focusing on young adults are just a few of many possibilities. The key is to start from one's strengths and passions. Concentrate on abilities, talents, and interests to identify a target niche, and then develop a marketing plan to penetrate that selected market. The focused approach of niche marketing needs to be carefully balanced with creating

sufficient content or product diversification to ensure income flow if one's niche market experiences an economic hiccup! It is difficult and unwise to establish a privatepractice immediately following graduate school. One requires experience to be successful, and experience is best gained from working in an educational or agency setting where many clients or customers seek career counseling. If one dreams of doing contract work as a private practitioner, consider any work at an appropriate college or agency setting as simply a paid internshipa bridge job that progresses one forward and teaches new skill sets.

11. Being a Successful Businessperson and Counselor

There are numerous rewards associated with establishing oneself as a contract worker and private practitioner, including a great amount of freedom to do the specific types of work and projects that are fulfilling. One key to success is the clarity one has concerning the role division between businessper-son and counselor. It is important, even critical as one develops a business plan, to be aware of the many business tasks that are necessary to successfully provide contract work as a private practitioner and consultant.

If the assumption is that to be successful in private practice, one must see oneself equally as a busi-nessperson and a careercounselor, a 50/50 even split, not a businessperson first and then a career counselor, the contract work may quickly end due to unrealistic priorities. It is imperative to always see oneself and act as a businessperson firstat least 51%. This requires organizing time and tasks in the context of business goals first and then serving customers-clients with integrity in ways that meet their needs. This approach will allow a reasonable profit so the contract work can continue to support one's business as a privatepractitioner, doing the counseling and consulting one thoroughly enjoys. The other option is to work for a college or agency setting primarily as a career counselor and not have to deal with the business aspects of running a private practice and doing contract work.

Example/Case Study:

Topic : Ethics And The Competencies And Credentials Needed For Career Development Practice

Topic Objective:

At the end of this topic students should be able to:

- Ethical principles that should govern career development practitionerswork
- Outline the requirements for the Master Career Counselor, Master Career Development Professional, and Career Development Facilitator credentials
- Identify the major competencies needed by career development professionals.

Definition/Overview:

Career development practitioners are engaged in a wide spectrum of activities in many fields. They work in a wide range of organizational settings and provide a spectrum of services and programs to a diverse population. This Code of Ethics is intended as a platform for the Canadian Standards and Guidelines for Career Development Practitioners.

The purpose of the Code of Ethics is to provide a practical guide for professional behaviour and practice for those who offer direct service in career development and to inform the public which career development practitioners serve. Ethical principles help career development practitioners to make thoughtful decisions to resolve ethical dilemmas. The Code of Ethics when combined with the Canadian Standards and Guidelines for Career Development will protect the consumer and the public when receiving the services of career development practitioners.

Key Points:

1. Ethical Principles for Professional Competency and Conduct

- **Knowledge/Skills/Competency**

  Career development practitioners value high standards of professional competence and ensure they are able to offer high standards of professional knowledge, skills and expertise.

- **Self-Improvement**

  Career development practitioners are committed to the principle of life-long learning to maintain and improve both their professional growth and the development of the field in areas of knowledge, skills and competence.

- **Boundary of Competency**

  Career development practitioners recognize the boundaries of their competency and only provide services for which they are qualified by training and/or supervised experience. They are knowledgeable of and arrange for appropriate consultations and referrals based on the best interests of their clients.

- **Representation of Qualifications**

  Career development practitioners do not claim nor imply professional qualifications or professional affiliations that may imply inaccurate expertise and/or endorsement. Career development practitioners are responsible for correcting any misrepresentations or misunderstandings about their qualifications.

- **Marketing**

  Career development practitioners maintain high standards of integrity in all forms of advertising, communications, and solicitation and conduct business in a manner that enhances the field.

- **Relations with Institutions and Organizations**

  Career development practitioners assist institutions or organizations to provide the highest calibre of professional service by adhering to this Code of Ethics. Career development practitioners will encourage organizations, institutions, customers and employers to operate in a manner that allows the career development practitioner to provide service in accordance with the Code of Ethics.

- **Respect for Persons**

  Career development practitioners respect and stand up for the individual rights and personal dignity of all clients. Career development practitioners do not condone or engage in sexual harassment. Career development practitioners promote equality of opportunity and provide non-discriminatory service. Clients who fall outside the mandate of an organization should be referred to appropriate services.

- **Abide by the Code of Ethics and Provincial and Federal Laws**

  Career development practitioners abide by all of the by-laws outlined in this Code of Ethics and furthermore comply with all relevant provincial/territorial and federal legislation and regulations.

