



6TH
EDITION

APPLYING
CAREER
DEVELOPMENT
THEORY TO
COUNSELING

Richard S. Sharf

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Applying Career Development Theory to Counseling

SIXTH EDITION

RICHARD S. SHARF

University of Delaware



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to Counseling, Sixth Edition***
Richard S. Sharf

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Preface for Students

Now

The purpose of this textbook is to provide background information that you may use in working with clients who have concerns about problems at work or making a career choice. Part One of this book describes several views of how people make career choices and deal with adjusting to working, along with suggestions for counseling them. Part Two examines how individuals deal with career choice and work issues in childhood, adolescence, adulthood, and retirement. Job loss and sexual harassment also are discussed. Part Three explains specific issues such as the role of parents and others on career choice. Cognitive and behavioral approaches to career development also provide useful views on career counseling. Part Four integrates different theories or approaches to career counseling and reviews materials in the previous chapters. To help you organize the material, I have added a Theory Outline at the beginning of each chapter to give you a brief outline of the major points of the theory. For the beginning and ending chapters (Chapters 1 and 16), which are not descriptions of specific theories, I list the Chapter Highlights. A more in depth outline is provided in Chapter 16.

To make the book practical for your use with clients, I have included case examples and client–counselor dialogues. Theories of career development are based on research that often uses tests and inventories. A number of tests and inventories are integrated with theories in this textbook. I’ve explained how you might use them in career counseling.

Later

This textbook can help you when you are doing career counseling with clients both when in graduate school and when working as a counselor or mental health professional. Not all career counseling is done by counselors who call themselves career counselors. A number of former students have told me that they have done career counseling with clients when they did not expect that they would be doing so. I have tried to make this a book that will be a useful source for you when you are active in the counseling or mental health profession. Consulting the text at a later time can help you in understanding work-related concerns and career choice issues when counseling individuals with such problems.

Some of you may be preparing for a licensing or certification examination based on CACREP guidelines. Appendix A describes CACREP standards for career issues and lists the page numbers that cover each of the standards.

I have also developed a student manual containing exercises that can be used in individual or group career counseling. These exercises provide a practical means of helping clients with career choice and work issues. The Student Manual also has many practice multiple-choice questions that can be useful in preparing for classroom or other examinations.

Preface for Instructors

Students taking a beginning graduate course in career guidance, career theory, or career counseling want to know how to assist clients with career concerns. This book will help them relate career theory and research to the practice of counseling, aiding them in their practicum, their internship, and their jobs as counselors. In this sixth edition of *Applying Career Development Theory to Counseling*, I show how each career development theory can be used in counseling. Each theory gives special insight into various perspectives on career development as they affect career counseling. Furthermore, the theories organize facts into a comprehensive system for students to understand and to use, rather than overwhelm them with unrelated lists of information.

Case examples are a special feature of this book. For each theory and its significant constructs, one or more cases are used to illustrate the conceptual approach of the theory. The examples are given in a dialogue between the counselor and the client. In the dialogue, the counselor's conceptualization follows most counselor statements and appears within brackets. This approach provides a direct application of the theory to counseling practice, making the book useful to both students and practicing counselors. In a few places, narrative descriptions of cases are used to illustrate theories.

The Sixth Edition

To help students organize the material, I have added a Theory Outline at the beginning of each chapter to give them a brief outline of the major points of the theory. This outline provides a summary for them to refer to at any point in their reading. For the first and last chapters, I instead list Chapter Highlights, which include material that describes issues and skills related to career counseling (Chapter 1) and a review of theories as well as a discussion of other matters (Chapter 16). I also provide a more in depth outline of theories in Chapter 16.

New to the sixth edition are several significant additions as listed here by chapter:

Chapter 3: Occupations: Information and Theory. Occupational information for the United States labor market has been updated in this edition. More references are made to the global labor market than in previous editions.

Chapter 7: Career Development in Childhood. Super's early growth stage of children's career development has been modified by including information about Howard and Walsh's fantasy substage, including Level 1, Pure Association, and Level 2, Magical Thinking, as well as modification of Super's interest substage, which includes Level 3, External Activities. This addition to the literature on children's career development provides new ideas on this subject.

