9th Edition

Career Counseling

A Holistic Approach

Vernon G. Zunker

Career Counseling

A Holistic Approach

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A Holistic Approach

Vernon G. Zunker

Southwest Texas State University (retired)

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Vernon G. Zunker

Product Director: Jon-David Hague
Product Manager: Julie Martinez
Content Developer: Sean Cronin
Product Assistant: Nicole Richards
Media Developer: Sean Cronin
Marketing Manager: Shanna Shelton
Content Project Manager: Rita Jaramillo
Art Director: Vernon Boes
Manufacturing Planner: Judy Inouye
Production Service: Lynn Lustberg, MPS Limited
Text Researcher: Kavitha Balasundaram
Copy Editor: Martha Williams and Carolyn Acheson
Text/Cover Designer: Diane Beasley
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To my wife ROSALIE

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Brief Contents

Preface xxi

Part One Foundations and Resources 1

1 Historical Development and Some Basic Issues 2
2 Theories of Career Development 20
3 Career Counseling Models 77
4 Integrating Career and Personal Counseling 121
5 Career Counseling Intake Interview 137
6 Using Standardized Tests and Self-Assessment Procedures in Career Counseling 161
7 The Impact of New Technology on Work, Career Development, and Learning Platforms 188
8 On Being an Ethical Career Counselor 206

Part Two Career Counseling for Special Populations 221

9 Career Counseling for Multicultural Groups 222
10 Gender Issues and Dual Careers 248
11 Career Counseling for Lesbian, Gay, Bisexual, and Transgendered Clients 263
12 Career Counseling for individuals with Disabilities 280

Part Three Career Transitions and Adult Career Development Concerns 297

13 Job Loss and Transitions 298
14 Career Development and Transitions of Working Adults 320

Part Four Career Counseling in Educational Settings 345

15 Career-Related Programs for Career Development in Elementary Schools 346
16 Career- Related Programs for Career Development in Middle School 369
17 Career-Related Programs for Career Development in High School and Beyond 386

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Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Appendix A Chronology of Counseling Movement 408
Appendix B Table of Basic Assumptions, Key Terms, and Outcomes 412
Appendix C Multicultural Career Counseling Checklist for Female Clients 416
Appendix D Career Counseling Checklist 419
Appendix E The Decision Tree 421
Appendix F Intervention Strategies 422
Appendix G National Standards for School Counseling Programs and Suggested Student Competencies 426
Appendix H National Career Development Guidelines 430
Appendix I Counseling Websites 440
Appendix J 2009 CACREP Standards Related to Career Development 442

References 443
Name Index 485
Subject Index 492

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Detailed Contents

Preface xxi

PART ONE
Foundations and Resources 1

Chapter 1 Historical Development and Some Basic Issues 2

Historical Development 3
- Six Stages of Development from 1890 3
- The Rise of Industrialism 4
- Frank Parsons's Early Contributions 4
- First National Conference on Vocational Guidance 5
- The National Occupational Information Coordinating Committee (NOICC) 6
- A Glance into the Past and a Look into the Future 6

Some Basic Issues 6
- The Case for the Individual 8
- Career Life Perspective 9
- Career Choice 10
- Working in the 21st Century 10
- Lifelong Learning 12
- Counseling in a Culturally Diverse Society 12
- Globalization and Economic Restructuring 14
- Effective Use of Career Information 15
- Integrating Career and Personal Counseling 16

Case 1.1 The Depressed Worker 17

Summary 18

Supplementary Learning Exercises 18

Chapter 2 Theories of Career Development 20

Trait-Oriented Theories 21
- Trait-and-Factor Theory 22
  - *Summary of Practical Applications* 23
- Person-Environment-Correspondence (PEC) Counseling 24
  - *Work Reinforcers* 25
  - *Personality Traits, Ability, and Values* 25

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Environmental Structure and Work Adjustment 26
The Future 26
Empirical Support for the Person-Environment-Correspondence Theory 26
Summary of Practical Applications 27
John Holland's Typology 27
Empirical Support for Holland's Theory 31
Summary of Practical Applications 32
Summary Comments Concerning Trait-Oriented Theories 33
Social Learning and Cognitive Theories 33
Krumboltz's Learning Theory of Career Counseling 34
Empirical Support for Krumboltz's Learning Theory 36
Happenstance Approach Theory 37
Summary of Practical Applications 38
Career Development from a Cognitive Information Processing Perspective 39
Empirical Support for the CIP Perspective 41
Summary of Practical Applications 42
Career Development from a Social Cognitive Perspective 42
Key Theoretical Constructs 43
Interest Developmental Model 44
Attitudes and Values 44
Gender and Race/Ethnicity 44
Choice Model 44
Performance Model 45
Empirical Support for Career Self-Efficacy 45
Summary of Practical Applications 45
Summary Comments Concerning Social Learning and Cognitive Theories 46
Developmental Theories 46
Life-Span, Life-Space Approach to Careers 47
Self-Concept 47
Developmental Stages and Tasks 48
Career Maturity 49
Life-Stage Model 51
Archway Model 52
Empirical Evaluations of Super's Theory 54
Summary of Practical Applications 54
Circumscription, Compromise, and Self-Creation:
A Developmental Theory of Occupational Aspirations 56
Major Concepts of Gottfredson's Theory 57
Self-Concept 57
Images of Occupations 57
Cognitive Maps of Occupations 57
Social Space 58
Circumscription 58
Compromise 58
Empirical Support 59
Summary of Practical Applications 59
Summary Comments Concerning Developmental Theories 60