  Career development practitioners inform others (such as colleagues, clients, students, employers, and third party sources) about the Code of Ethics and relevant laws as appropriate and any mechanisms available if violations of the Code of Ethics or laws are perceived to have taken place.

  Career development practitioners take appropriate action to try to rectify a situation if ethical, moral or legal violations are perceived to have taken place by a colleague, whether a career development practitioner or not.

- **Use of Information and Communication Technology**

  Career development practitioners using information and communication technology which involves a client and service provider who are in separate or remote locations, are aware that all aspects of the Code of Ethics apply as in other contexts of service provision. Career development practitioners provide clients with relevant information about themselves, as is appropriate for the type of relationship and service offered.

2. Ethical Principles for Career Development Practitioner-Client Relationship

- **Integrity/Honesty/Objectivity**

  Career development practitioners promote the welfare of clients by providing accurate, current and relevant information.

  Career development practitioners assist clients to realize their potential and respect clients rights to make their own informed and responsible decisions.

  Career development practitioners are aware of their own personal values and issues and avoid bringing and/or imposing these on their clients.

- **Confidentiality**

  Career development practitioners respect the privacy of the individual or third party referral source and maintain confidentiality of information as is appropriate for the type of relationship and service offered.

  Career development practitioners will inform clients and customers of the limits of confidentiality.

  Career development practitioners offering services in a group, family, class or open setting (such as a Career Resource Centre) take all reasonable measures to respect privacy.

  Career development practitioners are cautioned that the issues of confidentiality apply to the use of information and communication technology, e.g., *voice mail, faxes, e-mail*

- **Releasing Private Information**

  Career development practitioners release confidential information in the following circumstances:

- with the express permission of the client
- where there is clear evidence of imminent danger to the client*
- where there is clear evidence of imminent danger to others*
- where required by law, such as in reporting suspected child abuse or upon court order

  Career development practitioners attend to privacy and security in the maintenance and release of all records, whether records are written, on audiotape, or videotape, computerized or electronically stored.

- **Informed Consent**

  Career development practitioners honour the right of individuals to consent to participate in services offered, dependent upon the rights the individual does have, such as in being legally required to attend school.

Career development practitioners fully inform clients as to the use of any information that is collected during the offering of service. Career development practitioners ensure that information collected will only be used for its intended purpose or obtain the consent of clients for any other use of the information.

Career development practitioners inform clients and customers about the types of service offered and the limitations to service, as much as is reasonably possible given the type of service offered, including information about the limits to confidentiality, legal obligations, and the right to consult with other professionals.

Career development practitioners who work with minors or dependent individuals who are unable to give voluntary, informed consent, take special care to respect the rights of the individual and involve the parents or guardians wherever appropriate.

- **Multiple Relations**

Career development practitioners are aware of the ethical issues involved in having personal relationships with clients. Career development practitioners avoid having conflicting relationships whenever possible. If such a relationship cannot be avoided the career development practitioner is responsible to monitor the relationship to prevent harm, ensure that judgement is not impaired and avoid exploitation. To this end career development practitioners utilize informed consent, consultation, supervision and full disclosure to all parties involved.

- **Conflict of Interest**

Career development practitioners avoid and/or disclose any conflicts of interest which might influence their professional decisions or behaviours. Career development practitioners do not exploit any relationship to further their personal, social, professional, political, or financial gains at the expense of their clients, especially if the situation would impair the career development practitioners objectivity.

Career development practitioners work to resolve any conflicts of interest with all parties involved giving priority to the best interests of the client.

3. Ethical Principles for Professional Relationships

- **Consultation**

  Career development practitioners reserve the right to consult with other professionally competent persons ensuring the confidentiality of the client is protected.

- **Respect for Other Professionals**

  Career development practitioners make full use of the resources provided by other professionals to best serve the needs of the client, including professional, technical, or administrative resources. This means understanding and respecting the unique contributions of other related professionals. Career development practitioners seek to avoid duplicating the services of other professionals.

  As career development practitioners have a responsibility to clients, they also have a responsibility to fellow service providers.

  When a complaint is voiced about other service providers, or inappropriate behaviour is observed, the career development practitioner will follow the appropriate channels to address the concerns.

4. Ethical Decision-Making Model

This is a model of ethical decision making to complement the Code of Ethics developed for the Canadian Standards and Guidelines for Career Development. This model is offered to assist career development practitioners with a process to follow and with cues, such as emotional reactions, which may assist in making better ethical decisions and resolving ethical dilemmas.