Chapter 8: Adolescent Career Development. Super's late growth stage of adolescent career development has also been modified by Howard and Walsh. Super's Capacities substage has been modified to include Howard and Walsh's Level 4, Internal Processes and Capacities substage; Super's substage featuring values has been modified to include Level 5, Interaction. Howard and Walsh describe Super's transition to the crystallizing substage through their explanation of Level 6, Systematic Interaction. These levels provide a recent view of adolescent career development. I also present new information on Vondracek and colleagues' work on the concept of vocational identity.

Chapter 9. Late Adolescent and Adult Career Development. In the field of developmental psychology, Arnett describes a stage of development that covers the overlap of adolescence and adulthood that he calls emerging adulthood. This time period includes the age of identity, the age of instability, a self-focused age, the age of feeling in-between, and the age of possibilities. I focus on how these stages relate to career development by providing new insights on how young people approach entry into the labor market.

Chapter 10: Adult Career Crises and Transitions. In the section on career transitions, the discussion of the boundaryless careers and protean careers has been expanded to include the kaleidoscope career. The kaleidoscope career reflects the search for authenticity, challenge, and balance between work and other activities that more individuals are searching for.

Chapter 12: Relational Approaches to Career Development. I have added an explanation of Blustein's relational theory of working, which is related to Richardson's discussion of the working perspective. The work of Blustein and Richardson emphasizes the value of relationships as they affect an individual's working life both during and outside of work. Blustein and Richardson address the issue that individuals cannot always find work that satisfies their interests and abilities. Blustein provides a theory that shows how relationships provide value and meaning in working.

Chapter 13. Krumboltz's Social Learning Theory. Recently, Krumboltz has changed the name of Planned Happenstance Theory to Happenstance Learning Theory. I have made changes in the chapter to reflect the implication of these changes to his goals for career counseling.

Chapter 15. Career Decision-Making Theories. There has been considerable research on the concept of *calling*, which helps to show the value of calling in a spiritual perspective on career development. I present a summary of this information to help provide a contrast between a spiritual perspective on career development and other perspectives.

Chapter 16: Theories in Combination. I have added a section on strengths and weaknesses of each theory. I use a detailed outline of each theory in the book and then summarize each theory through a discussion of the theory's strengths and weaknesses. This section of the chapter can be used for studying the materials in this book, and it can also be used when doing career counseling to remind students about the various theories and their approaches to career development.

The Appendices have been significantly revised. Appendix A contains the 2009 CACREP standards for Career Development as well as how each standard relates to sections in this textbook. Appendix B has revised information about tests and their publishers. Appendix C includes information about Web sites for career counseling organizations, education and internships, job postings, and occupational information.

Each chapter in this sixth edition has been revised to reflect the results of new research and changes in the theory, where there have been changes. Although not as obvious as other changes, research that has been done outside of the United States continues to make a greater contribution to career development research that is discussed in this textbook. Of particular interest is a marked increase in research coming from different countries in Africa.

Special Considerations in Each Chapter

Each career development theory is discussed in terms of its implication for using occupational information, for using tests and inventories, and for special issues that may affect the application of the theory. Some theories use an occupational classification system; others specify how occupational information can be using counseling. Yet other

theories have relatively little to say about the use of occupational information. Because occupational information (and educational information) is such an important part of career counseling, special efforts are made to link theory and career information. Many theories use tests and inventories both as a means of researching career development theory and as tools for the counselor to use in helping clients assess themselves. This book focuses on assessment instruments as they relate to theories and does not assume knowledge of assessment issues, although some information about reliability and validity is presented. Also, career development theories provide insight into possible conflicts between counselor values and client values, which may present problems to the counselor. Considering problems in applying theory, occupational information, and assessment can help students to select the career development theories that will assist them most in their work as counselors.

In each chapter, a section addresses the application of theories of career development to women and culturally diverse populations. Theories vary greatly in how they address the issues of women. For example, Gottfredson's career development theory deals specifically with career issues of women. Other theories deal only tangentially with women's career choice issues. Some career development theories were originally created for White men and were later expanded to include women and diverse cultural groups. This sixth edition reflects an increase in research on the career development issues of culturally diverse populations. This is a particularly challenging issue to address because there are a wide variety of cultural groups and differences within cultural groups. For example, there are many significant cultural differences among Native American tribal groups. Also, some career development issues may be different for African Americans compared with Black people in other countries. Included in the emphasis on cultural diversity is a reference to research done in other countries, including Europe, Asia, and Africa.

