6TH EDITION

# CAREER DEVELOPMENT
# INTERVENTIONS

SPENCER G. NILES    JOANN HARRIS-BOWLSBEY

# CAREER DEVELOPMENT INTERVENTIONS

## SIXTH EDITION

### Spencer G. Niles
*The College of William & Mary*

### JoAnn Harris-Bowlsbey
*Kuder, Inc., Adel, Iowa*

**Pearson**

**Pearson**

# About the Authors

**JoAnn Harris-Bowlsbey**   While a high school counselor and then director of guidance in a large suburban high school west of Chicago, I became interested in the phenomenon of career choice. I read about the early work of John Holland, who was Vice- President of Research at ACT (then the American College Testing Company). Simultaneous with absorbing Holland's theory, I was learning about mainframe computers and noting how they were being used by large school districts, primarily for student scheduling. When IBM released the first cathode ray tube in 1966, it became obvious that the added capability for interactive dialogue between a person and a computer could be harnessed to develop systems that could help young people and adults with career exploration and decision making.

Given that realization, members of my guidance staff and I wrote a proposal to the Illinois Board of Vocational Education asking for funding to develop a system that would serve students for career exploration and counselors for record keeping and course scheduling. The proposal was funded and provided sufficient budget for us to conceptualize, operationalize, evaluate, and distribute the *Computerized Vocational Information System* (CVIS). That system was distributed free of charge to about 200 school districts. This caught the attention of the IBM Corporation, especially since the system operated on IBM equipment. The result was that IBM offered to contribute staff and other kinds of support for a more advanced product if I could acquire more funding. That funding came from the U.S. Department of Education and supported the development of a more comprehensive system, both in guidance content and technical sophistication. Involvement in this new era of career guidance put me in contact with Dr. Donald Super, who became a significant mentor in my professional life.

I left my position as director of guidance at the large Illinois high school and was accepted for pursuit of a doctoral degree at Northern Illinois University. Meanwhile, the distribution of the new system, called *DISCOVER*, caught the attention of ACT Inc., which offered me and my small staff the opportunity to merge into ACT for the purpose of further development and maintenance of the product. All of this established my reputation as a leader in the new field of computer-assisted career guidance. I completed my doctorate and accepted the offer by ACT.

Although the development of a series of computer-assisted career guidance systems dominated the next 16 years of my life, I also developed skill and experience as a college professor and college career counselor. Just prior to joining ACT I worked at Towson University as a career counselor. I also taught evening courses in career development theory and practice at Northern Illinois University, the Johns Hopkins University, and Loyola University in Baltimore. I immersed myself in work for our professional organizations, especially the American Counseling Association (ACA) and the National Career Development Association (NCDA). I served on the Board of NCDA for many years and served as president in 1998–1999. I also wrote articles and book chapters, and I authored a college-level course in career exploration and choice called *Take Hold of Your Future*.

In 1998, when I reached the age of 65, it seemed appropriate to retire, and so I did retire from ACT in the fall of that year. However, I had not yet completed my life plan. Upon retiring, I worked with Dr. Barbara Suddarth and Dr. David Reile to update the curriculum for the training of Career Development Facilitators (CDF) in the United States. Then we modified that curriculum for the Japan Career Development Association, which has used the curriculum to train 20,000 Career Advisors. That work led to a contract for development of the Offender Workforce Development Specialist (OWDS) curriculum, which is offered to staff who work with offenders and ex-offenders.

With a sigh of relief, I attempted retirement again. However, in 2005 the CEO and owner of Kuder, Inc., offered me a position of leadership in the development of the Kuder systems, which are widely used in the United States and in a number of other countries. And, by the way, somewhere along this continuum of activities, Dr. Spencer Niles sought me out to assist him with this textbook, and here we are in the sixth edition! I'm 87 years old now, live near Baltimore, Maryland, and winter in Fort Myers, FL. I am going to attempt once more to retire!

**Spencer G. Niles**   I am a Professor of Counselor Education at the College of William & Mary in Williamsburg, Virginia, where I also serve as the co-director of the THRIVE Research and Intervention Center,. I am currently the Editor of *Counselor Education and Supervision*. Previously, I served as Dean of the School of Education at William & Mary; Distinguished Professor and Department Head of Educational Psychology, Counseling, and Special Education at Penn State; and Professor at the University of Virginia. I am honored to have served as the only two-time President in the more than 100-year history of the National Career Development Association and to be the recipient of the National Career Development Association's Eminent Career Award (like Dr. Bowlsbey, who received the award prior to me). I am also an NCDA and ACA Fellow and have served as a Fulbright Senior Specialist, Finnish Institute for Educational Research; Editor, *Journal of Counseling & Development*; President of Chi Sigma Iota; and Editor of *The Career Development Quarterly*.

I have received the following awards from the ACA: Thomas Hohenshil Publication Award; Thomas J. Sweeney Award for Visionary Leadership and Advocacy; President's Award; Extended Research Award; David Brooks Distinguished Mentor Award; and I have been appointed a Fellow by the ACA. I am an Honorary Member of the Japanese Career Development Association; Honorary Member, Italian Association for Educational and Vocational Guidance; Lifetime Honorary Member, Ohio Career Development Association; and the recipient of the Noted Scholar Award from the University of British Columbia. I have authored or co-authored approximately 145 publications and delivered over 150 presentations at international, national, and regional conferences. My highest honor and privilege as a career development scholar is having the opportunity to co-author this book with Dr. JoAnn Harris-Bowlsbey, who is a true pioneer in the career development field and my dear friend.

# Preface/About This Book

Drs. Niles and Harris Bowlsbey have taught career courses for a combined total of nearly 90 years to students in numerous universities in the United States as well as in Argentina, Australia, China, New Zealand, Italy, India, Finland, Portugal, Japan, United Arab Emirates, Ireland, Turkey, South Africa, Canada, Qatar, Sweden, Spain, Belgium, England, Rwanda, Scotland, Switzerland, Singapore, Taiwan, Denmark, and Estonia. Wherever students are interested in learning about career development theory and practice, we are eager to go—in person or online! In each instance, however, not only are we teaching students about career development interventions, but students also teach us. The idea for this book began in response to student requests (pleas) for a textbook that was readable, practical, and interesting. These are high but reasonable expectations which have served as our guiding principles as we initially wrote and continue to update and improve these chapters and their extensive resource materials.

## New to This Edition

This textbook has become an authoritative source for referencing important literature from the career development field. In addition to consistently updating this textbook to reflect the most cutting-edge research, trends, and pedagogy, we have made the following changes to this edition:

- Greater use of case studies representing clients from diverse contexts in all chapters
- Updates of current literature applying to each chapter
- Updated statistics related to demographic trends, labor market participation, and an expanded discussion of the implications of these trends for career development interventions
- Expanded discussion of the changing landscape of career development interventions, in elementary, middle, and high school as well as higher education and community settings.
- Expansion of the research and work of recent theorists, with an eye toward their applicability for diverse populations
- Expanded coverage of diversity, equity, and inclusion topics included in a rewrite of Chapter 4 with important contributions from Dr. Diandra Prescod

- Predictions about the future uses of technology in career guidance intervention
- Implications of COVID-19 and related economic outcomes on career choice and development in Chapters 1, 4, and 8.
- Continued use of student assignments based upon video content we created for this book and on Pearson's extensive resources

The availability of career-counseling videos continues to be a special feature of this career development text. The videos provide outstanding examples of how leading career development experts conduct career counseling with diverse career-counseling clients. The career counseling videos accessible through the Pearson website were created and produced by Niles and Harris-Bowlsbey. The clients are real clients with genuine career concerns. The career counseling sessions were not scripted, rehearsed, or edited in any way. The career counselors had very little information, and in some cases none, about their clients prior to their career counseling sessions. Thus, the videos offer a realistic view of how nationally recognized career-counseling experts conduct career counseling. We also provide video interviews with leading career development theorists and/or representatives of the leading theories who were close collaborators with the theorists they represent. These videos are designed to show how theory translates to practice and can be accessed through the eText. (See below for more information about the eText.)

One important goal of this text is to convey to our readers the deep respect and long-term commitment we have for career development theory and practice. We emphasize this goal in Chapter 1. As we note in the book, few things are more personal than career choice, and we remained cognizant of this fact as we updated each chapter. Making career decisions involves deciding how we will spend one of the most precious commodities we have—our time on Earth. We realize that these decisions are often difficult and overwhelming. Thus, we draw upon the work of our colleagues in the field to present readers with state-of-the-art career theory and practice. We acknowledge their important foundational contributions in Chapters 1, 2, and 3.

We also acknowledge the impact of the COVID-19 pandemic throughout the book. Moving from less than 300,000 to more than 45 million unemployed workers in a matter of a few months is unprecedented. Its impact is affecting how we view work, employment security, and life. The pandemic created trauma for everyone, and we will be recovering from the experience for some time to come.

Although we cover a wide variety of theoretical perspectives in the book (especially in Chapters 2 and 3), we emphasize that careers develop over time. A decision point in one's career development is just that: a point in time at which one makes decisions based on previous and current career development experiences. Although knowing how to help people at these important points in their career development is crucial, career practitioners can also intervene proactively in the lives of children, adolescents, and adults in ways that facilitate positive career development prior to the occurrence of career crises. Being able to provide assistance in both instances is critical.

We are especially concerned that career development theory and practice be inclusive. Constructing culturally inclusive career development interventions should be standard practice within the field. Unfortunately, this has not traditionally been the case. In part because of their historical context, career theories and practices have focused primarily on the career experiences of European American middle-class males. Although we devote a chapter to providing culturally responsive career development interventions (Chapter 4), throughout the book we also address the need for inclusive career interventions. Our case studies highlight the career experiences of

clients from diverse backgrounds. We think both approaches (having a single chapter devoted to the topic and infusing diversity throughout the book) are needed to begin to more adequately address the career development needs of all people.

The need to provide clients with culturally responsive career interventions provides an important foundation for discussing career counseling interventions in Chapter 8 and career-assessment approaches in Chapter 5. The career-counseling process and outcomes information provided here reflect the most recent work within the field. We also provide career information, resources, and website references (Chapters 6 and 7) that represent important aspects of the career development process. We highlight the essential considerations in designing and implementing career development programs in Chapter 9. We also emphasize in Chapter 9 the importance of engaging in the ongoing evaluation of career services. This is important for improving service delivery. However, when resources are limited, as they are in many situations, the need for both accountability and the ability to demonstrate effectiveness is great. Finally, we highlight developmental approaches to providing career assistance in the schools (elementary, middle, and high), higher education, and community settings in Chapters 10 through 14. In Chapters 10, 11, and 12 we provide numerous sample activities that professional counselors in the schools can use to provide career development interventions to their students.

Of course, the requirement to engage in ethical practice is a standard in our field. However, there are many challenges confronting career practitioners. Web-based services such as career counseling and career assessment, the possibility of dual relationships, the potential that clients will be exposed to assessments that have no psychometric support, and theories with deeply rooted value sets present challenges to practitioners as they engage in ethical practice. Thus, we address many of these current ethical challenges in Chapter 15 using the 2015 National Career Development Association (NCDA) Code of Ethics. This is the first, and still one of the few, career development texts with a chapter devoted to ethical practice.

To make the book even more useful to readers, we use a framework developed by the NCDA. Specifically, we use the NCDA's career-counseling competencies and the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards to guide us in the identification of chapter topics. These competencies and standards appear in the appendices at the end of the book.

Please note that printed on page xxi of Front matter is a grid identifying the chapters that are most relevant to each competency category and the 2016 CACREP standards. For readers focused on career interventions in K–12 settings, we also incorporate the National Career Development Guidelines into Chapters 10 (elementary school), 11 (middle school), and 12 (high school).

We hope that we have accomplished the goals that motivated us to write this book. We also hope that we have fulfilled our students' expectations. In teaching our career courses, we consider it high praise when students tell us that they have a new respect and appreciation for career development interventions as a result of the class experience. This is what we hope occurs with this book. We invite readers to send us their feedback directly (sgniles@wm.edu; bowlsbeyj@kuder.com). We are committed to improving the book in any way that we can. Although collectively we have devoted nearly a century to the study and practice of career development, we have much yet to learn and we are eager to do so. Your comments will guide us in the revisions that we make. We are also happy to speak (either in person or virtually) to classes that are using our text. Simply contact us with such requests, and we will arrange for a time to make this happen. Finally, we wish you the very best as you embark on an exciting adventure with regard to your ongoing professional development.