5. Steps in Ethical Decision-Making

- **Recognize that an ethical dilemma exists.**

  An emotional response by a career development practitioner is often a cue to the need to make an ethical decision, such as feeling uneasy about a situation, questioning ones self

or the actions of a client, or feeling blocked or uncomfortable in a situation with a client or colleague.

- **Identify the relevant ethical issues, all of the parties involved, and the corresponding pertinent ethical principles from the Code of Ethics.**

  The career development practitioner can check his/her feelings of discomfort and what these may tell about the situation. The feelings of the client or a third party involved in the dilemma could also be explored.

  In some situations following one of the Codes of Ethics will offer enough guidance to resolve the situation. In situations where more than one Code is relevant or there is more than one course of action, the career development practitioner will need to proceed further with this model.

- **Examine the risks and benefits of each alternative action.**

  The examination should include short-term, ongoing and long-term consequences for each person involved, including the Practitioner, when more than one Code of Ethics is relevant or alternative courses of action seem to be suggested by the Code of Ethics. In such situations gathering additional information and consulting with a trusted colleague is highly recommended.

  The career development practitioner can check his/her own emotional reactions to each solution and those of others involved in the decision. The career development practitioner also needs to determine if he/she has allowed enough time for contemplation of the situation. Projecting the various solutions into the future and envisioning the possible scenarios as each decision is enacted can be helpful.

- **Choose a solution, take action and evaluate the results.**

  The career development practitioner needs to act with commitment to one of the solutions, checking that the solution continues to feel the best that can be done in the situation, for all involved. The practitioner will need to assume responsibility for the consequences of the decision and be willing to correct for any negative consequences that might occur as a result of the action taken. This means determining that the outcome feels

right and re-engaging in the decision-making process if the ethical dilemma remains unresolved.

- **Learn from the situation.**

  The career development practitioner will examine each ethical situation to consider the factors that were involved in the development of the dilemma and to see if any future preventative measures could be taken. Examining what he/she has learned from the situation and how the experience might affect future practice are also important activities for the career development practitioner.

Example/Case Study:

Topic : Trends And Issues In Career Information, Career Development, And Career Development Programming

Topic Objective:

At the end of this topic students should be able to:

- Be able to distinguish between a trend and an issue.
- Identify issues that confront career development practitioners and researchers in the years to come.
- Identify and discuss the major issues in the area of career development.

Definition/Overview:

In the early 1970s, the field of vocational psychology began to focus on diverse factors related tocareer development. Recent trends indicate a sustained increase in the vocational psychology and careerdevelopment literature pertaining to diversity issuessince the early 1990s. These shifts have been fueled in part by the changing demographic patterns in society and the increasing numbers of women and individuals from diverse racial and ethnic groups comprising the labor force. As the face of the labor force has changed over time, concerns regarding how the field has (a) understood and defined the careerdevelopment process, (b) conducted vocational research, and (c) trained career counseling professionals for helping a broad range of individuals have been addressed. Today, diversity issues are considered to be

crucial in understanding an individual's career development and decision-making process, and diversity issues have become a major focus within the field. As the U.S.population continues to grow increasingly diverse, careercounseling professionals will need to be more responsive to the needs of this changing population. When addressing issuesof diversity, it is important to note that these discussions should not be limited to race and ethnicity. Career counselingprofessionals also need to be attuned to the influence of gender, sexual orientation, ability status, socioeconomic status, and other societal and structural factors that influence career development in a variety of ways.

Key Points:

1. Diversity Issues

As social beings, the environments within which people live and learn have an enormous impact on careerdevelopment. The opportunities afforded to individuals, the resources at their disposal, and the social framework within which people live all interact and contribute to their sense of self and their awareness and knowledge of various career options. Thus, it is critical that a range of personal and societal factors be taken into consideration in attempting to understand an individual's career development process.

2. Individual Factors

- **Gender**

  From the moment a child is born, a powerful and pervasive socialization process occurs in which girls and boys begin to learn what is expected and socially acceptable behavior based on their gender. This socialization process influences the type of play, leisure, and academic activities children tend to engage in and the development of children's schemas of appropriate gender roles. In addition, this socialization influences how individuals in the child's life will interact with the child and the types of behaviors that are reinforced. Researchers indicate that by the time children are 8 years old, they have developed a sense of what occupations are acceptable and unacceptable for their gender. Thus, children's experiences and gender role schemas have an impact on the types of occupations they consider as adolescents and young adults (e.g., nurse for women, doctor for men).