Contents of This Book

This book is divided into an introduction and four parts: "Trait and Type Theories" (Part One), "Life Span-Theory" (Part Two), "Special Focus Theories" (Part Three), and "Theoretical Integration" (Part Four). Trait and type theories emphasize the assessment of interest, abilities, achievements, personality, and values, together with the acquisition of occupational information. Life-span theory follows a chronological approach, studying people across broad stages in the life span. Special focus theories include the application to career development issues of research in psychology, such as constructivist theory and learning theory. Theoretical integration deals with how these theories can be combined for effective career counseling. The last chapter (Chapter 16) also discusses the relevance of career development areas to special issues such as noncounseling interventions, group counseling, and job placement, among other concerns. Chapter 1 briefly describes each chapter.

Course Application

This book is intended for a beginning graduate course of which career issues are a major component. The book can be used in different ways, depending on whether the emphasis of the course is on career counseling, career assessment, career guidance, or career theory.

Whereas most books that describe career counseling prescribe the method or many components of methods, this book presents a number of different theoretical and conceptual approaches to career counseling. After studying these various approaches, the student can decide which theories will be most helpful to him or her in counseling work. In general, the chapters are independent of each other, and not all chapters need

to be assigned. Because trait and factor theory represents a straightforward approach to career choice and adjustment, it is often an appropriate starting place. Also, because Chapter 3 expands on occupational information described in Chapter 2, it may be appropriate to use the two chapters in sequence.

The assignment of career tests and inventories, together with their manuals, can be combined with the use of this book. Table 16-1 on page 456 lists the tests and inventories referred to in this book and the theory with which they are associated. Trait and factor theories make the most use of the tests and inventories; life-span theory, decision-making theory, social learning theory, and constructivist approaches make less direct use of them.

Supplements

A student manual, which was available for the fifth edition, has been revised and is now available online for this edition. Several features, in addition to sample questions, are provided. Career development exercises are provided with two purposes. The first purpose is to have students understand their own career development by using the theory or theories described in the chapter. The second purpose is to provide students with exercises that they may use in their counseling work as students or professionals. Another section of the student manual uses a case study approach to learning the theory. At various points in the case, multiple-choice questions are asked about the case. Open-ended questions are asked about how theory addresses general and cultural issues. The final section has multiple-choice and true and false review questions. Attention has been given to making the student manual interesting and relevant.

To provide instructors with materials that they may use in the classroom and to assist in preparation of lectures and examinations, I have expanded the instructor's manual. Numerous discussion questions have been included for each chapter, as well as suggestions for role-playing of counseling in class. For examinations, I have prepared more than 500 multiple-choice questions (some questions that appeared in the previous edition of the manual have been revised for clarity). Also, I have expanded the Power-Point slides that instructors may use in their classroom presentations. I believe that all the materials I have provided will suggest other classroom exercises, slides, or examination questions that instructors may want to develop for their own purposes.

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CHAPTER 1

Introduction

CHAPTER HIGHLIGHTS

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Being satisfied with one's career is one of the most important aspects of an individual's personal happiness. Career concerns occur throughout one's lifetime. As young children are exposed to their parents' occupations, television programs, and the people around them, they become aware of career opportunities and choices. This exposure becomes broader and deeper throughout elementary school, middle school, and high school. It is difficult for students not to be overwhelmed by the many choices of occupations facing them. After high school, temporary and transitional occupations are often chosen, with continued adjustment throughout one's life span to increase career satisfaction. During retirement, questions of career satisfaction may be important. Because approximately half of a person's waking hours are spent working, dissatisfaction with career demands can spread into other parts of one's life. It is not uncommon for job dissatisfaction to affect relationships with family and friends. People who are dissatisfied with their work or find it boring or monotonous must look for satisfaction in other areas of their lives, such as leisure and family. For many people, however, these other satisfactions do not compensate for the frustration they experience at work. The opportunity to help someone adjust to a selected career is an opportunity to affect a person's life positively, in meaningful and significant ways.