**Key Content Updates by Chapter**

**Chapter 1: Introduction to Career Development Interventions**

- Addition of desired learning outcomes related to text content
- Addition of a section on the impact of the fourth industrial revolution on career development
- Update of the information on employment statistics, including those related to the pandemic
- Discussion of "technostress" and work
- Addition of a section addressing antiracism and the importance of Black Lives Matter

**Chapter 2: Understanding and Applying Theories of Career Development**

- Addition of desired learning outcomes related to text content
- Update of the literature related to the classic career development theories
- Highlight of the use of theories in career development interventions
- Strengthening of the integration of case studies throughout the chapter

**Chapter 3: Understanding and Applying Recent Theories of Career Development**

- Addition of desired learning outcomes related to text content
- Update of the literature related to more recent career development theories
- Emphasis of the application of recent theories to career development practice
- Strengthening of the integration of case studies throughout the chapter

**Chapter 4: Providing Culturally Competent Career Development Interventions**

- Addition of desired learning outcomes related to text content
- Highlight of the demographic shifts in work
- Highlight of the implication of discriminatory behavior in school and work
- Discussion of the importance of intersectionality in career development

**Chapter 5: Assessment and Career Planning**

- Addition of desired learning outcomes related to text content
- Addition of case studies and more emphasis on diversity in these
- Update of websites and publications offering assessment
- Linkage from chapter content to additional resources, including videos, from Pearson's Counseling Lab

**Chapter 6: Career Information and Resources**

- Addition of desired learning outcomes related to text content
- Addition of four decision-making models: the model of Frank Parsons, the values-based model of Martin Katz, the cognitive information processing model of James Sampson and colleagues, and the hope-centered model of Spencer Niles and colleagues
- Addition of case studies and more emphasis on diversity in these
- Update of websites and publications offering career information

- Linkage from chapter content to additional resources, including videos, from Pearson's Counseling Lab

**Chapter 7: Using Information and Communication Technologies to Support Career Counseling and Planning**

- Addition of desired learning outcomes related to text content
- Addition of case studies and more emphasis on diversity in these
- Update of website addresses
- Linkage from chapter content to additional resources, including videos, from Pearson's Counseling Lab

**Chapter 8: Career Counseling Strategies and Techniques**

- Addition of desired learning outcomes related to text content
- Update of review of key career counseling research
- Discussion of the impact of the COVID-19 pandemic (and its related traumatization of workers) in career counseling interventions
- Update on career practitioner credentials

**Chapter 9: Designing, Implementing, and Evaluating Career Development Programs and Services**

- Addition of desired learning outcomes related to text content
- Update of website addresses
- Update of research studies
- Linkage from chapter content to additional resources, including videos, from Pearson's Counseling Lab

**Chapter 10: Career Development Interventions in Elementary Schools**

- Addition of desired learning outcomes related to text content
- Update of research literature related to career development in childhood
- Integration of American School Counselor Association *Mindsets and Behaviors for Student Success*

**Chapter 11: Career Development Interventions in Middle Schools**

- Addition of desired learning outcomes related to text content
- Update of research literature related to early adolescent career development
- Integration of American School Counselor Association *Mindsets and Behaviors for Student Success*

**Chapter 12: Career Development Interventions in High Schools**

- Addition of desired learning outcomes related to text content
- Integration of American School Counselor Association *Mindsets and Behaviors for Student Success*

### Chapter 13: Career Development Interventions in Higher Education

- Addition of desired learning outcomes related to text content
- Update of higher education enrollment statistics
- Update of research literature related to career development interventions in higher education

### Chapter 14: Career Development Interventions in Community Settings

- Addition of desired learning outcomes related to text content
- Update of website addresses
- Update of research studies
- Update of divisions of the American Counseling Association and of the requirements for counselor certification
- Linkage from chapter content to additional resources, including videos, from Pearson's Counseling Lab

### Chapter 15: Ethical Issues in Career Development Interventions

- Addition of desired learning outcomes related to text content
- Update of literature related to ethical challenges in career development interventions

## Pedagogical Features

Although there are many features of this text that enhance student learning, by use of this text, three stand out:

- The addition in this edition of expected learning outcomes. These are stated for each chapter at its beginning and are then repeated within the chapter text where appropriate. The purpose is to help both instructors and students obtain the hoped-for results of engaging in the text and its related resources.
- The large number of case studies and examples throughout the text, all of which are designed to help students translate the content of the chapter into real-life practice.
- The extensive external resources linked to the text. These include the videos described in the previous section and many other resources provided by Pearson. These resources are described in detail in the following section.

### Pearson eText, Learning Management System (LMS)–Compatible Assessment Bank, and Other Instructor Resources

### Pearson eText (9780135842539)

The Pearson eText is a simple-to-use, mobile-optimized, personalized reading experience. It allows you to easily highlight, take notes, and review key vocabulary all in one place—even when offline. Seamlessly integrated videos and other rich media will engage you and give you access to the help you need, when you need it. To gain access or to sign in to your Pearson eText, visit: https://www.pearson.com/pearson-etext.

**Video Examples** Each chapter includes *Video Examples* that illustrate principles or concepts aligned pedagogically with the chapter and include captions that ask you to consider how you would respond to situations depicted in the video.

## LMS-Compatible Assessment Bank

With this new edition, all assessment types—quizzes, application exercises, and chapter tests—are included in LMS-compatible banks for the following learning management systems: Blackboard (**9780137358267**), Canvas (**9780137358298**), D2L (**9780137358311**), and Moodle (**9780137358274**). These packaged files allow maximum flexibility to instructors when it comes to importing, assigning, and grading. Assessment types include:

- **Learning Outcome Quizzes:** Each chapter learning outcome is the focus of a *Learning Outcome Quiz* that is available for instructors to assign through their Learning Management System. Learning outcomes identify chapter content that is most important for learners and serve as the organizational framework for each chapter. The higher-order, multiple-choice questions in each quiz will measure learners' understanding of chapter content, guide the expectations for student learning, and inform the accountability and the applications of learners' new knowledge. When used in the LMS environment, these multiple-choice questions are automatically graded and include feedback for the correct answer and for each distractor to help guide students' learning.
- **Application Exercises:** Each chapter provides opportunities to apply what students have learned through *Application Exercises*. These exercises are usually short-answer format and can be based on Pearson eText video examples or written cases. When used in the LMS environment, a model response written by experts is provided after students submit the exercise. This feedback helps guide student learning and can assist the instructor in grading.
- **Chapter Tests:** Suggested test items are provided for each chapter and may include questions in various formats: true/false, multiple choice, and short answer/essay. When used in the LMS environment, true/false and multiple-choice questions are automatically graded, and model responses are provided for short answer and essay questions.

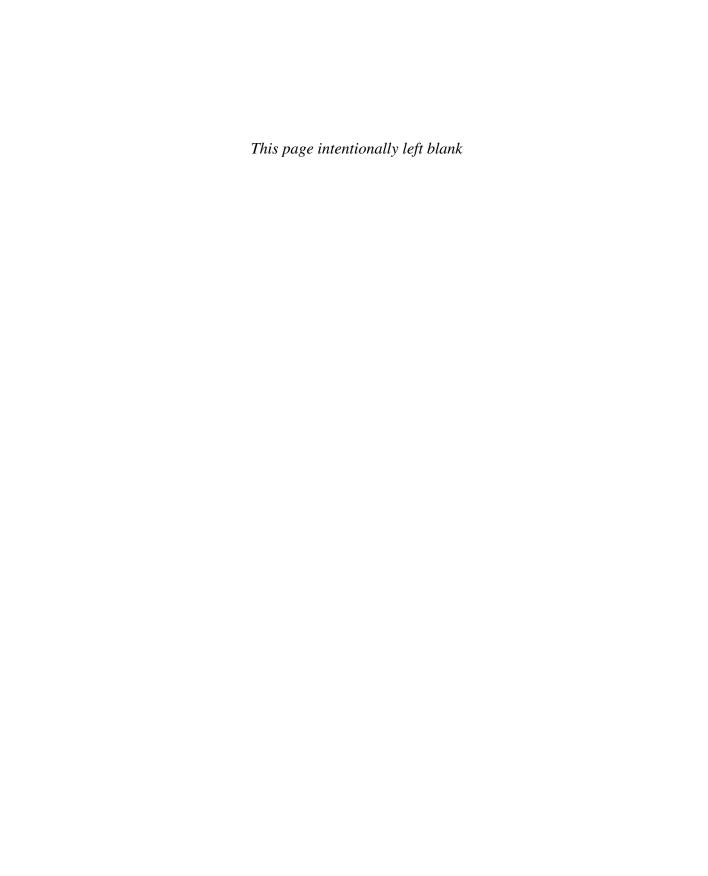## Instructor's Resource Manual and Test Bank (9780135842621):

The Instructor's Resource Manual and Test Bank includes an overview of chapter content and related instructional activities for the college classroom and for practice in the field as well as a robust collection of chapter-by-chapter test items.

## PowerPoint® Slides (9780135842553)

PowerPoint® slides are provided for each chapter and highlight key concepts and summarize the content of the text to make it more meaningful for students.

**Note:** All instructor resources—LMS-compatible assessment bank, instructor's manual, and PowerPoint slides—are available for download at www.pearsonhighered.com. Use one of the following methods:

- From the main page, use the search function to look up the lead author or the title. Select the desired search result; then access the "Resources" tab to view and download all available resources.
- From the main page, use the search function to look up the ISBN (provided above) of the specific instructor resource you would like to download. When the product page loads, access the "Downloadable Resources" tab.

*This page intentionally left blank*
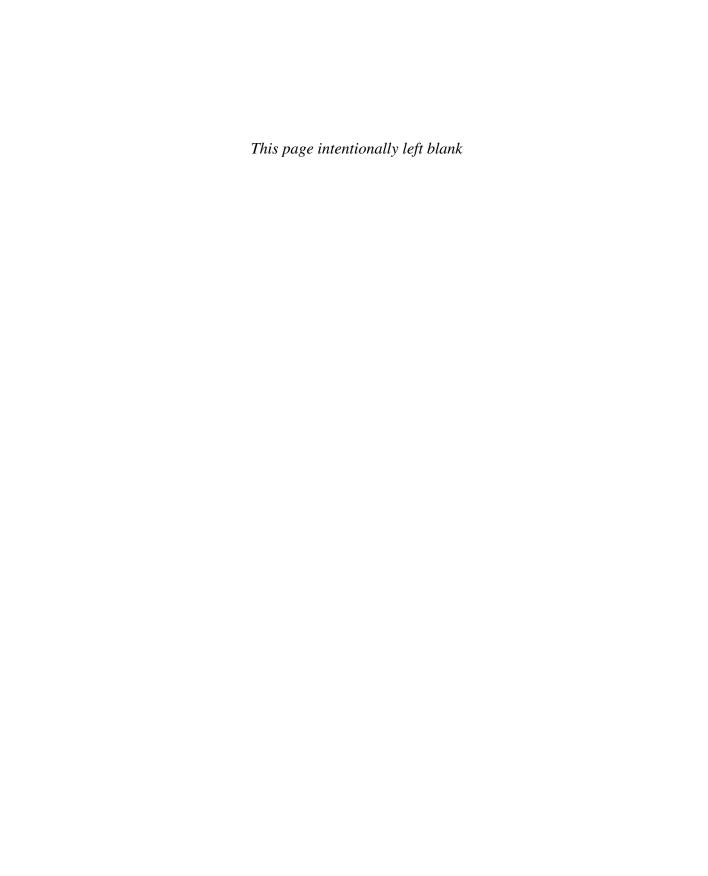
# Brief Contents

*This page intentionally left blank*

# Contents

## CHAPTER 6

# Career Information and Resources     180

## CHAPTER 7

# Using Information and Communication Technologies to Support Career Counseling and Planning     207

# 2016 CACREP Standards Related to Career Development

**Career Development**—studies that provide an understanding of career development and related life factors, including all of the following:

| Book Chapter | CACREP Standard |
| --- | --- |
| 2, 3 | a. theories and models of career development, counseling, and decision-making; |
| 1, 2, 3, 8 | b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors; |
| 6, 7 | c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems; |
| 1, 2, 3, 4 | d. approaches for assessing the conditions of the work environment on clients' life experiences; |
| 1, 2, 3, 5, 7, 8, 9 | e. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development; |
| 10, 11, 12, 13, 14 | f. strategies for career development program planning, organization, implementation, administration, and evaluation; |
| 1, 4 | g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy; |
| 8, 9, 10, 11, 12, 13, 14 | h. strategies for facilitating client skill development for career, educational, and life-work planning and management; |
| 1, 8 | i. methods of identifying and using assessment tools and techniques relevant to career planning and decision-making; |
| 4, 15 | j. ethical and culturally relevant strategies for addressing career development. |

*This page intentionally left blank*

# INTRODUCTION TO CAREER DEVELOPMENT INTERVENTIONS

*Like it or not, what we do for pay is a big part of our lives. In many ways it defines who we are, and it's how most people provide for the basic needs of day-to-day living, such as food, shelter, and transportation. In time, if we are lucky, our job can provide more: quality leisure time, investments for the education of our children, a home, and so on. Every day we get up and go to work. There's no getting out of it, so it's imperative to choose a field or endeavor that will enrich our lives. It adds a certain quality not only to our personal worlds but also to the world around us, not with great bursts of genius, but rather with a slow, steady infusion of our knowledge and skills.*

*Regarding the many complexities of work, I believe one of the most important aspects of any job is the finished product. Whether we are contractors building a house, doctors repairing a heart, or teachers educating a student, from the very onset we need to focus on the finished product and take pride in the process that achieves that finished product. We should never settle for anything less than our best effort, because it matters. It matters to the homeowner, the patient, and the student, and it most certainly should matter to us. Pride in our work, our accomplishments, and the diligence we put into them can and will make all the difference in the world.*

David H., Contractor

*Work is something that I do because I have to. If I won the lottery, I wouldn't work. As a single parent of two young children, I have to be responsible. I do it for them. Can work be "meaningful"? I hope to experience that someday. Right now, it's how my family and I get by—that's the most important thing and most days it's not fun.*

Ann D., Food service worker

*My work means everything to me (well, almost everything). As an oncologist, I am dedicated to my work and my patients. I feel a tremendous responsibility to be the best physician that I can be. I also feel a responsibility to be the best I can be as a representative of my family and the African American community. I have dedicated much of my life to this activity. It is what gives me meaning and purpose. I feel fortunate to do the work that I do.*

Camille S., Physician

**LEARNING OUTCOMES**

**1.1** Understand how the meaning of work evolves over time.

**1.2** Learn key career development terms.

**1.3** Learn about key historical events in the history of career development interventions.

**1.4** Identify future trends in career development interventions.

**1.5** Identify ways career development interventions will evolve to address trends in the field.

As Stephanie and her classmates discussed their lives as graduate students in the counseling field, their attention turned toward their required career development course. They wondered why they needed to take this course. José confidently declared that he had no interest in providing career counseling and that he was not likely ever to need to know much about the topics they would cover in class. Jonathan agreed and stated that he found the prospect of giving people tests to be rather boring. Beth was clear that she was headed toward private practice and that she would probably just refer clients with career concerns to other practitioners interested in that sort of work. Chandra did not agree, but her peers seemed so clearly negative about this class that she was reluctant to say so. She had witnessed the influence that work had on her family and she knew it was an important topic to understand. Her father had been laid off from his job as an engineer when the company he worked for moved overseas. Her family had struggled to make ends meet as Chandra's father searched for new employment. Her mother struggled to keep her full-time job while also taking care of Chandra and her two younger brothers. When her father was forced to settle for a job that provided far less pay, challenge, and satisfaction than his previous one, she watched as her father became more depressed and the tension between her parents increased. Even her brothers were behaving differently and getting into more trouble at school. Chandra worried about her family and she knew that their future was being influenced significantly by her parents' career development. Chandra saw connections between work and life through the experience of her own family, and she hoped that the career development course would help her understand how to help people in similar situations.