In the adult years, gender socialization continues to affect the careerdevelopment of men and women in significant ways. For example, women who are employed outside of the house often struggle with balancing multiple roles and might feel that their roles and responsibilities at work and home are in direct conflict with one another. On the other hand, men may experience immense pressure to achieve at work and to be the main breadwinner for the family. The stress to be successful and to provide for the family to maintain a certain lifestyle may influence the types of career and positions that men consider appropriate. In addition, because a man's personal identity may be highly associated with his work, a man's psychological well-being may be at risk in the event of job loss or underachievement in the work setting. Though changing social norms and work opportunities have lead to an increase in the number of women entering traditionally male-dominated occupations (and to a lesser extent men entering female-dominated occupations), the impact that gender socialization has on careerdevelopment continues to be a significant source of influence in the career selections and satisfaction of both men and women.

- **Race and Ethnicity**

Race and ethnicity have been identified as factors that warrant consideration in the career development process. From both a personal and societal perspective, race and ethnicity can influence the types of occupations perceived as acceptable and accessible. For example, from a personal perspective, one's racial and ethnic identity (the extent to which one identifies as a member of a particular racial or ethnic group) can influence the types of occupations individuals consider as possible options. In part, this perception may be influenced by the type of learning experiences and opportunities to which racial and ethnic minority members have been exposed as well as the availability of role models from their racial or ethnic group in various career fields. From a societal perspective, racial and ethnic discrimination and oppression may lead members of racial and ethnic minority groups to eliminate occupations they perceive as inaccessible to them. Thus, the impact of race and ethnicity on careerdevelopment of diverse individuals needs to be examined from both a phenomenological as well as a societal point of view.

- **Culture**

  Culture, the shared values and belief systems held by members of a particular group, influences how individuals view and interact in the world, and it also affects their behaviors, decision making, and goal identification. An example of a cultural value associated with different racial and ethnic groups is that of collectivism. Collectivism is the tendency for individuals to consider the well-being, wishes, and best interest of the group to which they belong (family or community) when making decisions. For example, a client whose culture values collectivism may consider the wishes of his or her parents or other elders in the family in determining what type of occupation to pursue. In contrast, individualism reflects the tendency to make decisions and choices within the context of what is best for the individual and is highly valued in Euro-American society. Thus, selecting a career based on personal interests and needs may characterize the decision-making process of individuals from individualistic cultures. Career counselors need to be aware of and respectful of the cultural context and cultural values that influence their clients' career development. Additionally, career counselors need to be aware of their own cultural values and beliefs systems and how these may affect the career counseling relationship. Career counselors' awareness of personal values and beliefs will also decrease the chances that they are imposing their values when assisting clients in their career development.

- **Sexual Orientation**

  During the past decade, the career development of lesbian, gay, bisexual, and transgendered (LGBT) individuals has begun to receive increasing attention in vocational psychology. Understanding the complex relationship between sexual identity development and career development is critical when working with this population. Sexual identity development can be an extremely stressful experience for LGBT individuals as they may be dealing with gender identity confusion, negative societal stereotypes, and possible conflict with family and peers related to their sexual identity. This developmental process typically occurs during adolescence, the same period of time during which young people begin to identify careerinterests and develop goals for their future. Thus, the careerdevelopment of LGBT individuals may be adversely affected as a consequence of the time, energy, and affective resources that may be focused on their sexual identity development. Once LGBT individuals are ready to make careerdecisions,

their choices may be restricted to occupations considered possible or appropriate options due to their sexual orientation. Additionally, they may eliminate possible occupational options due to real or perceived discrimination anticipated in certain work settings. Thus, sexual orientation and the unique issues that LGBT individuals encounter at work need to be attended to by career counselingprofessionals.

- **Other Relevant Considerations-Constructs**

Other relevant diversity issues that career counseling professionals need to attend to include, but are not limited to, the presence of physical or learning disabilities and immigration status and language proficiency. For example, individuals with physical or learning disabilities may have limited opportunities to engage in career development-related experiences and to develop effective decision-making skills, which can adversely affect their career development. Career counselors need to assess personal (e.g., self-efficacy), disability-related, and environmental constraints on the career development of individuals with a disability. When working with immigrant populations, particular consideration to the Stressors faced by these individuals in a new and different society is critical. Attending to how immigrants are adjusting to their new environment, the Stressors they are coping with, language issues, and immediate employment needs are critical as these factors may be affecting the career development process. In order to assist individuals in identifying and working toward realistic and achievable career goals, career counseling professionals must attend to the unique contextual experiences of their clients.

- **Social and Economic Factors**

Many of the traditional career development theories in the field have been criticized for being classist due to the basic tenets on which they are based. For example, most Western theories of careerdevelopment assume that individuals exercise volition in selecting careers, that career is central to one's life and identity, that universal definitions of constructs exist, and that opportunities are available to everyone. Ignoring the role of social and economic factors on the career development of individuals in our society can have detrimental consequences for the individuals with whom career counselors work, and disregarding these factors leads to continued class disparities.