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Person-in-Environment Perspective 61
Constructivism 63
Career Construction: A Developmental Theory of Vocational Behavior 64
Career Construction: Developmental Tasks Within Vocational Development Stages 65
Empirical Support for Career Construction Theory 67
Summary of Practical Applications 67
Assessment of Career Construction Theory 67
Assessing Career Adaptability 68
Assessing Vocational Self-Concept and Career Themes 68
Assessing Vocational Identity 68
A Contextual Explanation of Career 69
Empirical Support for Action Theory 71
Summary of Practical Applications 71
Summary Comments Concerning Person-in-Environment Perspective 71
Case 2.1 Career Development Theories Influence Career Counseling 72
Implications for Career Counseling 73
Summary 75
Supplementary Learning Exercises 76

Chapter 3 Career Counseling Models 77

Some Issues and Concepts Emerging from Model Development 77
Five Career Counseling Models 78
Trait-and-Factor and Person-Environment-Fit 79
Model I Trait-and-Factor and Person-Environment-Fit (PEF) Converge 80
Generating a PEF Analysis 84
Case 3.1 The Undecided College Student 85
Model II Development Model 89
Case 3.2 The Case of Job Loss and Family Concerns 91
Model III A Learning Theory of Career Counseling (LTCC) 97
Case 3.3 The Case of the Reluctant Decision Maker 101
Model IV Cognitive Information-Processing (CIP) Model 103
Case 3.4 The Case of a Lot of Bravado 108
Model V A Multicultural Career Counseling Model for Ethnic Women 109
Step 1: Establish Rapport and Culturally Appropriate Relationships 111
Step 2: Identify Career Issues 111
Step 3: Assess Impact of Cultural Variables 112
Step 4: Set Counseling Goals 112
Step 5: Make Culturally Appropriate Interventions 113
Step 6: Make Decision 113
Step 7: Implement and Follow-Up 113
Case 3.5 The Case of Questionable Future Status 114
Major Parameters of Five Models 116
Counseling Goals 116

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Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Intake Interview 116
Use of Assessment 117
Diagnosis 117
Counseling Process 118

Summary 119

Supplementary Learning Exercises 120

Chapter 4 Integrating Career and Personal Counseling 121

The Rationale for a Holistic Approach 122
The Call to Integrate Career and Personal Counseling 122
Biopsychsocial Model 124
Biological 125
Psychological 126
Social/Cultural 126
Development of Dysfunctional Personality Dimensions 127
Conceptualizing Concerns in Four Domains 128
Career 130
Affective 130
Cognitive-Behavioral 130
Cultural 130
The Career-Work Connection to Anxiety 131
Conceptualizing Concerns in Four Domains 132
Career 132
Affective 132
Cognitive-Behavioral 132
Cultural 132
Addressing an Anxiety Disorder with Systematic Desensitization 133

Summary 134

Supplementary Learning Questions and Two Case Studies 134

Case 4.1 The Case of Indecision 135
Case 4.2 The Case of the Confused Decision Maker 135

Chapter 5 Career Counseling Intake Interview 137

Identifying Strengths and Assets 138
Determinants of Well-Being in the Workplace 138
An Intake Interview for Career and Personal Concerns 139
Suggestions for Interviewing Multicultural Groups 141
Eye Contact 142
Touch 142
Probing Questions 142
Space and Distance 143
Verbal Style 143

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Restrictive Emotions 143
Confrontation Issues 143
Self-Disclosure 143
Focus on Self-in-Relation and Self-in-Context 143
Step VII Some Career Choice and Career Development Constraints 144
Changing Nature of Work 145
Negative Cognitions 145
Psychological Disorders 146
Identifying Symptoms of Psychological Disorders 147
Anxiety disorders 148
Somatoform Disorders 148
Mood Disorders 149
Personality Disorders 150
Standardized Instruments for Substance Abuse Screening 154
Standardized Checklists for Client Symptoms of Disorders 155
Clarifying Problems 157
Summary 158
Supplementary Learning Exercises and Two Case Studies 158
Case 5.1 A Divorced Mother Who Frequently Changes Jobs 159
Case 5.2 Cal's Faulty Reasoning 159

Chapter 6 Using Standardized Test and Self-Assessment Procedures in Career Counseling 161