The introductory quotes from David H., Ann D., and Camille S. each communicate the diverse values, purposes, and goals that people attach to work. When they can, many people view work as an outlet for self-expression and a vehicle for creating meaning and purpose in life. Other people work to provide for their families and, often due to circumstances beyond their control, approach work as a means to an end. Some, like Camille, the physician, see work as a way to fulfill their responsibility to an ethnic or cultural group. Still others struggle simply to find work. COVID-19 drove the unemployment rate in the United States in May 2020 to 13.3% (Bureau of Labor Statistics, 2020) significantly higher than the January 2019 level of 3.2% (Bureau of Labor Statistics, 2019). The May 2020 percentage translates into more than 46 million workers unemployed in the United States. That is a large number and it is likely that you know someone who is struggling with unemployment and working hard to find work. Actual unemployment numbers can often be misleading, however. For example, if you are unemployed and have given up looking for work for a period of one month, then you would not be counted in the unemployment numbers- and there are significant numbers of people whom have simply given up trying to find work. Unemployment calculations also do not distinguish part-time jobs from full-time jobs or reveal anything about the quality of those jobs. In fact, the unemployment rate ignores millions of underemployed Americans whose jobs do not match their skill level, education, or availability to work. *Underemployment* is a broad term that generally refers to three types of

workers: high-skilled employees with low-skilled jobs, part-time workers who want full-time jobs, and skilled workers with low-paying jobs. Although these workers technically have jobs, they don't have the opportunity to contribute as much as they can to society. For example, someone with a law degree is underemployed if she can't find a job at a law firm and she is forced to work as a shoe salesperson. What's more, underemployment seems to be worst among workers with the least education. The Economic Policy Institute looked at Bureau of Labor Statistics (BLS) data and reported that the underemployment rate for workers without a high school degree was 18.8% in 2016. No doubt this number is much higher today,

Unfortunately, the experience Chandra described is not unusual today. Adults strive to cope effectively with their careers in uncertain times. Recent college graduates struggle to land their first postgraduate job. Adolescents feel the pressure to succeed but often wonder how their daily experiences in high school connect to their future educational and career opportunities. Children are constantly exposed to occupational stereotypes that influence their perceptions of which future opportunities are open to them and which are not. Thus, we state with emphatic emphasis that the need to provide career assistance exists in every setting in which counselors work! Counselors in school, higher education, and community settings will, to varying degrees and at various times, encounter clients confronting career development issues. It is for good reason, for instance, that the American School Counselor Association has historically identified career development as a key area essential to the work of school counselors. Positive engagement in career and educational planning fosters student engagement, which in turns fosters academic success. It is also the case that survey results examining the concerns expressed by college students consistently identify the need for career assistance as their greatest need. Employers downsize frequently, making career issues a constant worry for adult workers. The COVID-19 pandemic, in which unemployment rose from 281,000 to nearly more than 46 million unemployed workers within a several-month time period, provided a tragic and stark reminder of the fragility of anyone's employment situation.

Despite the prevalence of career issues in contemporary society, many students in counseling and related educational programs are similar to José, Jonathan, and Beth in that they react less than enthusiastically to enrolling in the required "career information" course (Heppner, O'Brien, Hinkelman, & Flores, 1996). Perhaps some students imagine course requirements as forcing them to memorize sections of occupational information books or spending hours learning how to administer and interpret tests to advise clients as to which occupations they should choose. Perhaps they view career development interventions as separate from more general counseling interventions, with the skills requirements of the former involving information dissemination, advising, and test administration, and the skills of the latter involving more "sophisticated" therapeutic techniques. Maybe they envision career development interventions that resemble mechanistic processes in which the counselor acts in directive ways and takes complete responsibility for career intervention outcomes. Or, perhaps, like Beth, they view career development interventions as irrelevant to their future work as counselors. Whatever the reasons for the lack

of enthusiasm many students feel toward courses related to career development, we challenge such views and assumptions.

We believe (and we think that Chandra would agree!) that competent career practitioners must possess expertise in a broad and challenging array of counseling-related competencies. The knowledge and skills required for providing career assistance effectively encompass and go beyond those required in more general counseling (Blustein & Spengler, 1995; Gysbers, Heppner, & Johnston, 2009; Herr, Cramer, & Niles, 2004). For example, the career-counseling competencies identified by the National Career Development Association (NCDA, 2009) indicate that career counselors need knowledge and skills in career development theory; individual and group counseling; individual/group assessment; career information/resources; program promotion, management, and implementation; career coaching/consultation; multicultural counseling; supervision; ethical/legal issues; and using technology effectively in the career intervention process. These skill areas obviously extend far beyond those limited to career advising and test administration!

Moreover, the topics related to career development interventions are exciting and challenging. In many ways, career development interventions connect with recent emphases in psychology on optimizing human functioning, maximizing happiness, and fulfilling human potential (Niles, Amundson, & Neault 2011; Savickas, 2009, Yoon et al., 2015). Career counselors meet their clients at the intersection between what has been and what could be in their lives. At their core, career development interventions focus on helping people consider how they will develop and use their talents as they live their lives. Career development practitioners also seek to empower people to construct meaning out of their unique life experiences and then translate that derived meaning into appropriate occupational and other life-role choices. Translating life experiences into career choices requires people to possess a relatively high level of self-awareness. Accordingly, career practitioners provide interventions to help their clients clarify and articulate their self-concepts. These interventions can include formal, standardized assessments as well as informal, nonstandardized assessment activities that actively and creatively engage clients in the career intervention process (Amundson, 2019). Because sorting through career concerns and engaging in career planning are complex processes, competent career practice requires counselors to be skilled at developing effective working alliances with their clients (Amundson, 2019; Anderson & Niles, 2000; Brott, 2019; Multon, Heppner, Gysbers, Zook, & Ellis-Kalton, 2001; Perrone, 2005). When career counselors work collaboratively and innovatively with their clients to construct a clear career direction, both the client and the counselor experience the intervention process as exciting and positive (Anderson & Niles, 2019).

We also realize that multiple challenges confront career practitioners in the career intervention process. Career decision-making is rarely a simple task and, therefore, good career counseling is never mechanistic and routine. When we consider the fact that decisions about work are made within a life context that connects intimately with other life roles and responsibilities, the complex and often stressful nature of career decision-making becomes clear (Perrone, Webb, & Blalock, 2005). What might, on the surface, seem to be a relatively straightforward process of making a decision about work can quickly become overwhelming, frustrating, and complicated when important factors such as family expectations, limited occupational opportunities, financial limitations, and multiple life-role commitments are considered. Clearly, Chandra had already learned this fact as a result of her parents' career development experiences. The opening quote from Ann D. also reinforces the complexity of career challenges.

Given the complexity of career decision-making, there should be little surprise that many clients seeking career counseling experience substantial levels of psychological distress (Multon et al., 2001). Obviously, career counselors must address their clients' distress as they also help them clarify their values, skills, life-role salience, interests, and motivations. When clients also experience low self-esteem, weak self-efficacy, and little hope that the future can be more satisfying than the past, the career counselor's task becomes even more challenging (Niles, Amundson, Neaulty, & Yoon, 2021). Clients coping with such issues require more assistance in resolving their career dilemmas than a test battery can provide. Given this fact, it is not surprising that career counseling clients describe the support and the experience of an effective therapeutic alliance with their career counselors as one of the most helpful aspects of their career counseling experience (Anderson & Niles, 2000; Multon et al., 2001). Obviously, skills found to be essential counseling skills (e.g., establishing rapport, reflective listening, expressing empathic understanding) are also essential career counseling skills.

Working collaboratively and effectively with clients also requires career practitioners to possess multicultural competencies at an advanced level (National Career Development Association, 2009). For instance, clients operating from a collectivistic orientation engage in the career planning process in important ways that differ from clients operating from an individualistic orientation. Working with the client's cultural context is essential to providing effective career assistance. For example, Kim, Li, and Liang (2002) found that career counselors focusing on the expression of emotion were perceived as having greater cross-cultural competence than were counselors focusing on the expression of cognition when working with Asian American college students with high adherence to Asian values. Leong (2002) found acculturation to be positively related to job satisfaction and negatively related to occupational stress and strain. Gomez and colleagues (2001) found that Latina career development is strongly influenced by sociopolitical, cultural, contextual, and personal variables. Specifically, factors such as socioeconomic status, family, cultural identity, and the existence of a support network all helped to shape the course of career development for the Latinas participating in the study conducted by Gomez and colleagues. Madonna, Miville, Warren, Gainor, and Lewis-Coles (2006) highlight the importance of understanding the client's religious orientation within the career development experience. Paul (2008) describes the use of a constructive-developmental approach to career counseling that incorporates a client's sexual identity into the career counseling process. Pepper and Lorah (2008) discuss the importance of workplace considerations and career concerns for transsexual individuals. Powell et al. (2017) offer a career counseling framework that factors family influences into the career decision-making process. The client's constellation of cultural/contextual variables clearly matters in the career intervention process. Thus, similar to general counseling interventions, the career development intervention process is a dynamic, complex, and challenging one that requires career practitioners to draw upon multicultural counseling skills to effectively help their clients move forward in their career development (and, like general counseling, all career counseling is also multicultural counseling).

Additionally, indications are that the career development process will become more, rather than less, complex in the near future. Change, transition, and instability dominate the career development landscape, and this has only accelerated due to COVID-19 (Niles, Amundson, Neault, & Yoon, 2021). For example, the Bureau of Labor Statistics (2014) reports that one in four workers has been with his or her current employer for less than a year. Also, in 2014, the median number of years that workers had been with their current employer was 4.6 years (4.7 for men and 4.5 for women). This was prior to the pandemic of 2020, which led to almost

30 million unemployed workers. Career recovery in the time of COVID-19 is incredibly challenging at best. This level of transition involves costs to companies and to society as new workers must be trained, and transitioning workers often require social benefits such as unemployment insurance and Temporary Assistance to Needy Families as they experience periods of unemployment between jobs.

In addition to decreased longevity with a single employer, workers today are operating within a globalized economy. Thomas Friedman described this phenomenon in his book titled *The World Is Flat: A Brief History of the 21st Century* (Friedman, 2005). Friedman noted that technological advances have created a more level economic playing field, with previously disadvantaged countries rising in knowledge and wealth to rival that of the United States and other world powers. Computer and communications technologies, previously a stronghold of developed countries, have been accessed and mastered by countries such as China and India, making these nations more economically competitive. This leveling or "flattening" of access and opportunity has had a major impact on the nature of work throughout the world. For one thing, it has accelerated economic globalization or the economic interdependence of national economies so that what happens economically in one country has an impact on the economy of another country. The global unemployment rates of the past several years provide clear evidence of this fact.

Another impact of economic globalization is the outsourcing of jobs from one country to other countries. When viewed in the most positive light, reallocation of jobs from one to another country raises the receiving country's economy and standard of living. The company that outsources the work enjoys the benefit of lower costs because the wages in developing countries are lower than those of developed countries. Workers in the developing countries have greater employment opportunities, and developing countries get access to the latest technology. Because globalization also results in increased competition, companies are forced to lower the prices of their products, thereby resulting in benefits to the consumer. In Friedman's view, these developments will continue until world economies are lateral; that is, show a flat line. A flat world means we are mutually economically dependent and in more communication with each other.

What are the practical implications of the trends Friedman identifies? To compete effectively in a "flat" world, Friedman proposes the following as being necessary for 21st-century workers. First, there is the need to be constantly engaged in learning. It is essential that workers learn new ways of doing old things as well as new ways of doing new things. Second, it is essential to develop a sense of passion for, and curiosity about, life. Passion and curiosity are powerful forces that bring energy, innovation, and new ideas to the workplace. Third, the capacity to work collaboratively is a requisite skill for addressing the complex challenges in the 21st century. Interpersonal skills contribute to someone being viewed as a valued team member who contributes positively to any workplace challenge. Finally, being able to balance analytical thinking with creativity provides a valuable perspective to solving problems that companies encounter. Friedman's list of effective career self-management skills for the 21st century can be expanded to include (a) the capacity to cope with change and tolerate ambiguity, (b) the ability to acquire and use occupational information effectively, (c) the ability to adjust quickly to changing work demands, and (d) the skills to use technology effectively. Developing these capacities with specific job content skills will enable workers to stay current in today's global economy.