The knowledge that several hours spent in counseling can greatly influence the outcome of an individual's life is an exciting challenge to the counselor. Individuals unfamiliar with career counseling have sometimes compartmentalized counseling by saying there is personal counseling, and then there is career counseling. In describing more than 30 years of counseling with career issues, Mark Miller (2009) states "I leave this field pretty much with the same viewpoint I had when I started: Career counseling is nearly indistinguishable from personal counseling" (p. 47). Vernon Zunker addresses the relationship of career and personal counseling in his book, *Career, Work, and, Mental, Health: Integrating Career and Personal Counseling* (2008). In editing a special section of *The Career Development Quarterly*, Linda Subich (1993) asked the question: "How personal is career counseling?" She received 32 submissions, of which 10 were published. The clear, virtually unanimous answer was "Very personal." These respondents

recognized that personal issues are frequently a part of career counseling and that career issues are often prominent in personal counseling, thus making the distinction between the two unclear. A survey of experts in vocational psychology shows that they use the same counseling skills in dealing with career issues as they do in dealing with other personal counseling issues (Whiston, Lindeman, Rahardja, & Reed, 2005). Career counseling can include discussion of many different personal, familial, and cultural issues (Maxwell, 2007). Using a group approach, one study examined a group for college couples that addressed both romantic and career issues (Gibbons & Shurts, 2010). In a study of adults, career decisions were shown to be a part of decisions regarding relationships, a way of making meaning in one's life, and deciding about financial matters (Amundson, Borgen, Iaquina, Butterfield, & Koert, 2010). These articles point out the personal nature of career counseling from many vantage points. Because career issues do not always have the immediate impact on counselors that negative or stressful events or feelings may have, career issues may be neglected or dismissed if they are not examined thoroughly.

A wide variety of approaches have been used in career counseling, some of which adapt techniques from personal counseling. For example, Nevo and Wiseman (2002) use Mann's short-term dynamic psychotherapy as a model for career counseling. This model stresses the importance of the therapeutic relationship, client activities over their life span, and active counselor participation. Other writers address career counseling for individuals with marital concerns such as those of battered women (Brown et al., 2005). Recently, attention has been given to gay and lesbian clients. For lesbian, gay, and bisexual youth, sexual identity conflicts and lack of social support can interfere with or slow the process of career decision making (Schmidt & Nilsson, 2006). Datti (2009) provides suggestions for career counseling with lesbian, gay, bisexual, and transgender youth. Focusing on lesbian clients, Bieschke and Toepfer-Hendey (2006) and Hook and Bowman (2008) suggest different models of career counseling to help them deal with personal and social issues affecting career concerns. Increasingly, counselors are applying techniques from personal counseling to a variety of culturally diverse groups and to a variety of issues, such as those described in this paragraph.

In this textbook, numerous case examples are used to illustrate the application of career development theory to counseling. Most of the examples have personal and career components. For instance, Winifred (Chapter 4) is a 45-year-old farmer who is faced with the difficulty of changing jobs after experiencing chronic back pain. Chester (Chapter 5) is a high school dropout whose boredom and frustration with his life and work are affecting his personal life. George (Chapter 6) is tense and anxious at work and has difficulty dealing with the employees he supervises. Arthur (Chapter 7), a fourth-grade student, is starting to fall behind in school, is withdrawing from his peers, and is frustrated by reading. Personal issues confront Chad (Chapter 8) as he decides between selling drugs and staying in school to prepare for a career. Matthew (Chapter 9) is 64 years old and is confused and afraid as

he faces imminent retirement. Having been laid off from a job that he has had for 23 years, John, who is 55, is angry and depressed (Chapter 10). The trauma of sexual harassment and racial discrimination forces Roberta (Chapter 10) to deal with her anger and the perpetrators of the harassment. Dennis, a 25-year-old grocery store manager, lives at home and struggles to cope with his father's negative views of him (Chapter 11). Lacking self-confidence and tending to procrastinate, Tiffany is having difficulty leaving a job she dislikes to train for a new career (Chapter 11). Maria (Chapter 12), a high school junior, is unsure of her ability to make decisions. Joella (Chapter 12) finds meaning in her work through relationships with others, even though the work itself is not satisfactory to her. Planning to be a professional football player, Xavier has broken his leg and is upset that his dreams for the future now seem uncertain (Chapter 13). Sharon (Chapter 14) is unsure of herself, especially her academic ability; this lack of self-efficacy plays a role in her dilemma about her career choice. Her reactions are affected by her relationships with her friends and family. Parnell's (Chapter 15) disciplinary problems in college have put stress on his relationships with his family members and have caused him to think about his decisions regarding his future career and his decision making in general. A spiritual approach to career decision making is illustrated through Karen's struggle with the loss of her job and the need to provide income for her family (Chapter 15). These are a sampling of some of the cases that appear in this textbook, many of which are concerned with both personal and career issues.