Psychometric Concepts for Selecting Assessment Instruments 162
Reliability 163
Validity 163
Issues in Achieving Equity in Assessment 164
Evaluating Adaptations and Translations of Assessment Instruments 165
Evaluating Acculturation Contextual Issues 166
Assessment Goals in Career Counseling 167
Goal 1: Identifying Career Beliefs 167
Goal 2: Identifying Skills, Proficiencies, and Abilities 168
Goal 3: Identifying Academic Achievement 170
Goal 4: Identifying and Confirming Interest Levels 172
Goal 5: Discovering Personality Variables 174
Goal 6: Determining Values 177
Goal 7: Exploring Career Maturity Variables 179
Goal 8: Using Computer-Based Assessment: Computer-Based Guidance Systems (CACG) and Online Systems 180
Self-Assessment Procedures for Career Counseling 181
Autobiography 181
Focused Questions to Uncover Specific Variables 182

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Interest Identification 182
Card Sorts 183
Lifeline—A Career Life Planning Experience 183
Guided Fantasy—An Exercise to Increase Self-Awareness 184
Skills Identification 184
Information About Assessment Instruments 185
Summary 185
Supplementary Learning Exercises 186

Chapter 7 The Impact of New Technology on Work, Career Development, and Learning Platforms 188

Computer-Assisted Career Guidance (CACG) and Online Systems 190
Advantages of Online and CACG Systems 191
System of Interactive Guidance and Information (SIGI) and SIGI PLUS 192
Steps in Assisting Users of CACG and Online Systems 193
Using the Internet 193
Examples of Web Locations 195
Using CACG and Online Assessment Results 196
Valid Computer-Based Interpretations 196
Organizing Career Information 197
Examples of Keys 199
Technology-Driven Instruction (TDI) 199
Methods of Training in Organizations 200
Classroom Setting 200
Distance Learning 200
On-the-job Training 200
Web-Based Instruction 201
Intelligent Tutoring Systems (ITS) 202
Cognitive Tutor 202
Intelligent Essay Assessor 202
Auto Tutor 203
Virtual Reality (VR) Training 203
Summary 204
Supplementary Learning Exercises 205

Chapter 8 On Being an Ethical Career Counselor 206

Some Boundaries of Ethical Competence 207
Example of a Violation 208
Example of a Violation 208
Some Boundaries of Confidentially 209
Example of a Violation 209
Example of a Violation 210

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Example of a Violation 210
Some Boundaries of Informed Consent 211
Some Boundaries of Measurement and Evaluation 212
Example of a Violation 213
Example of a Violation 213
Some NCDA Guidelines for Using the Internet 214
Some Ethical Implications of Using Peer Helpers 215
A Model for Ethical Practice 216
On Becoming Ethical 217
Summary 218
Supplementary Learning Exercises 218
Case 8.1 Witnessing a Breach of Ethics 219

PART TWO
Career Counseling for Special Populations 221

Chapter 9 Career Counseling for Multicultural Groups 222

What Is Culture? 223
Cultural Variability and Worldviews 224
Cultural Differences in Work-Related Activities 226
Cultural Differences in Negotiations 227
The Challenge of Becoming Culturally Competent 227
Cultural Identity 230
Five Major Cultural Groups 230
African Americans 231
Asian and Pacific Americans 232
Hispanic (Latinos/Latinas) Americans 234
Native Americans 235
White 237
Some Mental Health Issues of Cultural Groups 239
Anxiety Disorders 240
Depression—A Mood Disorder 240
Personality Disorders 240
Somatoform Disorders 241
Schizophrenia 241
Strategies for Dealing with Multicultural Influences 242
Working with African American Women and Men 242
Working with Asian Women and Men 243
Working with Hispanic Women and Men 243
Working with Native American Women and Men 244
Summary 246
Supplementary Learning Exercises 247

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Chapter 10 Gender Issues and Dual Careers 248

Factors That Influence Gender Development 249
Overview of Gender in the Workplace 250
Inequality in the Workplace 251
Income Differences Between Men and Women 252
Gender Stereotypes 252
Sexual Harassment 253
The Workplace and Family Needs 255
Issues Facing Dual-Career Families 255
Expectations and Intentions of Work and Family 255
Role Conflict 256
Child Care 257
Relationship Factors 258
Summary 260
Supplementary Learning Exercises 260
Case 10.1 Dual-Career Marriage 261

Chapter 11 Career Counseling for Lesbian, Gay, Bisexual, and Transgendered Clients 263

LGBT Clients 263
Some General Counseling Issues 265
Discrimination of Sexual Minorities at Work 267
Model of Homosexual Identity Formation 267
Cultural Differences in Sexual Orientation 268
Asian Cultures 268
African American Culture 270
Latina/Latino Cultures 271
Native American Culture 271
Counseling LGBT–Oriented Youth 272
Career Counseling for LGBT Clients 274
Unique issues and needs 277
Summary 278
Supplementary Learning Exercises 279

Chapter 12 Career Counseling for Individuals with Disabilities 280

The Americans with Disabilities Act (ADA) 281
ADA Amendments Act of 2008 282
Special Problems and Needs of Individuals with Disabilities 283
Adjusting to Physical Trauma 283