Before leaving our discussion of globalization, however, it is important to note that the globalization scenario is not altogether positive. There are substantial and undeniable negative outcomes of a flattening world. For example, workers in manufacturing and white-collar jobs have fewer employment opportunities in nations where this work has been outsourced to

other countries. Those employed as programmers, editors, engineers, and accountants represent examples of workers who have experienced fewer opportunities in developed countries due to the outsourcing of their work to developing countries. Globalization has also led to the increased exploitation of workers in developing countries. A report by the United Nations (UN) (2000) indicates that globalization has increased inequality and discrimination while also widening the economic gap between the "haves" and the "have-nots." Safety standards are often ignored to produce goods less expensively. It is also the case that many developing countries do not have child labor laws and, in such countries, child workers are often placed in inhumane working conditions. Many companies have established factories in countries that are lacking in environmental regulations and that take advantage of this by discharging pollutants into the soil and nearby waterways. There has also been an increase in human trafficking related to globalization. Finally, the UN report notes that multinational companies have become increasingly influential in political decisions about legislation and public policies that often benefit companies but not those who work within them.

Clearly, globalization presents a mixture of positive benefits for us to enjoy and negative outcomes for us to address. The negative outcomes listed above can be added to the long-existing income disparities between men and women; differences in income levels and employment opportunities between majority and nonmajority workers; economic inequity and employment discrimination experienced by workers with disabilities; disparities between those who have access to quality education and the opportunities that education provides and those for whom those opportunities are currently closed; employment discrimination experienced by sexual minorities; and the list goes on.

In an article addressing the impact of accelerating digitalization and automation of work, known as the fourth industrial revolution, Hirschi (2018) notes that estimates regarding the degree to which automation will eliminate jobs are both significant and exaggerated. Hirschi states that in many instances the impact is likely to be more task-specific, rather than a situation that impacts the existence of an entire occupation. That is, portions of many jobs may be automated while other aspects of the same occupation may not be as susceptible to automation. For example, certain aspects of diagnosis in mental health counseling may be automated and digitized, however, whether technology can establish an effective working alliance with a client that is as effective as a highly skilled counselor remains to be seen! Typically, workers with higher skills and higher educational levels are less likely to be impacted by automation than workers with lower skills and less education.

Hirschi (2018) also identifies structural changes in work occurring in the fourth industrial revolution, which includes an increase in lower skilled (custodian, security guards, etc.) and higher skilled jobs (teachers, managers, etc.) accompanied by a "hollowing out" of middle skilled jobs (machine operators, office administrators due to their vulnerability to automation. Concurrently the rise of the gig economy has led to many workers working independently in on-demand work in which they are employed to complete specific projects and when the projects end, their work on a particular project ends. Uber is an excellent example of an independent work option involving a high degree of autonomy in which the worker decided when to work and whether to take on a specific assignment, and in which the worker is paid by each task completed.

Atanasoff and Venable (2017) have highlighted the fact that all workers are likely to be exposed to "technostress." Technostress reflects a person's inability to cope effectively with the demands emerging when new technologies are introduced into his job requirements. Technostress

can impact a person's mental and physical health, as well as his job satisfaction. When new technologies are implemented in the workplace without adequate worker preparation and employer support, then the probability of workers experiencing technostress is increased. Worker satisfaction and productivity are likely to decrease in such instances. It is surprisingly common that employers are insensitive to worker susceptibility to technostress.

Collectively, the impact of globalization and the fourth industrial revolution highlight the need career practitioners to help their clients change with change. To accomplish this, workers need support in maintaining self-awareness relative to how their life experiences influence their evolving sense of self. Moreover, they need to stay vigilant in understanding how work is evolving so they are aware of the fact that as work changes over time, they need to continuously consider how changes in work may influence their need to consider new training and emerging work opportunities. Finally, becoming more accepting of change (more adaptable) is a 21st-century requirement for all persons. The prevalence of ambiguity relative to the long-term stability of any situation makes change a constant and the capacity to adapt to change an essential requirement.

These developments within the nature of work and the opportunity to find work indicate a need for public policies supporting workers. For example, historically in the United States the federal government has sponsored worker training programs (e.g., the Job Training Partnership Act, the Comprehensive Employment and Training Act) so that those workers who lack relevant job skills can pursue low- to no-cost training opportunities intended to provide workers with relevant skills for employment. Such issues highlight the need for career practitioners to engage in social justice and advocacy. In fact, we contend that being able to engage effectively in social justice and advocacy has become essential for competent career practitioners in the 21st century.

Among other things, engaging in social justice and advocacy requires career development practitioners to learn about legislation and public policies that support workers and provide for the provision of career development services (e.g., the Workforce Investment Act, the Americans with Disabilities Act) across the life span. Related to this, Friedman identifies the need for legislation that makes it easier to switch jobs by making retirement benefits and health insurance less dependent on one's employer and by providing insurance that would partly cover a possible drop in income when changing jobs. Friedman also believes there should be more inspiration for youth to aspire to occupations in science, technology, engineering, and math (STEM) fields due to a decrease in the percentage of these professionals. Such recommendations provide implicit support for infusing career development language into the reauthorization of the next iteration of the Elementary and Secondary Education Act (most recently referred to as the Every Student Succeeds Act). Knowing how to impact policy and legislation is an important skill for career development practitioners. For example, corresponding with legislators regarding the importance of career services for all people and informing legislators of the benefits of career services for the individual and community are important advocacy actions that career practitioners can take. Being a multiculturally competent career practitioner is also an essential component of providing effective career interventions. Throughout this text we highlight these skills and connect them to career development interventions. We also emphasize that because children, adolescents, and adults are all required to cope successfully with career development tasks to manage their careers effectively, all counselors must be skilled at providing career interventions and must understand the career development process, regardless of their work setting.

## The Meaning of Work Across Time

**Learning Outcome 1.1**   Understand how the meaning of work evolves over time.

Obviously, understanding the career development process and being able to provide holistic, comprehensive, and systematic career development interventions across the lifespan requires career practitioners to appreciate the role that work plays in people's lives. There is substantial evidence indicating that the meaning of work for people across the globe is changing in the 21st century (e.g., Ardichvili & Kuchinke, 2009; Borchert & Landherr, 2009; Ferrar, Nota, Soresi, Blustein, Murphy, & Kenna, 2009; Hirschi, 2018). Unfortunately, many of the shifts occurring in work patterns are not positive for workers. For example, most workers in industrialized countries now enjoy the benefits of substantial periods of paid annual leave (typically about three weeks per year) and paid parental leave. Currently, 134 countries have laws establishing a maximum length to the workweek. The exception to these trends is the United States. According to the International Labour Organization, Americans work 137 more hours per year than Japanese workers, 260 more hours per year than British workers, and 499 more hours per year than French workers. Currently, 85.8% of men and 66.5% of all women in the United States work more than 40 hours per week. It should come as no surprise, therefore, that Americans report sharply higher levels of work-family conflict than do citizens of other industrialized countries. Fully 90% of American mothers and 95% of American fathers report work–family conflict (Williams & Boushey, 2010).

By standards that existed in the 1800s, when the average American worked 70 hours per week, the centrality of work in the identities of many Americans has arguably lessened, but by current standards the data indicate that work continues to dominate the identities of many Americans. This is not surprising given that the work you choose influences the persons with whom you will associate for a major portion of your daily life; it also affects how much vacation you take and when it will occur, the types of continuing education and training that you will engage in, the type of supervision you will have, the degree of autonomy you will experience, and the lifestyle you will enjoy. Thus, it is no surprise that one of the first questions people ask each other when first meeting is, "What do you do?" Although on the surface this is a rather open question and people could respond by describing a wide variety of life activities, they seldom do. There is the implicit (if not explicit) understanding that the query relates to what one does to earn a living. Such interactions reinforce the contention that in a fluid industrial society, occupation is one of the principal determinants of social status (Super, 1976). Such interactions also support Sigmund Freud's statement that "work is the individual's link to reality." For better or worse, our choice of work colors the perceptual lens through which others often view us and through which we often view ourselves. No doubt we make differing assumptions about people who tell us they are neurosurgeons as compared with those who tell us they are employed at a local fast-food restaurant. In many countries, occupational title tends to be used, correctly or incorrectly, to identify a person more than does any other single characteristic.

It is important to note, however, that in some contexts, and at different periods of history, one's choice of work was not as closely connected to one's identity as it is today. Other characteristics, such as one's surname or residence, provided a primary means for self-identification. How is it that work has become such a core component of one's identity? Obviously, in primitive societies, work was taken for granted. One worked to survive. In the classical societies, work was viewed as a curse insofar as it involved manual labor as opposed to intellectual labor. (It is

interesting to note that the Greek word for "work" has the same root as the word for "sorrow.") The early Christians viewed work as providing the opportunity to help those less fortunate by sharing the fruits of one's labor. The notion that "idleness was akin to sinfulness" also emerged from early Christianity and was maintained throughout the Middle Ages, with the growing idea that work was appropriate for all people as a means of spiritual purification. The Reformation brought little change to this attitude, except for the influence of Martin Luther and John Calvin. Luther viewed work as a form of serving God. Whatever type of work a person engaged in, if it was performed to the best of one's ability, then it had equal spiritual value with all other forms of work.

A more dramatic shift in the meaning of work resulted from the theological perspective espoused by John Calvin and his followers. John Calvin built on earlier traditions that viewed work as the will of God by adding the idea that the results of work (i.e., profits) should be used to finance new ventures for additional profit and, in turn, for additional investment. Additionally, Calvin's doctrine of predestination (i.e., that one's fate after life is predetermined) led his followers to search for visible signs in this life that one was predestined for eternal life. Success in work came to be viewed as a visible sign that one was predestined for eternal life. This view of work resulted in the notion that one was obligated to God to achieve the highest possible and most rewarding occupation. As a result, striving for upward mobility became morally justified. This coincided with the belief that God rewards those who devote time and effort to work. Thus, the Reformation brought about a view of work labeled as the "Protestant work ethic." The value attached to hard work, the need for all persons to work, and the justification of profit emerging from Calvinism would eventually form the basis of modern capitalism and industrialism. The values associated with the Protestant work ethic also served as the basis for the 19th-century view of work labeled by Savickas (1993) as the "vocational ethic." This ethic valued independent effort, self-sufficiency, frugality, self-discipline, and humility and was brought to the United States by the Puritans.

The meaning of work continued to evolve as some countries industrialized and increased their reliance on mechanically generated energy to perform work. The determination of a person's status became a question not only of how hard one worked, but also a question of the type of work in which one engaged. In essence, *occupation* replaced *work* as a means of determining one's status. Savickas (1993) noted that this shift in the nature of work occurred on the brink of the 20th century because, at this point in history, individuals turned their vocational efforts to organizing craftspeople into companies and forming large cities built around industries. The rugged individualism reflected in self-employment on farms and in small, craft-oriented businesses was replaced for many people with the challenge of working for a company and moving up the corporate ladder. Because people working for companies found little reinforcement for independence, self-sufficiency, and self-management, a new work ethic emerged in the 20th century. Maccoby and Terzi (1981) described this new ethic in the nature of work in the 20th century as the "career" ethic. The career ethic can be described as challenging workers to "find their fit and don't quit." That is, successful careers became defined as work that led to having long tenures within the same company, and successful career paths were those reflecting an upward climb through the organizational ranks. Today, it seems clear that this largely male, White, middle, and upper-socioeconomic class model provides, at best, a minimally useful description of the careers most people experience.

More recent developments in the nature of work bring into question the viability of the career ethic (McCortney & Engels, 2003). For example, many of the organizations served by the career ethic are downsizing in unprecedented numbers. Many workers have found that computers are performing the work tasks they once did. Many employers view workers as expendable commodities. Those workers who have been downsized are often left feeling betrayed, anxious, and insecure about the future. After working long hours and/or relocating to new communities to maintain their employment, many workers are less willing to sacrifice everything for their employers when their employers are so willing to sacrifice them. Survivors of downsizing realize that their situations are anything but secure and their anxieties manifest themselves in longer working hours and more alienation at home (McCortney & Engels, 2003).

Additionally, companies are flattening their organizational structures, resulting in fewer career ladders to climb. The elimination of vertical hierarchies brings into question the definition of a "successful" career. Hall and his associates (1996) argue that changes occurring in the structure of employment opportunities portend a future in which "people's careers will increasingly become a succession of 'ministages' of exploration-trial-mastery-exit, as they move in and out of various product areas, technologies, functions, organizations and other work environments" (p. 33). Callanan, Perri, and Tomkowicz (2017) contend that a new normal has emerged in career development. This new normal reflects high degrees of career uncertainty due to environmental influences that increase the speed with which career decisions are made. The result is shorter and more frequent career cycles and an increase in the number of career decisions people make over the course of a lifetime.

These shifts have led some people to conclude that work as it has been historically conceptualized in previous centuries has ended and that the common understanding of "career" has died (Bridges, 1994; Niles & Gutierrez, 2019; Rifkin, 1995). The tragic echoes of September 11, 2001, and the more recent global economic downturns and consequent high unemployment rates still reverberate throughout the world and influence politics, economics, international relations and, by logical extension, work. We are still sorting through the ways in which these events will shape people's approach to work. McCortney and Engels (2003) note that "it is essential to consider whether the current concept of the work ethic can be accurately, uniformly applied to all individuals in the 'salad bowl' of the United States today" (p. 135). As we noted previously, due to globalization and the fourth industrial revolution, this question can be applied regardless of the nation in which one works. Thus, the dust has yet to settle regarding the emerging meanings that people attach to their work activity in the 21st century.