- **Socioeconomic Status**

  Socioeconomic status is unquestionably one of the diversity-related factors that has been widely understudied in the multicultural careerliterature, yet its significance in shaping careerdevelopment cannot be overemphasized. Socioeconomic status has a significant impact on the lifestyles of individuals, the resources available to them, and the types of experiences individuals engage in, all of which influence one's social class. As such, the role of social class in the lives of individuals is especially important to understand because of its reciprocal relationship to work and more specifically the type of work that individuals have access to and to which they aspire. That is, social class can have a strong influence on one's career development, and in turn careerplays a large part in determining one's social class.

  Wherever one falls along the social class spectrum, there are many ways in which social class background plays an important role in careerdevelopment. Social class background influences how counselors form attitudes related to success and career aspirations. For example, if a counselor believes that everyone can succeed if only a person works hard enough, the counselor might not address social barriers that might influence the career development of clients who believe that no matter how hard they try, they cannot make it through the system. Believing that talents and hard work are always rewarded or that everyone in society has the same opportunities for economic success places the responsibility of success and failure solely on the individual and ignores the presence of institutional barriers (e.g., discriminatory hiring practices) that can prevent an individual from achieving his or her goals. Social class may also determine whether someone has financial resources to pursue higher education, the social contacts and networks to locate jobs, and access to critical information that can inform career decisions.

- **Education and Academic Preparation**

  Socioeconomic status also influences aspects of the environment that can affect the individual's career development. Economic capital (or lack of it) is associated with the quality of housing, neighborhoods, and schools individuals have access to. The quality of teachers, the educational resources available both at school and at home, the types of extracurricular activities offered at the school, and the expectations teachers have for students all contribute to the quality of education a student receives.

During the early years of schooling, a strong, quality educational foundation across the core academic subject areas, but especially math, science, and reading-writing, prepare youth for secondary and postsecondary education. In addition, coursework in the math and science areas has been identified as especially critical for entre into highly prestigious, high-paying careers. A poor quality education can put youth at risk for not graduating from high school or may limit further educational opportunities down the road. Because education is highly linked to occupational status, it is important that all individuals in society have equal opportunities for receiving a quality education and that supports are available for those wanting to receive advanced levels of education.

- **Real and Perceived Barriers**

Real or perceived barriers related to socioeconomic status that can influence the career decisions and career development of individuals include discrimination; limited exposure to a range of careers; lack of role models from the community employed in a range of careers; lack of financial resources for education or training; lack of support from teachers, peers, or family; and lack of educational preparation. Individually and cumulatively, these environmental barriers can influence the internal beliefs one has regarding his or her ability to achieve his or her goals and can limit the types of careers that individuals believe are realistically attainable.

3. Career Counseling Models

A number of models and frameworks have been proposed for providing culturally sensitive career counseling with culturally diverse clients, women, LGBT individuals, and individuals with disabilities. Significant components of these models include the attention placed on identifying cultural and contextual factors that have an impact on individuals'career concerns and include the identification and selection of culturally appropriate interventions. For example, Fouad and Bingham's culturally appropriate career counselingmodel provides a seven-step process career counselors can follow when working with culturally diverse clients. The seven steps within the model include (1) establishing rapport and a culturally appropriate relationship, (2) identification of career concerns, (3) examination of the impact of cultural variables on the identified concerns, (4) establishing goals consistent with the client's worldview, (5) identifying culturally appropriate interventions, (6) decision making and implementation, and (7) follow-up. Career counselors are encouraged to become familiar

with the various models available in order to inform their career counseling work with diverse clients.

4. Implications

Race, ethnicity, gender, socioeconomic status, sexual orientation, ability status, and the resources afforded members of diverse groups significantly affect careerdevelopment. By attending to contextual and societal issuesrelated to diversity within the context of careerdevelopment, career counselingprofessionals acquire a more comprehensive understanding of the needs of their clients and are better able to provide effective and culturally competent career counseling services.

The labor force continues to be highly stratified based on race, ethnicity, gender, socioeconomic status, and sexual orientation, and a hierarchy exists that differentiates careers based on status and prestige. As the field has moved toward adopting a social justice perspective, it is apparent that providing career interventions with individuals from diverse backgrounds can be an effective way to begin to address inequalities in our society. It is also important that careercounselors advocate for changes in the world of work that are equitable and honor and value all workers, regardless of their backgrounds or positions.