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Feelings of Inferiority and Negative Stereotypes 284
Focusing on School Dropouts 285
Goals of Helpers 286
Multicultural Issues 286
Implications for Career Counseling 287
Educating and Counseling Individuals with Disabilities in Public Schools 287
Privately Supported Rehabilitation Agencies 289
State Rehabilitation Programs 290
Case 12.1 Rehabilitation in a State Agency 291
Summary 294
Supplementary Learning Exercises 295

PART THREE

Career Transitions and Adult Career Development Concerns 297

Chapter 13 Job Loss and Transitions 298

Adults in Transition 299
Job Loss Concerns 299
Loss of Support of One's Psychological Well-Being 300
Inability to Provide for Family 300
Mental Health Problems 300
Outplacement Counseling 301
Denial, Anger, Fear, and Acceptance 301
Financial Counseling 301
Some Causes of Unemployment 302
Changes in the World of Work 303
What Has Happened to All the Good Jobs? 305
Social Networking 306
Toward a Lifelong Learning Commitment 306
Case 13.1 Ricardo's Job Loss 307
Faulty Cognitions 309
Homework Assignments 310
Case 13.2 Diane's Reactions to the Threat of Job Loss 312
Summary 317
Supplementary Learning Exercises 318
Case 13.3 Al's Job Loss 319
Case 13.4 Olivia's Job Loss 319

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Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Chapter 14 Career Development and Transitions of Working Adults 320

Globalization and Job Security 321
Biopsychosocial Framework and Life Events 322
Early, Middle, and Late Career Development 323
- Early Career Establishment 323
- Career Anchors 325
- Midcareer and Maintenance Stage Transitions 326
- Late Career and Transition to Retirement 329
- Interacting Influences 330

Discovering the Significance of Life Roles and Potential Conflicts 332
- Worker Role 333
- Homemaker Role 334
- Leisure Role 335
- Citizen Role 335

Case 14.1 A Stay-at-Home Mother Returns to the Workplace 336
Stress at Work 338
Case 14.2 Alex Wants to Change Careers 341
Summary 342
Supplementary Learning Exercises 343
Case 14.3 The Perils of Being Downsized 344
Case 14.4 The Loan Officer 344

PART FOUR
Career Counseling in Educational Settings 345

Chapter 15 Career-Related Programs for Career Development in Elementary Schools 346

Overview of Career-Related Programs in Schools 346
The Search for Effective Schools 348
Building Support for Career-Related Programs—Keys to Success 348
Resiliency in Children 350
Cognitive Development and Learning 351
- Information-Processing Strategies for Learning 352
- Learning by Observation 353
- Self-Concept Development 353

Development by Stages and Tasks 354
The Family as a System 354
- Culturally Diverse Families 357
- Counseling Children from Different Cultures 358

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Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Examples of the ASCA National Standards for School Counseling Programs 359
National Career Development Association Guidelines (NCDG) 359
Types of Developmental Disorders 360
Representative Strategies for Classroom Activities 362
Self-Knowledge Strategies 363
Educational and Occupational Exploration Strategies 363
Career Planning Strategies 364
Career Infusion 364
Resources for Classroom Strategies 365
Implications for Career Development Programs in Elementary Schools 366
Summary 367
Supplementary Learning Exercises 368

Chapter 16 Career-Related Programs for Career Development in Middle School 369

Potential Problems for Middle School Students 370
Psychological Impact of Puberty 370
Peer Relationships 371
Identity Issues 372
Cognitive Development and Learning 375
Information Processing Development During Adolescence 375
Rebounding from Developmental Issues: Becoming Resilient 376
Career Goals and Competencies for Middle School 378
Examples of the ASCA National Standards for School Counseling Programs 378
National Career Development Guidelines 379
Group Strategies for Addressing Career Development 380
Self-Knowledge Strategies 380
Educational and Occupational Exploration Strategies 380
Career Planning Strategies 381
Using Assessment Results for Career Development 382
Implications for Career Development 384
Summary 384
Supplementary Learning Exercises 385

Chapter 17 Career-Related Programs for Career Development in High School and Beyond 386

Cognitive Development and Learning 387
Information-Processing Development During Adolescence 387
Goals and Standards 388

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Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Examples of ASCA National Standards for School Counseling Programs 389
The National Career Development Guidelines (NCDG) 389
Group Strategies for Addressing Career Development 390
Self-Knowledge Strategies 390
Educational and Occupational Exploration Strategies 390
Career Planning Strategies 391
Career Development Infusion 393
Other Career-Related Programs in High School 394
Career-Related programs 394
College Awareness and Readiness Programs for Low-Income Students 394
Partnerships Between High Schools and Community College Districts 395
Tech-Prep Programs 395
Career and Technology Programs 396
Placement Services 397
The Purpose and Rationale for Career Centers 397
The Role of Placement in High School 398
Placement by State Employment Agencies 399
Career Counseling in Educational Institutions Beyond High School 400
Example of Career Prep at a Community College Consortium 400
Examples of Career-Related Services in Four-Year Institutions of Higher Education 401
Curricular Career Information Service (CCIS): A Module Model 401
Career Counseling: A Metroplex Model 405
Work- and Experience-Based Programs 405
Summary 406
Supplementary Learning Exercises 407
Case 17.1 A High School Student's Father Loses His Job 407