Of course, descriptions related to how work evolved in the United States, but certainly not limited to the United States, most often describe the evolutionary work experiences of a limited group—the White and privileged. For many, especially people who are Black and/or poor, slavery was the dominant influence shaping the skills a worker learned and used daily, what each day entailed, and, obviously, how one lived. The viciousness of the slavery system and the ubiquitous nature of slavery historically have given way to a more "modern" version of systemic racism and individualized racist beliefs, behaviors, and attitudes. It is obvious that discrimination continues to thrive. Reminders of the challenges related to dismantling systemic racism and other forms of discrimination in education, politics, work, community life, and daily interactions surface regularly. Sadly, those who continue to propagate racism fail to see that the poison of their racist and discriminatory behavior does not flow in one direction. Clearly people of color, women, those

with disabilities, and sexual and gender minorities experience the brutal force of discrimination most acutely. Those perpetuating such discriminatory behavior, however, are themselves, made less than as a result. Their hate, fear, and vitriol represent dysfunctional characteristics that significantly limit who they are and what they could become. Thus, the intersection of slavery, racism, and discrimination with career development has a prominence in the United States and around the world that cannot continue. Global support for the Black Lives Matter movement speaks to the widespread prevalence of racism and discrimination as well as the growing awareness that antiracist activism is everyone's responsibility. We discuss these processes in more detail in Chapter 4; however, readers need to consider that the system of slavery that took hold in the United States in 1619 continues to impact how we view others, especially people of color, and how access to a quality education and occupational opportunity continues to relate to the opportunity structures. For now, we share the words written by Martin Luther King, Jr. (1963) in his *Letters from a Birmingham Jail*:

> We are "in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be...This is the inter-related structure of reality."

Thus, there is substantial work yet to do to create the sort of world described so eloquently by Dr. King. He highlights the connectivity among people and how that connectivity influences who we are and who we can become in work and non–work life roles.

Career development occurs within a context of constant economic, social, cultural, technological, political, global, and historical change. These changes also underscore that career development, like human development, is an evolutionary process. However, unlike biological manifestations of development—which are ontogenetic and, therefore, fairly predictable—career development is a process that is dynamic, interactive, contextual, relational, and often unpredictable. The experience of working also is shaped by systemic racism and systems that exclude people due to differences in race, color, gender, sexual orientation, and whether they have disabilities. Career counselors have a role to play in empowering their clients to achieve their full potential, but it does not stop there. Career counselors, because of their expertise, can be effective advocates for creating a workforce that is more diverse, inclusive, and equitable. Until then, we are all less than what we can be.

## LINKING WORK WITH WORTH

It also seems clear that, despite historical changes in the meaning people attach to work, and whether it is viewed as a blessing or a curse, work continues to play a central role in our lives. The fact that work maintains its standing as a central role in the lives of many has been supported empirically (Brief & Nord, 1990; Mannheim, 1993). More recently, Doherty (2009) found that work played a central role in the lives of his study participants; he specifically noted that work provided social interactions, which fulfill social and personal needs and provide a sense of personal identity and meaning. The results supporting the primacy of work in people's lives in the Doherty study were uniform across workplaces and occupations.

Moreover, this phenomenon is not limited to the United States—results from cross-national studies suggest that many people in other countries view work as being more important than leisure, community, and even religion (Ardichvili & Kuchinke, 2009; Borchert & Landherr, 2009).

Harpaz (1999) found that in several multinational studies work was second in importance only to family activities. Neves, Nascimento, Felix, da Silva, and de Andrade (2018) examined research conducted in Brazil from 2008 to 2015 and found that work continues to be one of the fundamental values for individuals and still plays an important role in self-actualization and subjectivity as well as in contributing to the development of one's identity.

Not only do we continue to place an extremely high value on work, but people in the United States also tend to use psychological definitions of work. Psychologically oriented definitions of work place the perceptions and motivations relative to work within the individual's actions and control. Such definitions reflect a largely American view toward work, which emphasizes individual control in career development (e.g., motivation, discipline, perseverance, goal directedness) and deemphasizes the role that sociological/contextual variables (e.g., the opportunity structure, the economy, socioeconomic status) play in shaping one's career. Thus, if a person has a "successful career," we tend to make a number of very positive attributions to that person; we say that person who is a "success" (regardless of whether we actually know the person). The corresponding assumption is that the "unsuccessful" person is inferior. Our denial of the sociological factors influencing the pattern of one's career development, and the centrality of work in our culture, become problematic for many of us because we link work with self-worth (Niles & Gutierrez, 2019). Obviously, if our sense of self-worth is substantially dependent upon how we feel about our work contributions, then our self-esteem can unravel fairly quickly if our work situations go awry (Herr, Cramer, & Niles, 2004). If you have ever felt undecided about your career choice; if you have ever been fired from a job or worked in a job that was extremely dissatisfying; and/or if you have been unable to find a job or lived with anyone experiencing any of these events, then you probably have a good sense of the negative emotions that often surface in negative work-related situations.

Linking work with self-worth also becomes problematic when we develop unrealistic expectations for work. For example, O'Toole (1981) suggests that "when it is said that work should be meaningful, what is meant is that it should contribute to the self-esteem, to the sense of self-fulfillment, through the mastering of one's self and one's environment, and to the sense that one is valued by society" (p. 15). These themes still inform the expectations that many people have for their careers. Although these are clearly desirable experiences, issues such as dehumanizing work conditions, unemployment, prejudicial hiring practices, downsizing, and mismatches between people and their jobs lead to the conclusion that for many people, work is anything but meaningful. Denying contextual factors that influence career situations can lead people to engage in "blaming the victim' when work experiences are negative for reasons beyond a person's control.

Evidence indicates that not only do many workers experience negative work situations and job dissatisfaction, but they also do not know how to improve their work situations (Niles, Amundson, Neault, & Yoon, 2021). Just a decade ago, a Harris interactive survey sponsored by the National Career Development Association revealed that 59% of adults in the American workforce would try to get more and/or different information about their career options if they could start their worklife over. In that same poll, 45% of adult workers think they need more training or education to at least maintain their current earning power. An earlier poll conducted by NCDA (1999) revealed that a significant percentage of Americans (39%) did not have a career plan, and an even larger percentage of Americans (69%) did not know how to make informed career choices. Obviously, many adults have information and skill deficits related to

career planning and career self-management. Many people have also had limited opportunities to engage in systematic self-exploration for career development, and they are unclear about their training and educational needs. Results from the same poll indicated that almost half of all U.S. workers experience job-related stress and think that their skills are being underutilized in their jobs. If these are the experiences of many, and if we link work with self-worth, then it seems reasonable to suggest that the need for competent career practitioners in contemporary society is substantial and urgent.

High levels of career uncertainty and occupational dissatisfaction are positively correlated with high levels of psychological and physical distress (Callanan, Perri, & Tomkowicz, 2017). Across time, high levels of unemployment have been associated with increased rates of chemical dependency, interpersonal violence, suicide, criminal activity, admissions to psychiatric facilities, financial distress, and economic downturns (Herr et al., 2004; Holland, 2012; Kalton, 2001; Liem & Rayman, 1982; Simpson, 2017). Difficult career situations often translate to difficult life situations. Fritzche and Parrish (2005) cite research supporting the "spillover hypothesis," which suggests that feelings in one area of life affect feelings in other areas of living. Clearly, the ripple effects that occur when career situations go awry can be dramatic and tragic. Moreover, all counselors, regardless of their work settings, will encounter these ripple effects either directly (by working with a client experiencing career difficulties) or indirectly (by working with a family member of a person experiencing career difficulties).

## PROVIDING SYSTEMATIC CAREER DEVELOPMENT INTERVENTIONS

It is clear that the need to provide systematic assistance to individuals attempting to deal more effectively with the influence of work in their lives is tremendous (National Career Development Association, 2011). The young, the elderly, the unemployed, the underemployed, the displaced homemaker, the displaced worker; and members of diverse racial, ethnic, and socioeconomic groups each confront work-related issues that have significant implications for their lives. How well they are able to cope with these issues may be the difference between living a life that is meaningful and productive and one that is largely void of meaning and satisfaction.

Counselors provide career assistance to their clients in a number of ways. For example, counselors in high school, postsecondary, and community settings teach clients the skills (e.g., self-assessment, job search, and career information acquisition) necessary for effective career planning and career decision-making. Counselors in all settings can also help their students/clients to realize that decisions about work influence one's total life. Correspondingly, counselors can help clients develop realistic expectations for what work can provide in terms of personal satisfaction. When work is lacking in personal satisfaction, meaningful participation in other life roles can help to offset this lack of satisfaction. Given the extreme emphasis we place on intraindividual variables in career development, a major task confronting counselors involves helping people to realize that self-worth is not defined by one's work situation. Self-worth relates more to how one lives, rather than where one works. These are important lessons that counselors in school, postsecondary, and community settings can teach and reinforce in their students/clients.

More specifically, to help people manage their career development effectively in the 21st century, career counselors help their clients or students learn how to:

1. Use both rational and intuitive approaches in career decision-making
2. Be clear about the importance attached to each life role and the values one seeks to express through participating in various life roles
3. Cope effectively with ambiguity, change, and transition
4. Develop and maintain self-awareness, especially in the areas of interests, values, motivation, and aptitudes
5. Develop and maintain occupational and career awareness
6. Develop and keep occupationally relevant skills and knowledge current
7. Access and participate in lifelong learning opportunities
8. Search for jobs effectively, even when one is not looking for a job
9. Provide and receive career mentoring
10. Develop and maintain skills in multicultural awareness and communication

Skills related to each of these learning areas must be placed in a developmental context so that counselors working with children, adolescents, and/or adults can provide appropriate career interventions. When counselors provide systematic career development interventions that help people acquire these skills, they are effectively responding to former labor secretary Elaine L. Chao's point that "To succeed in the 21st century, our nation must be prepared to adapt to changes in our economy—in how we work, where we work, and how we balance our professional and family lives. We cannot simply react to changes. We must anticipate them, thus helping all workers to have as fulfilling and financially rewarding careers as they aspire to have" (Chao, 2001).

Pearson eText
**Video Example 1.1**

Here, Dr. Michael Hall seeks to help an unemployed adult through the use of career counseling. As Dr. Michael Hall introduces a client to the career development intervention of one-on-one career counseling, can you spot specific skills from the list above that the client plans to develop through career counseling?

## DEFINITION OF TERMS

**Learning Outcome 1.2**     Learn key career development terms.

Career development interventions are shaped, in part, by how we define our terms. A major issue within the area of career development interventions is the misuse of terminology among career practitioners as well as clients. For example, it is not uncommon for professional counselors to use the terms *career* and *work* interchangeably. It is also not unusual to hear professionals talk about "doing career development" as if career development were an intervention rather than the object of an intervention. Similarly, counselors often confuse the terms *career guidance* and *career counseling*. This lack of precision confuses practitioners, students, and clients and, therefore, is a barrier to advancing the efficacy of career development interventions. When language lacks precision, the implication is that terminology does not matter. However, words have power in that career development practitioners are "engaged in a verbal profession in which words and symbols frequently become the content of the interactions they have with clients" (Herr, 1997, p. 241). Thus, the need exists for greater clarity and specificity with regard to the key terms related to career development interventions. Such specificity enhances the credibility of our profession and provides a

common ground for devising, implementing, and evaluating career development interventions. In this text, we define key terms as explained in the following paragraphs.

## Career

Rather than limiting the definition of career to work, we advocate viewing *career* as a lifestyle concept. Accordingly, we concur with Super's (1976) view of career as the course of events constituting a life, and Herr et al.'s (2004) notion of career as the total constellation of roles played over the course of a lifetime. These definitions are broader than the one offered by Sears (1982), which defines career as the totality of work one does in a lifetime. Broader definitions highlight the multiple life roles people play and acknowledge differences across people regarding life-role salience generally and the importance of work in people's lives in particular (Richardson, 1993). For example, broad definitions of career apply to those locating work in the life role of homemaker or in volunteer activities.

## Career Development

Career development refers to the lifelong psychological and behavioral processes as well as contextual influences shaping one's career over the lifespan. As such, career development involves the person's creation of a career pattern, decision-making style, integration of life roles, values expression, and life-role self-concepts (Herr et al., 2004).

## Career Development Interventions

Career development interventions, defined broadly, involve any activities that empower people to cope effectively with career development tasks (Spokane, 1991). For example, activities that help people develop self-awareness, develop occupational awareness, learn decision-making skills, acquire job-search skills, adjust to occupational choices after they have been implemented, and cope with job stress can each be labeled as career development interventions. Specifically, these activities include individual and group career counseling, career development programs, career education, computer-assisted career development programs, and computer information delivery systems, as well as other forms of delivering career information to clients.

## Career Counseling

Career counseling involves a formal relationship in which a professional counselor assists a client or group of clients to cope more effectively with career concerns (e.g., making a career choice, coping with career transitions, coping with job-related stress, or job searching). Typically, career counselors seek to establish rapport with their clients, assess their clients' career concerns, establish goals for the career counseling relationship, intervene in ways that help clients cope more effectively with career concerns, evaluate clients' progress, and, depending on clients' progress, either offer additional interventions or terminate career counseling.

Pearson eText
**Video Example 1.2**
Does career counseling matter?
Here are some perspectives directly
from real-life clients.

## Career Education

Career education is the systematic attempt to influence the career development of students and adults through various types of educational strategies, including providing occupational information, infusing career-related concepts into the academic curriculum, offering various worksite-based experiences, and offering career planning courses (Hoyt, Evans, Mackin, & Magnum, 1972).