Life issues and problems occur at many different times. The developmental nature of career concerns can be seen in the case of Lucy, who is discussed in Chapters 7, 8, and 9. As a fifth-grade student, she is upset about her mother forcing her father out of the house, and her reaction affects her interactions at school and within her family. At 15 years old, the pressures on Lucy from her father and her boyfriend to go to nursing school rather than to medical school are affecting her self-confidence and her ability to make decisions. At 28 years old, Lucy is hurting from the breakup of a 3-year relationship and is deciding whether to return to school to become a physician. These personal and career issues are intertwined, as they are for many clients.

One definition of *career* refers to roles individuals play over their lifetime (Zunker, 2012). The roles may include leisure and community service, as well as other activities. The case studies presented in this book offer snapshots of a person's career or an aspect of a person's working and leisure behavior. In this textbook, *career choice* applies to decisions that individuals make at any point in their career about particular work, leisure, or other activities that they choose to pursue at that time. The focus is on the individual, in contrast to the terms *job*, *occupation*, and *work*. In this textbook, *jobs* refer to positions requiring similar skills within one organization. *Occupations* refer to similar jobs found in many organizations. Occupations exist regardless of whether individuals are employed in them. *Career* refers to the lifetime pursuits of the individual. *Work*, a term used occasionally in this text, refers to purposeful activity to earn money or other

reward and possibly to produce a product or service for others. Although *work* often is used to describe an unpleasant activity, work can be pleasant and rewarding economically, spiritually, socially, or personally. Other authors may define work as effort spent in an activity, or they may have other definitions of work.

Career development theory can serve as a guide for career counseling and for problems similar to those described earlier. By tying together research about career choice and adjustment with ideas about these issues, career development theorists have provided a conceptual framework within which to view the types of career problems that emerge during a person's lifetime. To help you understand these theories, the role of theory in psychology is discussed first.

The Role of Theory in Psychology

In reviewing the role of theory in psychology, Heinen (1985) describes theory as “a group of logically organized laws or relationships that constitute explanation in a discipline” (p. 414). Theory has been particularly important in the development of physical and biological science. Within psychology, theory has made a distinct impact in the area of learning (Henriques, 2011). When applied to career development, theory becomes cruder and less precise. Career development theory attempts to explain behavior that occurs over many years and is made up of reactions to thousands of situations (for example, school), experiences (for example, hobbies), and people (for example, parents).

Regardless of the type of theory, there are certain general principles for judging the appropriateness of a theory. The following are criteria by which career development theories can be evaluated (Fawcett & Downs, 1986; Franck, 2002; Hanzel, 1999; Snow, 1973, Watson 2012).

1. *Theories should be explicit about their rules and theorems. Terms that are used in describing these rules should be clear.* Theories that attempt to explain how people make career choices often have difficulty in defining terms such as *growth*, *development*, and *self-concept*. Theories about career selection are also difficult to make. In general, the broader the theory, the more difficult it is to be specific about the terms that are used.
2. *Theories should be precise about the limitations of their predictions. Theories differ in the breadth of behavior that they attempt to predict.* For example, some theories attempt to explain career development for women, some for both men and women, and some for people of different age groups. Some theories attempt to explain vocational choice, others try to explain how people adjust to this choice, and still others explain both. It is important to understand what the subject of the theory is. Criticizing a theory for not doing something that it does not set out to do is unfair.
3. *When theories are developed, they need to be tested.* Testing a theory is accomplished by doing research that can be expressed in terms of quantitative relationships. By doing research studies that use clear and measurable terms, investigators can best determine if data are in agreement with the theory. Within the field of career development, it is sometimes difficult to determine whether research supports a theory. The reason may be that an investigator has defined terms in a different way from the theorist or has used an unrepresentative sample to make predictions or generalizations. For example, if a theorist attempts to explain how all people make choices, the research samples should include both men and women across a broad range of cultural, social, and financial backgrounds. Sometimes evidence from a research study is unclear, supporting some propositions of a theory but not others, or supporting

the theory for some populations but not others. A helpful method for confirming theoretical constructs is to develop inventories that define constructs and relate them to other constructs within the theory, as well as to other theories and instruments. By the accumulation of such information, construct validity is established for the theory and the instrument.