Appendix A Chronology of Counseling Movement 408
Appendix B Table of Basic Assumptions, Key Terms, and Outcomes 412
Appendix C Multicultural Career Counseling Checklist for Female Clients 416
Appendix D Career Counseling Checklist 419
Appendix E The Decision Tree 421
Appendix F Intervention Strategies 422
Appendix G National Standards for School Counseling Programs and Suggested Student Competencies 426
Appendix H National Career Development Guidelines 430
Appendix I Counseling Websites 440
Appendix J 2009 CACREP Standards Related to Career Development 442

References 443
Name Index 485
Subject Index 492

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Preface

More than 33 years ago I wrote the first edition of this book. It was a rather small book, but within its red cover career counseling was highlighted as a viable counseling program for a diverse society. I have continued to support that premise! Much of what was emphasized in the first edition has been updated and continues to be a vital part of current career counseling programs. It soon became obvious, however, that what I had written was actually a work in progress. Over time my readers requested more information about the significance of changes in the nature of work. How to help clients choose a career among the many careers that were available only a few years ago was of the utmost importance to most counselors who read the early editions of this book.

The current major changes in the job market, however, have created new and different problems for clients who are in the process of choosing a career. Millions of Americans have lost their jobs in the last decade and currently are among the unemployed and underemployed. Many others have one or two part-time jobs. A significant number of college graduates are having difficulty finding a job in a career for which they have been trained. Thus, it is not unusual for some clients to ask what has happened to the good jobs, "How can I be sure that I will find a job if I chose this major?" These examples of client concerns support current needs of clients that are addressed in this edition.

In addition, career, work, and mental health have been, and continue to be, viable concerns that should be addressed in current career counseling programs. Recent research in neuroscience, genetics, and cognitive psychology has significantly influenced how one is to view human development. The biopsychosocial model of behavior highlighted in the previous edition has been endorsed by an increasing number of professionals in the social sciences and in abnormal and developmental psychology. Behavior in this context is driven by combinations of factors that interact, and in the process there is mutual giving and receiving. Sue and colleagues (2014) have labeled this process as a *multipath model*.

External and internal factors that can influence an individual's career development are currently a major part of the career counseling process. Career counselors, for example, focus on individual traits such as personality, interests, and values, as well as mental health issues. Career and personal concerns that interact and influence each other are relevant in determining individualized valid interventions in current career counseling approaches. In this 9th edition I continue to emphasize that career counseling is most viable in a society that has ever-changing needs and is becoming more diverse.

Each of the eight preceding editions of this book attempted to capture trends in the practice of career development. Over time, career development and counseling continue to evolve in an ever-changing society that includes the influence of globalization. Current social, economic trends and other factors have impacted the workforce and workplace. The challenges surrounding globalization have significantly affected the American worker, especially those involved in the manufacturing sector. The low cost of labor in other countries has prompted many corporations to outsource

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jobs to stay competitive. I address these concerns in several chapters in this text when discussing the challenges associated with globalization. I also address the loss of jobs experienced by millions of Americans during the federally declared economic recession in 2009 and its fallout. I focus on workers who continue to search for the kind of work for which they have been trained. This 9th edition clearly and overwhelmingly supports the position that counselors are to address both career and personal concerns in the career counseling process.

New to the Ninth Edition

In this 9th edition I have given added support to research results from positive psychology. Clearly, there needs to be a more balanced approach to addressing the needs of clients. More important, however, counselors are to recognize the value of supporting and enhancing each client's assets and strengths. Career counselors are to direct more attention to the concept of resiliency. In several chapters in this 9th edition, I focus on helping each client to become more resilient. Counselors are to embrace their clients' focus on positive assets when making career choices, as well as when they face adversity. Some additions and changes in each of the 17 chapters are summarized next.

In chapter 1, the basic issue of globalization and economic restructuring now includes more information about how low wages in other countries have led to job loss for millions of Americans. By 2010, for instance, 3 million jobs were outsourced to other countries. In chapters 2 and 3, the connection between career development theories and counseling models is highlighted in this edition. The career development theories in chapter 2 now be can be matched with the career counseling models in chapter 3 by a number assigned to each career counseling model. The reader is provided with the matching career counseling model number within the discussion of some of the career counseling theories.

In chapter 4, a Multipath Model takes the position that abnormal behavior includes biological, psychological, social, and sociocultural elements. This position supports the premise of the biopsychosocial model also discussed in this chapter. Chapter 5 has added a summary of factors promoting feelings of well-being in the workplace. The focus of well-being in this chapter supports a client's strengths and assets. Some of the standardized tests in chapter 6 have been updated in this edition.

The title for chapter 7 has been changed to "The Impact of New Technology on Work, Career Development, and Learning Platforms." This chapter has been restructured and now includes examples of new technology that is changing the workplace, how we live, and how technology-driven instruction can enhance career development. New examples of websites that offer career information are identified. Ethical concerns about computer-based assessments interpretations are discussed. Several questions that counselors can use to determine the validity of computer-based assessments interpretations also are provided. Chapter 8 adds a new case study entitled "The Witnessing of a Breach of Ethics". Also added in this chapter is a model for ethical decision making. To illustrate differences between cultures, in chapter 9 I present how the processes involved in negotiations differ in some nations. These differences are to be recognized as a result of the socialization process in one's culture. This message, as well as others in this chapter, should suggest that counselors be sensitive to cultural differences.