## Career Development Programs

Career development programs can be defined as "a systematic program of counselor-coordinated information and experiences designed to facilitate individual career development" (Herr & Cramer, 1996, p. 33). These programs typically contain goals, objectives, activities, and methods for evaluating the effectiveness of the activities in achieving the goals.

## Career Development Practitioners

A variety of individuals provide career assistance in a variety of settings. Doctoral-level psychologists who specialize in career development interventions often work in private practice, university counseling centers, corporate settings, and community-based agencies. They typically have earned a doctoral degree in counseling psychology from programs accredited by the American Psychological Association and use the term *vocational* or *career* psychologist to describe themselves. Licensed professional counselors can also provide career interventions in settings similar to those in which vocational psychologists work. Additionally, they often work in school settings providing career assistance to students in elementary, middle, and/or high schools. In most cases, professional counselors possess a master's degree and/or doctoral degree in counseling, often from a program that is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Career development facilitators (CDFs) may or may not have a postsecondary degree but they have received 120 hours of training from an approved provider; this training equips them to offer more entry-level career assistance that focuses on job search skills (e.g., resume writing, interview skills, networking) and the use of more basic self-assessment activities. They work primarily in employment centers, schools, and postsecondary settings.

## IMPORTANT EVENTS IN THE HISTORY OF CAREER DEVELOPMENT INTERVENTIONS

**Learning Outcome 1.3** Learn about key historical events in the history of career development interventions.

The rise of career development interventions accelerated in the late 1800s as the national economy in the United States shifted from one based primarily in agriculture to one that was grounded in the industrial and manufacturing processes. This economic shift brought with it

new sets of occupational opportunities. These new occupational opportunities connected to industrial and manufacturing activities created new dilemmas for workers in the United States. Particularly, workers were confronted with the new challenge of identifying and accessing the new jobs emerging in the United States. Moreover, the emerging jobs were often located in urban areas of the country, requiring many workers to move from rural areas to the growing cities. These trends were accompanied by increasing numbers of immigrants seeking new lives and opportunities in the United States (Herr, 2001).

In the early part of the 20th century, emphasis was placed on helping people to identify appropriate occupational options and make vocational choices. The time frame was limited as career guidance for vocational decision-making emphasized the act of making a choice and viewed the decision-making process as a single-point-in-time event. In his brief history of career counseling in the United States, Pope (2000) notes that this early period in the evolution of career development interventions continued until 1920 and was characterized by an emphasis on job-placement services.

The early emphasis on job placement partly reflected the prevailing White middle-class male linear model of career development that dominated the field until recent times. Put simply, this view involved choosing an occupation early in one's career (usually upon leaving secondary or postsecondary school) and then staying in one's chosen occupation until retirement. To help people cope with vocational decision-making tasks, practitioners used objectivistic methodologies, usually in the form of standardized aptitude and interest tests.

Important advances regarding the development and use of aptitude and interest tests were identified and articulated in books such as *Aptitude Testing,* authored by Clark Hull and published in 1928; *Aptitudes and Aptitude Testing,* authored by Walter Bingham and published in 1937; and *Vocational Interests of Men and Women,* authored by E. K. Strong and published in 1943. For most of the 20th century, the process of matching people to jobs based on the person's characteristics or traits and the requirements of occupations was the dominant approach to helping people identify appropriate occupational options.

## FRANK PARSONS

Thus, early approaches to career development interventions reflected an emphasis on testing clients, providing them with occupational information, and advising them as to which occupational choices seemed to offer a reasonable chance for experiencing occupational success. This approach evolved from the work of Frank Parsons. An engineer by training and a social reformer by personal commitment, in the early 1900s, Parsons merged his training and commitment to outline a systematic process of occupational decision-making, which he referred to as "true reasoning." Zytowski (2001) noted that Parsons delivered a lecture in 1906, titled "The Ideal City," to the Economic Club of Boston. In this lecture, Parsons discussed the need for young people to receive assistance in the choice of a vocation. The lecture generated interest and requests by recent high school graduates for personal meetings with Parsons. From these activities, Parsons generated his systematic approach to vocational guidance. This approach was described in detail in Parsons's book *Choosing a Vocation* (Parsons, 1909). In this book, published one year after his death, Parsons discussed various principles and techniques that he found useful in helping the adolescents with whom he worked, first at the Breadwinners' College at the Civic Service House, a settlement house in Boston, and then at the Boston Vocation Bureau. Specifically, Parsons noted the following principles pertaining to vocational counseling:

1. It is better to choose a vocation than merely to hunt for a job.
2. No one should choose a vocation without careful self-analysis, thorough, honest, and under guidance.
3. The youth should have a large survey of the field of vocations and not simply drop into the convenient or accidental position.
4. Expert advice, or the advice of men who have made a careful study of men [*sic*] and vocations and of the conditions of success, must be better and safer for a young man than the absence of it.
5. Putting it down on paper seems a simple matter, but it is one of supreme importance in study. (Parsons, 1909, p. viii)

These principles provided the basis for the techniques Parsons relied on to help young people achieve the goal of "choosing a vocation." Parsons advocated activities such as reading biographies, observing workers in their settings, and reading existing occupational descriptions. These techniques were incorporated into the "Parsonian approach," which consisted of three steps or requirements for helping someone make an occupational choice:

1. Develop a clear understanding of yourself, aptitudes, abilities, interests, resources, limitations, and other qualities.
2. Develop knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work.
3. Use "true reasoning" on the relations of these two groups of facts. (Parsons, 1909, p. 5)

Step 1 requires self-investigation and self-revelation, when possible assisted by a career counselor. Step 2 relies upon accurate and comprehensive occupational information. Because during Parsons's time it was uncommon for occupational information to meet these two requirements, Parsons developed occupational materials that described occupations in great detail (e.g., compensation, task requirements, work settings). The third step, "true reasoning," relied upon the person's capacity (with the help of a counselor) to integrate information acquired from steps 1 and 2 into a career decision—a task that, while on the surface appears rather straightforward, in practice proved to be rather challenging.

Parsons developed his model against a background of social (e.g., rapid urbanization, child labor, immigration), economic (e.g., the rise of industrialism and the growing division of labor), and scientific (e.g., the emergence of human and behavioral sciences) changes that were occurring in the United States. These changes resulted in the need to place workers in jobs requiring specific skills and aptitudes, to help young people develop career plans, and to protect young people from child abuse in the labor force. Parsons's approach also fit nicely with the dominant scientific thinking of the 20th century, which emphasized positivism and objective methodology. That is, the Parsonian model encouraged practitioners to objectify interests, values, and abilities through the use of standardized assessment to guide people in identifying where they fit within the occupational structure.

The three requirements of the Parsonian approach formed the basic elements of what evolved first into the *matching model* and subsequently into the *trait-and-factor* approach to career development interventions, which is located within the *person–environment* tradition of psychology. These elements are self-knowledge, occupational knowledge, and decision-making skills.

The basic assumptions of the person-environment approaches are:

1. As a result of one's self-characteristics, each worker is best fitted for a specific type of work.
2. Groups of workers in different occupations have different self-characteristics.
3. Occupational choice is a single-point-in-time event.
4. Career development is mostly a cognitive process that relies on rational decision-making.
5. Occupational adjustment depends on the degree of agreement between worker characteristics and work demands.

The matching model sought to address the challenges inherent in step three of Parsons's model. An initial solution to the challenge of matching persons to environments was the use the practice of "clinical matching," in which expert clinical judgments were made to ascertain the person's chances of success within an occupational field based on the use of a "psychograph." The psychograph, developed by Viteles in 1932, was a graphic representation of a person's relevant characteristics (e.g., abilities, trainings, specific vocational skills) and numerical ratings of the person's strengths as they relate to each characteristic (e.g., on a scale of 1–10). Job psychographs were also developed with similar ratings for the relevant characteristics required for successful performance in that job. Comparisons between the psychograph and job psychographs were made to determine the person's "goodness of match" for the occupation.

The trait-and-factor approach then emerged with an emphasis on the identification of a person's relevant traits or characteristics, usually through the use of standardized tests or inventories. The same approach is used in describing occupational factors or requirements (i.e., occupations are profiled according to the degree to which they require certain traits, such as aptitudes). Then the individual's profile of traits is matched with the factors or requirements of specific occupations. The goal of this type of matching is to identify the degree of fit between the person and an occupation.

When conducting trait-and-factor career counseling, Williamson (1939) advocated a six-step process:

1. Analysis
2. Synthesis
3. Diagnosis
4. Prognosis
5. Counseling
6. Follow-up

In this model, the counselor collects clinical (using interview techniques) and statistical (often using standardized assessment) data and then synthesizes these data to draw inferences about the client's strengths and weaknesses. These inferences help to clarify the client's presenting problem and to identify probable causes. For Williamson (1939), the client's presenting problems can be diagnosed as: (a) no choice, (b) uncertain choice, (c) unwise choice, or (d) a discrepancy between interests and aptitudes. Once the client's problem is diagnosed, the counselor offers a prognosis that includes alternative courses of action or alternative adjustments and the associated degree of success the client is likely to encounter with each alternative. Counseling in Williamson's model involves assisting clients in acquiring the self and occupational information

they need to make effective career decisions. Finally, the counselor conducts a follow-up by checking later with the client to ascertain the effectiveness of the counseling and whether any further assistance is required.

In classic trait-and-factor approaches, the counselor is active and directive while the client is a relatively passive participant in the process. It is the counselor's responsibility to take the lead in the collection, integration, and organization of client data. Moreover, the counselor uses these data in conjunction with occupational information to help the client identify a plan of action.

The theory of work adjustment (TWA), developed by Rene Dawis and Lloyd Lofquist at the University of Minnesota in the 1960s, is an excellent example of a theory within the person–environment tradition (Dawis, 1996). TWA addresses the "correspondence between the individual (abilities and needs) and the environment (ability requirements and reinforcer system)" (Dawis, England, & Lofquist, 1964, p. 11). Thus, TWA focuses on person and environment interactions and posits "the person and environment attempt to maintain correspondence with each other" (Dawis, 1996, p. 81). Both the worker and the work environment have needs and requirements, respectively, that must be satisfied. Adjustment to work is achieved when the person and environment correspond to each other's requirements. Such correspondence is not always achieved, however. The degree to which the worker is willing to tolerate discorrespondence defines the worker's flexibility. Work environments also demonstrate varying degrees of flexibility. The worker's tenure in a specific job is influenced by the worker's satisfactoriness (defined as the work environment's degree of satisfaction with the worker), satisfaction (defined as the degree to which the work environment provides the worker with sufficient and appropriate reinforcers), and the work environment's perseverance (Dawis et al., 1964). Thus, there are four possible states that relate to the person's work experience: the person experiences satisfaction with work and the person's work performance is satisfactory; the person experiences satisfaction with work but the person's work performance is unsatisfactory; the person experiences dissatisfaction with work but the person's work performance is satisfactory; and the person is dissatisfied with work and the person's performance is unsatisfactory (Dawis, 2005). The first condition (satisfied and satisfactory) theoretically leads to maintaining the person's employment, while the latter three conditions theoretically will result in behavior to change the situation (adjustment behavior) (Dawis, 2005). Although research results pertaining to TWA constructs have been generally supportive, unfortunately TWA has failed to generate sufficient research activity, and few empirical tests of TWA have been published within the past 20 years (Swanson & Gore, 2000).

Dawis (2002) also describes a more generalized TWA in his person–environment correspondence (PEC) theory. A basic assumption of PEC theory is persons (P) interact with environments (E). Both P and E are active and reactive. Moreover, both P and E have requirements and expectations that P and E interactions will result in fulfilling these requirements. For example, a counselor (P) working within a counseling environment (E) expects to have the opportunity to help others by using her counseling skills. Likewise, the counseling environment (E) expects the counselor (P) to perform competently and successfully as a counselor. To the degree that such expectations are met successfully, the result is satisfaction on the part of P and E and the corresponding behavior is maintained. When expectations are not met successfully, then dissatisfaction occurs and adjustment is required on the part of P and/or E. Adjustment

is pursued until satisfaction occurs or until P or E gives up. A good fit, or correspondence, occurs when the person's capabilities fulfill the environment's requirements. A bad fit, or discorrespondence, occurs when the person's capabilities are not able to fulfill the environment's requirements.

Although research studies drawing upon TWA as a theoretical framework are not substantial in number, there are some and they tend to focus on the work experiences of adults. For example, Lyons, Velez, Mehta, and Neill (2014) used TWA in their study of work adjustment among economically distressed Black workers. They reported that, for their study participants, perceptions of person-organization (P-O) fit were positively related to job satisfaction and negatively related to turnover intentions and that job satisfaction was negatively related to turnover intentions. They also found that perceptions of racial climate were positively related to perceptions of P-O fit and negatively related to turnover intentions. Not surprisingly, racial climate is an important factor in job satisfaction and turnover intentions. The implication for TWA is that context matters and often overrides more customary factors that have been hypothesized to influence work adjustment and satisfaction.

Although the level of sophistication regarding the techniques currently used in person–environment approaches such as TWA and the more general PEC is much greater than the techniques advocated originally by Parsons, Parsons's contributions to the field remain significant. In his book *History of Vocational Guidance,* John Brewer (1942) listed Parsons's contributions to the field as follows:

1. He paved the way for vocational guidance in the schools and colleges by advocating their role in it and offering methods they could use.
2. He began the training of counselors.
3. He used all of the scientific tools available to him at the time.
4. He developed "steps" to be followed in the vocational progress of the individual.
5. He organized the work of the Vocation Bureau in a way that laid the groundwork for groups to model in schools, colleges, and other agencies.
6. He recognized the importance of his work and secured for it the appropriate publicity, financial support, and endorsements from influential educators, employers, and other public figures.
7. He laid the groundwork leading to the continuance and expansion of the vocational guidance movement by involving friends and associates in it and preparing the manuscript for *Choosing a Vocation*. (p. 27)

However, Parsons was not the only significant contributor to early advances in vocational counseling. For example, the testing movement exemplified through the work of James Cattell, Alfred Binet, and Walter Bingham was also a primary force in the growth of career development interventions and helped to operationalize Parsons's emphasis on self-understanding.