4. *A theory needs to be consistent and clear.* A theory should provide constructs that have a logical relationship to each other. To be clear, the theory should not be too complex. It should provide the simplest way to explain propositions. However, there is the danger of oversimplification. Essential components should not be left out of a theory. Because vocational theorists attempt to explain exceedingly complex behavior, it is only natural that they may oversimplify their theories. In doing so, they may provide a useful and understandable guide for the counselor.

In summary, a theory needs to be explicit about its constructs and terms. Furthermore, it needs to be clear about what it is theorizing and the breadth of its propositions. In addition, research should be able to provide positive or negative support for the theory. Sometimes research findings add to and further develop a theory, showing that it is open to change. Also, a career development theory, while being neither too simple nor too complex, must provide a useful way of explaining and understanding career development.

Judgments about the soundness and relative utility of theories are difficult for the counselor to make. Osipow and Fitzgerald (1995) and Brown (2002), among others, have attempted to evaluate how well career development theories meet criteria similar to those described earlier. Although research will receive comment, the primary focus of this textbook is the application of the theory by the counselor. Most of the theories included in this textbook meet, at least minimally, the four criteria listed earlier. Some theories are quite new and have not yet met these criteria, but they provide new ideas for counselors to consider.

A broad approach to the application of theory to career development and to psychology in general has been taken by Dawis (2000, 2002). He argues that the Person-Environment Fit model can be used as a way of understanding the important aspects of psychological science. He believes that by studying the interaction between individuals and their environment, researchers will have an excellent model for studying many psychological issues, including career choice and development. Other writers have examined different approaches to the study of the Person-Environment Fit model that can be used depending on the variables being studied. The Retirement Transition and Adjustment framework is an application of the Person-Environment Fit model to individuals transitioning into retirement (Hesketh, Griffin, & Loh, 2011). Rottinghaus and Van Esbroeck (2011) examine several recent approaches to assessing the Person part of the Person-Environment Fit model when applying it to career development. In South Korea, the Person-Environment Fit model was used to assess performance of research and development professionals (Cha, Kim, & Kim, 2009). Almost all of the theories in this book, especially Chapters 2 through 6, can be viewed from this broad perspective as they focus on how individuals interact with their environment (for example, school, work, and families). However, the Person-Environment Fit model is too broad to be applied by counselors without more specifications; therefore, I discuss theories that are more detailed and specific about career development.

Counselors' Use of Career Development Theory

When selecting theories of career development to apply, counselors must not only have confidence in the theory, as described in the previous section, but they also must make

judgments about the advisability of using that theory with their clients. Furthermore, counselors need to consider their own view and style of counseling or psychotherapy. Their theory of counseling is likely to influence their selection of a theory of career development. The counselor also needs to select a theory of career development that is manageable and relatively easy to draw on in a counseling session. These three concepts are discussed in more detail in the following sections.

Client Population

Counselors work in a wide variety of settings and are likely to encounter a preponderance of one or another type of career problem. For example, elementary school and middle school counselors work with students who are at the beginning of the career information and selection process. High school and college counselors tend to help their clients with vocational choice, development of alternatives, and job placement. Although employment counselors deal with some of the same issues as high school and college counselors, they may encounter more issues related to satisfaction with and adjustment to a job. Some counselors work in business and industry with a limited number of professions, such as accounting and engineering. These counselors are likely to be involved in issues of work satisfaction, adjustment, and promotion. Vocational rehabilitation counselors and other counselors who work with clients who are physically and mentally challenged deal not only with the issues mentioned earlier, but they also must judge the applicability of the theory to the challenges of their clients. Moreover, retirement issues have become a greater concern of counselors in recent years. Choosing new, part-time, or volunteer work and scaling down the demands of current work are issues that retirement counselors often consider.

Pastoral counselors, physicians, clinical psychologists, and psychiatrists work in settings where their clients may have career choice or adjustment issues that are related to other problems. Although career concerns may not be the presenting problem for the clients of these and other mental health workers, they may still be significant issues. Furthermore, the gender of the client can be an important variable in theory selection. Counselors can ask themselves if a theory is as appropriate for younger individuals as older individuals. Because career development theories differ in the age range that they choose to explain, the counselor must decide whether a particular career development theory is appropriate for the population with which he or she works.

Theories of Counseling and Theories of Career Development

Like counseling theories, many theories of career development are derived from theories of personality. Often, clearly distinguishing theories of counseling and of career development from theories of personality is difficult.