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Chapter 10 adds a disussion of gender inequality in the workplace. Included are income differences between men and women, lack of promotion for women, explanations of income differences, workplace and family needs, and home-based work through new technology. Increased support of gay and lesbian rights is discussed in chapter 11. Gay and lesbians now can serve openly in the armed forces, for example. Other issues discussed are harassment of LGBT individuals, same-sex marriages, and workplace concerns.

In chapter 12, the ADA Amendment Act of 2008 has been added and reviewed. Featured is the expanded definition of disability, which allows more individuals to qualify for services. Chapter 13 has been restructured, and its title has been changed to "Job Loss and Transitions." Major changes include an explanation of the connection between globalization and job loss, causes of unemployment and underemployment, an example of outplacement counseling in organizations, job opening changes between 2008 and 2018, and social networking. The title for chapter 14 also has been changed to Career Development and Transitions of Working Adults. The focus of this chapter is on how globalization has affected career development, and a new case study entitled "A Stay at Home Mom Returns to the Workplace" has been added.

In chapter 15, the characteristics of effective schools has been added. In addition, the concept of resiliency is discussed and reinforced with a table presenting the protective factors of resilience. Also added is information on at-risk children. Chapter 16 emphasizes the importance of students' developing personal strengths and assets in middle school, supported with a recently developed model of becoming resilient. Chapter 17 has added case study entitled "A High School Student's Father Loses His Job." This case study challenges the reader to justify interventions that strengthen resilience. All chapters include updated refrence citations.

Organization of Content

Career Counseling is divided into four parts. Part One, "Foundations and Resources," covers historical developments, basic issues, career development theories, career counseling models, integrating career and personal concerns, intake interviews, use of assessment results, career information resources, technologically driven training programs, and ethical standards. Chapter 1 provides a perspective of career counseling's historical development and some basic issues of the 21st century. Chapter 2 is devoted to career development theories and their practical application. Chapter 3 covers five career counseling models using case illustrations. A holistic counseling approach is discussed in Chapter 4. Chapter 5 covers the intake interview with case examples. Chapter 6 addresses the use of standardized and nonstandardized test results. Chapter 7 focuses on interactive and information-oriented computer programs designed to enhance the career counseling process, including the appropriate use of Internet resources, and technological platforms for training. Chapter 8 introduces ethical boundaries and examples of violations.

Part Two, "Career Counseling for Special Populations," includes a discussion of innovative counseling models and career counseling programs for special populations. Chapter 9 focuses on multicultural groups to emphasize how counselors can apply culturally appropriate techniques and procedures. Gender and dual career issues and solutions are discussed in Chapter 10. Chapter 11 covers the issues and needs of sexual minority clients. Chapter 12 points out the unique needs of persons with disabilities and presents a variety of resources for helping individuals with various disabilities.

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Part Three, "Adult Transitions and Career Development," addresses transitions in the workplace and changes in work requirements and workplace environments, as well as transitions in career development over the life span. Chapter 13 is devoted primarily to adult concerns associated with job loss and/or the threat of job loss. Interventions are designed to assist clients who have experienced job loss. Chapter 14 includes a discussion of issues associated with early, middle, and late career. The discussion of life roles is designed to create an awareness of the benefits associated with a balanced life style. In the final part of this chapter, a case study illustrates how life-course events can influence career development.

Part Four, "Career Counseling in Educational Settings," includes three chapters that identify issues and needs of elementary school, middle school, and high school students, as well as recently formulated career development programs, goals, and competencies. Chapter 15 suggests that support for career-related programs from teachers, administrators, and parents is essential in all schools, and especially for elementary school students. Counselors are to be aware of cognitive development of elementary school students, including information processing strategies and learning by observation. Family support and the use of community resources is a high priority for career-related programs in all educational institutions. In addition, all schools—elementary, middle, and high school—are provided with career development goals and competencies by the American School Counselors Association and the National Career Development Guidelines.

Chapter 16 identifies potential problems for middle school students including the impact of puberty, peer relationships, and identity issues. The development of information-processing skills during adolescence is highlighted. Using assessment results for career development is also described.

Chapter 17 covers career development in high school and beyond. This chapter discusses enhanced conceptual skills of high school students and the use of memory strategies they have developed over time. Programs are to be available to assist students who will seek employment following high school, as well as readiness programs for an increasing number of high school graduates who will continue their education. Included in this chapter are descriptions of special programs for low-income students who plan to attend college, tech-prep programs, career and technology education, and partnerships between high schools and community colleges that enhance students' ability to continue their education. Examples of career counseling programs in universities and colleges also are reviewed briefly.