Influential publications, organizations, and legislation also emerged in the early part of the 20th century. For example, *The Vocational Guidance Newsletter* was first published by Boston's Vocation Bureau in 1911 (which opened in 1908 with Parsons as its first director and vocational counselor); the National Vocational Guidance Association (NVGA) was founded in Grand Rapids, Michigan, in 1913; the U.S. Department of Labor was organized in 1913; the *Vocational Guidance*

*Bulletin* was first published in 1915 by NVGA; the Vocational Rehabilitation Act became law in 1918; and Harry D. Kitson of Teachers College authored the book *The Psychology of Adjustment,* published in 1925.

In 1931 the Minnesota Employment Stabilization Research Institute was established. Among the Institute's conclusions from its research studies was the principle that improved guidance services were needed to create a more stable labor force and to foster an economic recovery from the Great Depression. The U.S. Employment Service was created in 1933 by the Wagner-Peyser Act. In 1939 the U.S. Employment Service published the first edition of the *Dictionary of Occupational Titles,* in which 18,000 occupations were titled, coded, and defined.

In the early 1940s, personnel testing and placement activities were greatly expanded as a result of World War II (the G.I. Bill was enacted in 1944). An excellent example of the advances being made in testing at this time is provided in E. K. Strong, Jr.'s publication, *Vocational Interests of Men and Women,* in which he documents nearly 20 years of interest-measurement research. Also during World War II, women entered the workforce in unprecedented numbers, with many finding successful employment in manual and technical jobs that were previously held exclusively by men.

At the same time that testing and placement activities were being expanded, Carl Rogers's book *Counseling and Psychotherapy* (1942) was published. In this book, Rogers highlighted the importance of attending to clients' verbalized feelings: "Among the significant developments which resulted were a revamping of the older cognitive concept of the client in vocational guidance to include the dynamics of affective and motivational behavior, the increased emphasis on self-acceptance and self-understanding as goals of vocational counseling" (Borow, 1964, p. 57).

Another significant influence in the evolution of career development interventions occurred in 1951 when Donald E. Super launched the Career Pattern Study, one of the first longitudinal studies of career development. In his excellent historical review, Borow (1964) noted that Super, more than anyone else, helped shift the focus of career development interventions from a "static, single-choice-at-a-point-in-time concept" (p. 60) focused on vocational choice toward a model that conceptualized career development as an ongoing process involving the congruent implementation of the person's self-concept in a compatible occupational role. Super was primarily responsible for changing the definition of vocational guidance from "the process of assisting an individual to choose an occupation, prepare for it, enter upon it, and progress in it" to

> [t]he process of helping a person to develop and accept an integrated and adequate picture of himself [*sic*] and of his role in the world of work, to test this concept against reality, and to convert it into reality, with satisfaction to himself and to society. (Super, 1951, p. 89)

Additionally, Super's multidisciplinary approach to studying career development incorporated contributions from economics and sociology while placing career behavior in the context of human development.

The 1940s and 1950s also saw the emergence of a number of professional organizations related to career development. In 1947, the American Psychological Association (APA) created organizational divisions resulting in the establishment of Division 17, which from 1947 to 1952 was known as the Division of Counseling and Guidance but was later renamed Counseling Psychology. Since its creation, this division has served as the primary APA division

for psychologists interested in career development interventions. More recently, a special interest group within Division 17 has formed to focus more directly on the topic of career development theory and practice.

The merging of the NVGA, the American College Personnel Association, the National Association of Guidance Supervisors and Counselor Trainers, and the Student Personnel Association for Teacher Education resulted in the formation of the American Personnel and Guidance Association in 1951. The American School Counselor Association was formed in 1953, and its primary focus was the provision of career services to young people. Finally, in 1957, the American Personnel and Guidance Association created the American Board on Professional Standards in Vocational Counseling, the functions of which "were to evaluate and certify qualified vocational counseling agencies and to foster the maintenance of high professional standards, including standards of ethical practice" (Borow, 1964, p. 62).

The primary organization for professional career counselors, however, has been the NVGA (which changed its name to the National Career Development Association [NCDA] in 1985). From its inception, NVGA/NCDA has been dedicated to improving the quality of services provided by career development practitioners. As early as 1920, the NVGA/NCDA established a code of principles to guide practitioners in the delivery of career-related services. In 1981, the NVGA Board of Directors approved the first policy statement for the roles and competencies of career counselors. This statement has been updated several times since then (most recently in 2003). The most recent competencies are listed in Figure 1.1. This statement reflects a broad range of general counseling skills and specific career-related competencies. The competencies reflect the belief of NVGA/NCDA that professional career counselors are professionally trained counselors with additional and specialized training related to career development. In addition, the competencies reflect the importance of providing a wide range of career development interventions to meet the needs of diverse client populations. An excellent history of the NVGA/NCDA is presented in *The Career Development Quarterly,* Volume 36, No. 4, 1988.

In the 1960s, the field experienced tremendous growth in the area of theory generation, with behavioral, developmental, and psychoanalytical theories of career development emerging during this time period. At the same time, the number of career assessment instruments also grew dramatically (see Kapes & Whitfield, 2002; Stolz & Barclay, 2019). Concurrently, the use of computer-assisted career guidance and information-delivery systems in the provision of career services, primarily in secondary schools and higher education settings, emerged during this time period (Bowlsbey, Dikel, & Sampson, 2002).

During the 1970s, career education emerged as a federal priority, highlighting the importance of providing career development interventions to young people and adults. "The term 'career education' also symbolized the need to address systematically a range of conditions that were changing the relationship between education and work, particularly with regard to preparing students to understand the linkages between educational opportunities and the subsequent implications of these in work choice and work adjustment" (Herr & Cramer, 1996, p. 34). Efforts in the 1990s by school-to-work transition proponents focused on imparting the knowledge, skills, and attitudes essential for effective workforce participation that closely resemble the ideas of career education efforts initiated in the 1970s (Lent & Worthington, 1999).

These competency statements are for those professionals interested and trained in the field of career counseling. For the purpose of these statements, career counseling is defined as the process of assisting individuals in the development of a life career with focus on the definition of the worker role and how that role interacts with other life roles.

Professional competency statements provide guidance for the minimum competencies necessary to perform effectively a particular occupation or job within a particular field. Professional career counselors (master's degree or higher) or persons in career development positions must demonstrate the knowledge and skills for a specialty in career counseling that the generalist counselor might not possess. Skills and knowledge are represented by designated competency areas, which have been developed by professional career counselors and counselor educators. The Career Counseling Competency Statements can serve as a guide for career counseling training programs or as a checklist for persons wanting to acquire or enhance their skills in career counseling.

*Minimum Competencies*

In order to work as a professional engaged in career counseling, the individual must demonstrate minimum competencies in 11 designated areas. These 11 areas are: Career Development Theory, Individual and Group Counseling Skills, Individual/Group Assessment, Information/Resources, Program Promotion, Management, and Implementation, Coaching, Consultation, and Performance Improvement, Diverse Populations, Supervision, Ethical/Legal Issues, Research/Evaluation, and Technology. These areas and their respective performance indicators are defined as follows:

## Career Counseling Competencies and Performance Indicators

*Career Development Theory*

Theory base and knowledge considered essential for professionals engaging in career counseling and development. Demonstration of knowledge of:

1. Counseling theories and associated techniques
2. Theories and models of career development
3. Individual differences related to gender, sexual orientation, race, ethnicity, and physical and mental capacities
4. Theoretical models for career development and associated counseling and information-delivery techniques and resources
5. Human growth and development throughout the life span
6. Role relationships which facilitate life-work planning
7. Information, techniques, and models related to career planning and placement

*Individual and Group Counseling Skills*

Individual and group counseling competencies considered essential to effective career counseling. Demonstration of ability to:

1. Establish and maintain productive personal relationships with individuals
2. Establish and maintain a productive group climate
3. Collaborate with clients in identifying personal goals
4. Identify and select techniques appropriate to client or group goals and client needs, psychological states, and developmental tasks
5. Identify and understand clients' personal characteristics related to career
6. Identify and understand social contextual conditions affecting clients' careers
7. Identify and understand familial, subcultural, and cultural structures and functions as they are related to clients' careers
8. Identify and understand clients' career decision-making processes
9. Identify and understand clients' attitudes toward work and workers
10. Identify and understand clients' biases toward work and workers based on gender, race, and cultural stereotypes

**Figure 1.1**
Introduction to career counseling competency statements.

Source: Revised by the NCDA Board of Directors, 2009 © 2009 National Career Development Association. Retrieved January 4, 2019, from http://www.ncda.org

11. Challenge and encourage clients to take action to prepare for and initiate role transitions by:

- locating sources of relevant information and experience
- obtaining and interpreting information and experiences
- acquiring skills needed to make role transitions

12. Assist the client to acquire a set of employability and job-search skills
13. Support and challenge clients to examine life-work roles, including the balance of work, leisure, family, and community in their careers

*Individual/Group Assessment*

Individual/group assessment skills considered essential for professionals engaging in career counseling. Demonstration of ability to:

1. Assess personal characteristics such as aptitude, achievement, interests, values, and personality traits.
2. Assess leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related lifestyle/development issues
3. Assess conditions of the work environment (such as tasks, expectations, norms, and qualities of the physical and social settings)
4. Evaluate and select valid and reliable instruments appropriate to the client's gender, sexual orientation, race, ethnicity, and physical and mental capacities.
5. Use computer-delivered assessment measures effectively and appropriately
6. Select assessment techniques appropriate for group administration and those appropriate for individual administration
7. Administer, score, and report findings from career assessment instruments appropriately
8. Interpret data from assessment instruments and present the results to clients and to others
9. Assist the client and others designated by the client to interpret data from assessment instruments
10. Write an accurate report of assessment results

*Information/Resources*

Information/resource base and knowledge essential for professionals engaging in career counseling. Demonstration of knowledge of:

1. Education, training, and employment trends; labor market information and resources that provide information about job tasks, functions, salaries, requirements and future outlooks related to broad occupational fields and individual occupations
2. Resources and skills that clients utilize in life-work planning and management
3. Community/professional resources available to assist clients in career planning, including job search
4. Changing roles of women and men and the implications that this has for education, family, and leisure
5. Methods of good use of computer-based career information delivery systems (CIDS) and computer-assisted career guidance systems (CACGS) to assist with career planning

*Program Promotion, Management, and Implementation*

Knowledge and skills necessary to develop, plan, implement, and manage comprehensive career development programs in a variety of settings. Demonstration of knowledge of:

1. Designs that can be used in the organization of career development programs
2. Needs assessment and evaluation techniques and practices
3. Organizational theories, including diagnosis, behavior, planning, organizational communication, and management useful in implementing and administering career development programs

**Figure 1.1**
(*Continued*)

4. Methods of forecasting, budgeting, planning, costing, policy analysis, resource allocation, and quality control
5. Leadership theories and approaches for evaluation and feedback, organizational change, decision making, and conflict resolution
6. Professional standards and criteria for career development programs
7. Societal trends and state and federal legislation that influence the development and implementation of career development programs

Demonstration of ability to:

8. Implement individual and group programs in career development for specified populations
9. Train others about the appropriate use of computer-based systems for career information and planning
10. Plan, organize, and manage a comprehensive career resource center
11. Implement career development programs in collaboration with others
12. Identify and evaluate staff competencies
13. Mount a marketing and public relations campaign on behalf of career development activities and services

*Coaching, Consultation, and Performance Improvement*

Knowledge and skills considered essential in relating to individuals and organizations that impact the career counseling and development process. Demonstration of ability to:

1. Use consultation theories, strategies, and models
2. Establish and maintain a productive consultative relationship with people who can influence a client's career
3. Help the general public and legislators to understand the importance of career counseling, career development, and life-work planning
4. Impact public policy as it relates to career development and workforce planning
5. Analyze future organizational needs and current level of employee skills and develop performance improvement training
6. Mentor and coach employees

*Diverse Populations*

Knowledge and skills considered essential in relating to diverse populations that impact career counseling and development processes. Demonstration of ability to:

1. Identify development models and multicultural counseling competencies
2. Identify development needs unique to various diverse populations, including those of different gender, sexual orientation, ethnic group, race, and physical or mental capacity
3. Define career development programs to accommodate needs unique to various diverse populations
4. Find appropriate methods or resources to communicate with limited-English-proficient individuals
5. Identify alternative approaches to meet career planning needs for individuals of various diverse populations
6. Identify community resources and establish linkages to assist clients with specific needs
7. Assist other staff members, professionals, and community members in understanding the unique needs/characteristics of diverse populations with regard to career exploration, employment expectations, and economic/social issues
8. Advocate for the career development and employment of diverse populations
9. Design and deliver career development programs and materials to hard-to-reach populations

*Supervision*

Knowledge and skills considered essential in critically evaluating counselor or career development facilitator performance, maintaining and improving professional skills. Demonstration of:

1. Ability to recognize own limitations as a career counselor and to seek supervision or refer clients when appropriate
2. Ability to utilize supervision on a regular basis to maintain and improve counselor skills
3. Ability to consult with supervisors and colleagues regarding client and counseling issues and issues related to one's own professional development as a career counselor