In general, counseling and psychotherapy theories tend to be a subset of personality theories used to bring about a desired change in feeling, thinking, or behavior. Similarly, some theories of career development tend to be a subset of personality theories, which include how people relate to work and career issues. Therefore, because personality, counseling, and career development theory are highly interrelated, counselors who prefer a certain personality theory or theory of counseling are drawn naturally to a compatible career development theory.

Because theories of personality and counseling form the core of a counselor's training, they tend to influence the counselor's selection of a theory of career development. Rarely does the selection of a theory of career development determine a counselor's theory of personality or career counseling. For example, counselors attracted to Jungian theory may want to use the Myers–Briggs theory of types. Those counselors who use rational

emotive behavior therapy, behavioral therapy, or cognitive therapy may find trait and factor theory, Holland's theory of types, social learning, and cognitive information processing approaches to be particularly helpful. Many counselors are eclectic in their practical orientation; that is, they may draw from many theories. Although openness to the value of all theories of career development is helpful, it is important to remember the connection between career development theory and counseling theory. The theories presented in this book differ in terms of how similar they are to theories of personality, with a few being quite different.

Chunking

The concept of chunking is important for counselors to consider when selecting a theory of career development. Unlike computers, counselors have a limited ability to remember information. Psychologists have studied the limited capacity of both short- and long-term memory. In studying short-term memory, Miller (1956) suggested that people can process five to nine concepts, ideas, numbers, words, or sentences at a time. This processing is done by grouping—*chunking*—concepts or ideas. Chunking is a concept used in teaching to help individuals improve their learning (Bodie, Powers, & Fitch-Hauser, 2006). For example, chunking has been used in early stages of Alzheimer's disease (Huntley, Bor, Hampshire, Owen, & Howard, 2011). It has also been studied to help researchers understand how individuals develop expertise in different areas of learning (Cohen & Sekuler, 2010; Gobet, 2005; Mathy & Feldman, 2012; Pramling, 2011). Chunking has also been studied to show how children of different ages “chunk” differently (Gilchrist, Cowan, & Naveh-Benjamin, 2009). Research has extended knowledge about chunking by examining physiological aspects of learning. Studies of brain-wave frequency and the cerebral cortex suggest that working memory handles about seven items at a time (Glassman, 1999; Wickelgren, 1999). The concept of chunking has been extended to understand the thinking of novice and experienced psychotherapists, with experienced psychotherapists chunking more information than inexperienced psychotherapists (Ettelson, 2002).

There is value in applying the concept of chunking to the use of career development theory in career counseling. Theories that have three or four basic constructs are likely to be learned relatively easily. Theories with up to eight or nine concepts may be remembered and used with some difficulty, depending on how often the concepts are reused in counseling. For example, John Holland has a theory that describes six basic types of people and work environments, which is explained in Chapter 5. Having relatively few types makes the process of remembering them easier for counselors than if there were more types. Theories with more than eight or nine concepts are likely to present a retention problem for the counselor when he or she is starting to put a theory into practice. One solution is to divide the theory into several chunks. It is important to do this because counselors need to learn information about a number of subjects, such as helping skills, career assessment, and occupational information, when assisting clients in career decision making.

Counselor Skills

The primary purpose of this book is to describe the usefulness of career development theory in counseling people with problems of career choice and adjustment. Information about theories can be combined with helping skills, which are often based on the early work of Carl Rogers (1951). Since the 1940s, career assessment has also been an integral part of career counseling. Furthermore, the use of occupational information as found in pamphlets, books, and computers is a necessary component of career counseling. These three areas of knowledge—helping skills, testing, and providing occupational information—are described in the following sections in terms of their relation to career development theory.

Helping Skills

Since the early 1980s, a number of books have described helping skills. The authors of these books appear to agree generally on the helping skills necessary for change in most counseling situations, including career counseling. Their work is based on the views of Carl Rogers (1958), who specifies four basic conditions necessary for counseling change: unconditional positive regard, genuineness, congruence, and empathy.

Unconditional positive regard can be described as the acceptance of a person as being worthwhile and valuable, regardless of age, gender, race, or what he or she has done. Genuineness refers to sincerity—the need for the counselor to be honest with the client. Congruence requires that the counselor’s voice tone, body language, and verbal statements be consistent with one another. Finally, empathy refers to the ability to communicate to the client that the counselor understands the client’s concerns and feelings from the point of view of the client. These four basic conditions have become the cornerstone of research involving more than 260 studies.