MindTap

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- Interactive exercises and in-platform discussion questions to provide direct, hands-on experiences for students of various learning styles.
- Review and reflection activities to demonstrate growth and a mastering of skills as students progress through the course.

Supplements

A companion text, *Using Assessment Results in Career Development*, 9th Edition (Osborn & Zunker, 2015), has been developed as a supplement to this book. This ancillary text illustrates how assessment results can be used to increase self-awareness and rational choices. Readers will find that *Using Assessment Results* provides detailed information about applying knowledge of tests and measurements in counseling encounters and using assessment results in a wide variety of counseling situations. Also available is a website with additional study materials that includes learning activities to help students build an understanding of career development theories and quiz questions to help students assess knowledge and enrich their learning experience. Finally, a suite of instructor course preparation materials is available online including an electric test bank and an online instructor's manual.

Acknowledgements

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Dedication

The nine editions of this book would not have been written without the encouragement and support of my wife and best friend Rosalie. Her clever wit, keen perception, and great sense of humor have been most inspirational and enjoyable. All my accomplishments are hers as well and we continue on this exciting journey.

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PART ONE

Foundations and Resources

1 Historical Development and Some Basic Issues

2 Theories of Career Development

3 Career Counseling Models

4 Integrating Career and Personal Counseling

5 Career Counseling Intake Interview

6 Using Standardized Tests and Self-Assessment Procedures in Career Counseling

7 The Impact of New Technology on Work, Career Development, and Learning Platforms

8 On Being an Ethical Career Counselor

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1

Historical Development and Some Basic Issues

CHAPTER HIGHLIGHTS

- Historical Development of Career Counseling
- First National Conference on Vocational Guidance
- A Glance into the Past and a Look into the Future
- Some basic issues that reflect current and future needs of career counseling
  - The case for the individual
  - Career life perspective
  - Career choice
  - Working in the 21st century
  - Lifelong learning
  - Counseling in a culturally diverse society
  - Globalization and economic restructuring
  - Effective use of career information
  - Integrating career and personal counseling

This book is about career counseling in an ever-changing world. Professional counselors assist individuals with career and personal concerns. This specialized content includes initial career choice, the connection between career and personal problems, adaptations to changes in the workplace, multiple career dilemmas, unemployment, and maintenance of a balanced lifestyle. The career counseling process does not separate career and personal concerns but integrates them to evaluate better how all life roles are interrelated. Understanding the whole person as a member of complex social systems is the cornerstone of effective career counseling. Counselors are to recognize the relationship between career issues and all other life roles and assist people and systems to discover healthier ways of living.

I begin with a chronology of the birth and growth of "career guidance." The term "career guidance" is used in a historical context to represent all components of services and activities in educational institutions, agencies, and other career-related educational

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programs. This book, however, includes both the career counseling role and components of career services but is primarily devoted to developing counseling skills for integrating career and personal concerns. One of the major purposes of the historical perspective in this opening chapter is to illustrate how the birth and growth of career counseling was influenced by a number of factors, including sociocultural changes, the Industrial Revolution, world wars, federal programs, advanced technology, and advances in the study of human development. The second section of this chapter is devoted to some basic issues in career counseling that provide a means of discovering some significant challenges that currently face the counseling profession. Using the historical development section as a backdrop, basic issues introduce some current and future challenges of a growing and ever-expanding career counseling movement. You will discover that counselors are very flexible and continually modify programs, methods, and procedures for solution-focused strength-based counseling approaches.

Historical Development

The career counseling movement is a product of our development as a nation. It is the story of human progress in a nation founded on the principle of human rights. Career counseling touches all aspects of human life for it has involved political, economic, educational, philosophical, and social progress and change. To think of the career counseling movement as merely another educational event is a gross misinterpretation of its broader significance for social progress. In fact, this movement has had and will have a tremendous impact on the working lives of many individuals. Understanding the historical perspectives of this movement will provide greater insight into the development of the career counselor's role in the 21st century.

Six Stages of Development from 1890

Pope (2000) has suggested that the development of career counseling in the United States has evolved in six stages starting in 1890 to the present time. These stages have been paraphrased as follows:

- Stage one (1890–1919) began the growth of placement services in urban areas to meet the needs of growing industrial organizations.
- Stage two (1920–1939) marked the growth of educational guidance in elementary and secondary schools.
- Stage three (1940–1959) was a time of significant growth of guidance needs in colleges and universities and in the training of counselors.
- Stage four (1960–1979) was highlighted by organizational career development. The nature of work became more appropriately viewed as a very pervasive life role.
- Stage five (1980–1989) was a period of significant transitions brought on by information technology and the beginning of career counseling private practice and outplacement services.
- Stage six (1990–present) is viewed as a time of changing demographics, the beginning of multicultural counseling, continued development of technology, and a focus on school-to-work transitions.

The historical stages by Pope (2000) represent significant developmental periods of career counseling that include vast changes in our society and especially in the work role of many Americans. Career counseling was created to meet the needs

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of a society during the shift from rural to urban living in the industrial age and has expanded its focus during other transitional periods of changes in how and where we work and live. Intertwined in this movement are significant databases of information that have enlightened our knowledge of human behavior and development, social issues, political events, and studies of career development and life roles. The growth of career counseling therefore has been influenced by a number of variables, factors, global issues, and events in a changing society.