**Figure 1.1**
(*Continued*)

4. Knowledge of supervision models and theories
5. Ability to provide effective supervision to career counselors and career development facilitators at different levels of experience
6. Ability to provide effective supervision to career development facilitators at different levels of experience by:

   • knowledge of their roles, competencies, and ethical standards
   • determining their competence in each of the areas included in their certification
   • further training them in competencies, including interpretation of assessment instruments
   • monitoring and mentoring their activities in support of the professional career counselor and scheduling regular consultations for the purpose of reviewing their activities

*Ethical/Legal Issues*

Information base and knowledge essential for the ethical and legal practice of career counseling. Demonstration of knowledge of:

1. Adherence to ethical codes and standards relevant to the profession of career counseling (e.g., National Board for Certified Counselors [NBCC], NCDA, and American Counseling Association [ACA])
2. Current ethical and legal issues which affect the practice of career counseling with all populations
3. Current ethical/legal issues with regard to the use of computer-assisted career guidance systems
4. Ethical standards relating to consultation issues
5. State and federal statutes relating to client confidentiality

*Research/Evaluation*

Knowledge and skills considered essential to understanding and conducting research and evaluation in career counseling and development. Demonstration of ability to:

1. Write a research proposal
2. Use types of research and research designs appropriate to career counseling and development research
3. Convey research findings related to the effectiveness of career counseling programs
4. Design, conduct, and use the results of evaluation programs
5. Design evaluation programs which take into account the need of various diverse populations, including persons of both genders, differing sexual orientations, different ethnic and racial backgrounds, and differing physical and mental capacities
6. Apply appropriate statistical procedures to career development research

*Technology*

Knowledge and skills considered essential in using technology to assist individuals with career planning. Demonstration of knowledge of:

1. Various computer-based guidance and information systems as well as services available on the Internet
2. Standards by which such systems and services are evaluated
3. Ways in which to use computer-based systems and Internet services to assist individuals with career planning that are consistent with ethical standards
4. Characteristics of clients which make them profit more or less from use of technology-driven systems
5. Methods to evaluate and select a system to meet local needs

**Figure 1.1**
(*Continued*)

Another critically important development in recent years has been the increased attention to addressing the career development needs of diverse client populations. Research related to career development theory and practice has gone beyond addressing the career development of White, middle-class men. Issues of gender, class, ability status, sexual orientation, and cultural bias in career development theories and practices have been exposed, resulting in greater attention to how such variables factor into the career development process and bringing into focus the importance of including the cultural context in career development theories and interventions (Chung, 2001). Models of identity development as they relate to areas such as gender, race, sexual orientation, and disability status are increasingly being integrated into career development theory and practice (Pope, 2000). Career treatment outcome studies are also beginning to move beyond the traditional college student samples to examine career intervention effects with more diverse populations (Luzzo, 2000).

Interestingly, acknowledging the multiple ways in which the societal context artificially limits career development for many people has led commentators to remind career theorists and practitioners of the importance of addressing social justice in career development interventions in the 21st century (Chope, 2006; O'Brien, 2001). Lee (1989) agrees, stating that career counselors must act as "career development advocates for disenfranchised clients by actively challenging long-standing traditions that stand in the way of equity in the workplace" (p. 219). Indeed, striving for social justice through career interventions commenced with the work of Frank Parsons and, therefore, is an important theme throughout the history of the career development field. In this regard, Herr and Niles note:

> … for most of the last 100 years, whether or not it has been explicit, counseling and, in particular, career counseling and career guidance have become sociopolitical instruments, identified by legislation at the federal level, to deal with emerging social concerns such as equity and excellence in educational and occupational opportunities, unemployment, human capital development, persons with disabilities, child abuse, HIV/AIDS, teenage pregnancy, substance abuse, career decision making relative to the preparation for entrance into emerging skilled occupations, and the identification and encouragement of students with high academic potential to enter higher education in science and mathematics. (1998, p. 121)

Recapturing the spirit of social justice by acting as agents of social change to maximize the career development opportunities available to all members of our society is emerging as an essential aspect of career interventions for many career practitioners today (see Blustein, 2006).

Conducting career interventions for social action requires counselors to provide multifaceted career interventions and to expand their roles beyond traditional individual career counseling practice. Career counseling for social action begins with career counselors possessing the multicultural competencies (i.e., knowledge, skills, and attitudes) necessary for understanding how the environments their clients occupy interact to influence the interpretations and meanings clients attach to work and occupational opportunities. Multicultural competencies serve as the foundation for identifying social action strategies aimed at facilitating career development.

Career practitioners engaged in social action also use community resources to provide clients with access to information and opportunities (e.g., employment offices, "one-stop career shops," support groups). Learning about career resources that are available in the community facilitates appropriate referrals and increases the probability that clients will receive the services they need. Therefore, career counselors engaging in social action play the role of facilitator by providing information, referrals, and encouragement to clients (Enright, Conyers, & Szymanski, 1996).

To play this role effectively, career counselors are required to maintain files of useful resources, including names of potential mentors representing a diversity of backgrounds (e.g., Black, Asian American, individuals with disabilities, gay and lesbian men and women), information on accommodations for disabled individuals with different functional limitations, names of employers willing to provide opportunities for job shadowing and internship experiences, and names of individuals willing to participate in informational interviewing experiences (Enright et al., p. 111).

Having a thorough knowledge of career resources available in the community also allows counselors to identify areas in which services are lacking. In these instances, counselors once again take on a strong advocacy role and seek to rectify service deficiencies in their communities (Lee, 1989).

Advocacy is also important when clients' career concerns are the result of external factors such as large-scale downsizing, wage stagnation, and salary inequities experienced by women, persons of color, and persons with disabilities. More often than many care to acknowledge, workers struggle to earn a living. Women working full-time earn 77% of what their male counterparts earn (Gao, 2014). The inequities experienced by persons with disabilities are even greater. In February of 2015 there were 8.7 million people unemployed in the United State and 2.7 million people who had been unemployed for greater than 27 weeks (Bureau of Labor Statistics, 2015). Those in the dwindling minority of persons not experiencing an encounter with job loss, either directly or indirectly through a family member or close friend, are acutely aware of the tenuous nature of job security and experience high levels of guilt, fear, and anxiety.

In each of these instances, career counselors concerned with social justice address not only the career concerns of individual clients, but also the career concerns of the community at large (Cahill & Martland, 1996). This is accomplished by integrating individual career-counseling skills with community counseling skills. Integrating career counseling and community counseling strategies is especially critical in rural communities in which economic restructuring can threaten the very existence of the community. Cahill and Martland argue that community career counseling builds on the strength of individual career counseling and offers assistance to people in their struggle to maintain their communities as they create opportunities for career development. Thus, in addition to individual career counseling skills, career practitioners need skills in facilitating group problem solving and consensus building, and an understanding of social and economic factors that affect careers in contemporary society. Finally, Ludwikowski, Vogel, and Armstrong (2009) point out the importance of career interventions that engage potential clients via their social networks. The use of social media as a vehicle for communicating the importance of career assistance and for normalizing the use of career counseling resources may help to reduce the stigma that some experience related to seeking counseling of any sort.

Essentially, career counselors who instill hope in their clients and empower them to manage their careers are multiculturally competent, act as facilitators of information and referrals, advocate for their clients when employment practices and community traditions stand in the way of equity in the workplace, and integrate individual career-counseling skills with community counseling skills to assist people in their struggle to maintain their communities and create opportunities for career development (Blustein, 2006; Chope, 2006). Only time will tell if the recent attention related to addressing social justice issues in career development interventions will blossom into a more common and prominent role for career practitioners. It seems reasonable to expect this to occur given the high rates of global unemployment and growing economic disparities between the "haves" and "have-nots"—especially in the recovery from the 2020 pandemic.

# FUTURE TRENDS IN CAREER DEVELOPMENT INTERVENTIONS

**Learning Outcome 1.4**  Identify future trends in career development interventions.

Bingham and Ward (1994) note that "if vocational counseling was born from the changing demographics and economic needs of this century, then clearly career counseling will need to change in response to the changing needs of the coming century" (p. 168). Indeed, the rapid changes occurring in the world of work that are influenced by technological developments, the emergence of an interdependent global economy, and an increasingly diverse workforce reinforce the need for career development theory and practice to be revised to meet the career development tasks confronting people in the 21st century. The response to, and emergence from, COVID-19 will undoubtedly have a lasting impact on how and where we do our work. This shift brings other issues, such as a more isolated worklife and life-role boundary issues (e.g., the tendency for home activities to mingle with or conflict with work duties). The evidence is clear that people, both young and old, are struggling to cope more effectively with these tasks.

We are confronted daily with news reports citing statistics about high levels of global unemployment, corporate downsizing, and a jobless economic recovery. These statistics provide examples of the fact that the social contract between employer and employee is gone. Other evidence that the nature of work is changing is found include increases in the number of companies now offering daycare and parental leave; increases in the numbers of families requiring dual earners; and increases in the numbers of people working at home. These themes reflect the strong intertwining of work and family roles. Thus, career theories, career interventions, and career development professionals must respond to these evolutionary shifts occurring in the nature of work. Moreover, career development interventions must be embedded in assumptions that reflect the shifts we are experiencing in work (e.g., that adults change occupations many times over the course of their lives, that lifelong learning is essential to maintaining one's marketability, that life roles interact, that rapid changes in the world of work are a constant, and that everyone must become skilled at interacting with diverse coworkers). In 2003, Herr contended that the demand for career assistance would expand due to rising unemployment rates and an increase in part-time work. His prediction is now a reality.

How we intervene in the lives of the people we serve is guided by our understanding of how these contextual shifts influence what is required for people to move forward in their careers. Savickas (1993) discusses his interpretation of what is required to move the profession forward. Specifically, he notes that in the 21st century, career development professionals will shift from supporting the 20th-century notion of careerism to fostering self-affirmation in their clients. People will need to be encouraged to make a commitment to their culture and community and learn how to develop and express their values in the real world. Rather than providing clients with predefined services in a sort of "one-size-fits-all" approach, career counselors will collaborate with their clients to help them interpret their life experiences within the context of their evolving career development. Rather than emphasizing a singular truth and objectivity, career counselors will move toward appreciating multiple realities, perspectives, and relationships in their work with clients (Savickas, 1993). In the emerging scenario it seems clear that a primary task of career practitioners involves clarifying (rather than assuming) how they can be *useful* to their clients. Achieving this basic and essential understanding requires career practitioners to be skilled at providing culturally appropriate career interventions.

In addition to the Savickas (1993) article, a special issue of *The Career Development Quarterly*, published in September 2003, stands as one of the few examples in the literature in which future directions for career counseling are identified. Building upon these contributions, we identify several ways in which career development professionals can construct career interventions that respond to clients' career concerns in the 21st century.

## MOVE TO VIEWING CAREER DECISIONS AS VALUES-BASED DECISIONS

**Learning Outcome 1.5**  Identify ways career development interventions will evolve to address trends in the field.

Career decisions are essentially values-based decisions. Some values will figure prominently in a future scenario and others will be left behind, subordinated, or perhaps even distorted in a career transition. Indeed, career decisions entail determining what is to prevail and what is to be sacrificed (Brott, 2019; Cochran, 1997). Without the promise of gain and the threat of loss, there is no decision to make. One could just follow a "perfect" possibility that was presumably all positive. Yet, in an ordinary decision, one must evaluate to decide. It can be argued that these evaluations are primarily values-based and that the way one evaluates defines the person one is to become and the life one is to live. Our identity is defined by these fundamental evaluations. Thus, helping clients clarify and articulate their values will become even more important in providing career development interventions in the 21st century. Career practitioners can empower clients to make choices that implement their declared values through serving as counselor, coach, and advocate for their clients.

## MOVE BEYOND OBJECTIVE ASSESSMENT

An increased emphasis on values clarification reflects the fact that today, perhaps more than ever, it should be clear that providing clients with information about themselves and the world of work (through objective assessment) is necessary, but not sufficient, for empowering people to manage their careers effectively. To be sure, having information about how one's interests compare with others and where one stands on the normal curve is helpful in the process of identifying viable career options. However, most people do not think of themselves as locations on a normal curve. Rather, they focus on the process of trying to make meaning out of their life experiences. Certain life experiences capture more attention in this regard than others do. Most likely, the experiences that capture the most attention are those that have been the most painful. A painful or negative experience creates a yearning for its opposite, which becomes an ideal toward which to strive (Watkins & Savickas, 1990). In this sense, one's early life preoccupations provide the direction for what later in life can become one's occupation. Our life experiences provide the crucial backdrop against which we sort through our values, interests, and skills and then try to connect them to career options. Career development interventions in the 21st century must be directed toward helping people clarify and articulate the meaning they seek to express in their career activities.

## MOVE TO COUNSELING-BASED CAREER ASSISTANCE

Implicit in what we have discussed thus far is that "personal" and "career" concerns are inextricably intertwined. Many adults in career counseling struggle to cope with uncertainty, ambiguity, low self-efficacy, and personal, as well as occupational, information deficits (Amundson, 2019; Niles & Anderson, 1995). Career counseling clients also report valuing the relationship dimension of the career counseling experience, and they often take advantage of the opportunity to discuss general concerns in the career counseling process (Anderson & Niles, 2000). Accordingly, many now conclude that there are few things more personal than a career choice and that the overlap between career and general concerns is substantial (Anderson & Niles, 1995; Krumboltz, 1993; Niles & Gutierrez, 2019; Savickas, 2010; Subich, 1993). Career development practitioners respond to this overlap by offering counseling-based career assistance.