Truax and Carkhuff (1967) and Carkhuff and Berenson (1967) have done considerable research to further define and develop Rogers’s work. Recently, Chang, Scott, and Decker (2012), Egan (2010), and Ivey, Ivey, Zalaquett, and Quirk (2012) have provided methods for learning the basic or core helping skills. In addition, these authors have emphasized (to varying degrees) other important skills such as asking open-ended and nonbiased questions. In addition to discussing, paraphrasing, and reflecting feelings (basic empathic listening skills), these authors have explained important issues of confrontation and the need for concreteness and specificity. They also have provided texts for courses in basic counseling skills or helping relationships. A detailed explanation of these skills goes beyond the scope of this book. However, I describe the most common interventions and counseling techniques that are likely to be used in career counseling. These interventions are used in many of the case examples that are found throughout this book.

Attending Skills A basic counseling skill is the counselor’s nonverbal presence in the counseling situation. In an attending position, counselors face their clients squarely, adopting an open posture (legs and arms not crossed), and leaning slightly toward the other person. Maintaining good eye contact, but not staring, is natural for people who are having a deep conversation. Counselors also maintain a relaxed, rather than tense or fidgety, presence. These skills are used primarily in North America when addressing clients. In other cultures, people may show attentiveness in other ways (Egan, 2010).

Questions Questions are used to get specific information or to help clients describe or elaborate on certain subjects, feelings, or events. Closed-ended questions request specific information, and the answers are often of the “yes” or “no” variety. Open-ended questions encourage a broader response, asking the client to explain more fully the what, how, when, or where of a situation, feeling, or event. Both types of questions are illustrated in the following dialogue (CO = counselor; CL = client):

CO: What grade did you get in English last year? [Closed-ended question]

CL: I got an A.

CO: Did you like the class? [Closed-ended question]

CL: Yes, it was OK.

CO: What did you learn about in class? [Open-ended question]

CL: We studied modern writers, and I learned how to critique short stories. I was surprised that my ability to develop a good paragraph really changed during the course. My teacher was very helpful and complimented me about my progress.

CO: How does that affect your thoughts about college? [Open-ended question]

CL: It really gets me thinking. I hadn't known that I could write that well. The short reviews we did in class really made me more comfortable with writing and made me think, 'Hey, I can do more of this.' I could even do it in college.

As shown here, open-ended questions usually elicit a much broader explanation from the client than do closed-ended questions. Questions, in general, and especially closed-ended questions, tend to place the burden of the interview on the counselor. In a sense, if questions are used frequently, clients develop an expectation that if they answer the questions, the counselor will provide a solution to the problem. In this book, questions are used sparingly in the case examples. Rather, the counselors in the examples are more apt to use reflections of client statements.

Statements and Reflections By rephrasing what the client has said, counselors focus on the cognitive or emotional content of a client's statement. When a client makes a statement, restating it directs attention to the situation, the person, or the general idea. The client thus is encouraged to add to or to develop his or her statement. Restatements may reflect not only the words of the client but also the voice tone, gestures, and facial expressions. Because information and affect are attached to career issues, making content and feeling reflections is often helpful. Feeling reflections contain (or imply) an emotional word or phrase. Content reflections focus on the information that the client provides.

CL: My work is so boring. All I do is wait on one customer after another. I ring up the sale. Give the customer the receipt. Ring up the sale. Give the customer the receipt. And on and on.

Content Reflection: Each day you perform the same actions over and over again.

Feeling Reflection: Waiting on customers is really boring you and annoying you. You can't wait till the day is over.

In this situation, the content reflection tells only a small part of the story. The feeling reflection provides a fuller expression of the client's experience. In the cases in this book, when feeling or emotional content is provided in the client's statement, the counselor's response usually reflects the affective component. Content reflections tend to be used mainly when the counselor perceives little affect.

Continuation Responses Often, in career counseling (and other counseling), it can be helpful to request more information. A nonverbal gesture such as nodding or using a hand movement invites a client to continue. Verbal comments include "Tell me more," "Can you say more about that?" "Go on," "Hmm," "And then?" and "And what happened then?" The following brief example attempts to clarify the usefulness of continuation responses.

CO: What are your plans for next year? [Open-ended question]

CL: I think that I'm going to work in the department store's hardware department. I've done it for three years, and it's easy to continue. Besides, I really think I need to get more money before I can continue college.