Future stages of career counseling will more than likely be impacted by the September 11, 2001, terrorists' attack on the United States and years of military action and peacekeeping duties in Afghanistan and other nations. Thousands of men and women who were reserves in the armed forces had to leave their jobs when called to active duty. Thus their career development had to be put on hold for an extensive period of time. Their eventual return to the workforce may require counseling interventions that integrate career and personal concerns. A most significant related issue is the federally declared recession in 2009 that has led to job loss for a significant number of American workers as well as workers in many other countries. Job loss concerns and threats of job loss are discussed in several chapters including chapter 2.

In the next paragraphs I will briefly discuss some historical events while highlighting their influence on the career counseling movement. An inclusive chronology of the career counseling movement from the 1800s to current times can be found in appendix A. I begin our brief discussion of historical events with the rise of the industrial movement.

The Rise of Industrialism

The rise of industrialism in the 1800s dramatically changed work environments and living conditions. Urban areas expanded at tremendous rates largely through immigration. This rapid growth and centralization of industry attracted many workers from rural areas as well. It did not take long, however, for many to become disillusioned by harsh, crowded living conditions in tenement houses and impersonal industrial systems. Soon there developed a spirit of reform that included scientific studies of human behavior and abilities that could be used to address problems of living in the chaotic conditions of urban life and in work environments that were much less than desirable. The case for the individual had been carefully formulated. Within this context a leader emerged who would later be referred as the "father" of the career counseling movement—his name was Frank Parsons.

Frank Parsons's Early Contributions

The social reform movements and civic development of the late 1800s captured the interests of young Frank Parsons who had been educated as an engineer at Cornell University. He wrote several books on social reform movements and articles on such topics as women's suffrage, taxation, and education for all. He taught at public schools, passed the bar for a law license, and taught at Boston University law school and at Kansas State Agricultural College. His real interests, however, were social reform and helping others make occupational choices. These interests surfaced when Parsons went to Boston in the early 1900s. Parsons was named director of the Breadwinners Institute which was one of what were referred to as Civic House programs. Through Parsons's leadership the Vocational Bureau of Boston was established on January 13, 1908. Parsons's major work *Choosing a Vocation* was posthumously published in 1909.

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Parsons is given credit for formulating the conceptual framework for helping a person choose a career as follows:

> First, a clear understanding of yourself, aptitudes, abilities, resources, limitations, and other qualities.
> Second, a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work.
> Third, true reasoning on the relations of these two groups of facts (Parsons, 1909, p. 5).

Parsons's three-point formulation greatly influenced the procedures used in career counseling over a significant period of time. Moreover, Parsons conceptual framework ignited a national interest in career guidance. By 1910, 35 cities had some form of career guidance in their schools. The need for organizing a national effort to promote vocation guidance became an important agenda for public schools in the early 1900s.

First National Conference on Vocational Guidance

The first national conference of career guidance was held in Boston in 1910, the second in New York City in 1912, and the third in Grand Rapids, Michigan, in 1913 where the National Vocational Guidance Association was founded. That organization is currently known as the National Career Development Association (NCDA). The efforts to form a national organization to aid in the employment of working Americans also gained the support of the federal government, especially after World War I, the Great Depression, and World War II.

After World War I, federal acts were passed to assist veterans in returning to the workforce. Tests that were developed during World War I were used to assist veterans in making decisions about educational pursuits and/or in finding an optimal job. The Great Depression took place during the 1930s and beyond and was accompanied by endless lines of people who were unemployed and in search of food for their families. The federal government supported the creation of work projects throughout the country as the economy continued a downward trend. Many of the families during the 1930s and into the early 1940s struggled to survive. World War II followed in the 1940s during which women replaced men in the workplace. After World War II ended in 1945, the GI Bill of Rights was passed to encourage veterans to attend college. The passage of bills on the part of the federal government was designed to assist veterans find employment and also encouraged the career guidance movement. Chapter 14 contains a case study that focuses on the influence of life course events experienced by an individual who was in the armed services. Programs to train career counselors were also funded by the federal government. During the 1950s several important theories of career development were published—many of these theories are still in vogue today.

As you will observe in the chronology of the career counseling movement in appendix A, the government has continually sponsored programs that directly or indirectly supported the career guidance movement. The career education concepts of the 1970s was another government-sponsored program that was designed to address career development, attitudes, and values in public schools. Career development goals were established for all grade levels and for adults. What was missing however was up-to-date career information systems that are easily accessible.

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The National Occupational Information Coordinating Committee (NOICC)

In 1976, the National Occupational Information Coordinating committee was established by an act of Congress to (1) develop occupational information systems for each state; (2) assist in the organization of state committees; (3) assist all users of occupational information to share information; and (4) provide labor market information for the needs of youth. This committee was also charged with the creation of national career counseling and development guidelines. In 1992, NOICC developed the National Career Development Training Institute to train personnel to assist students and adults to acquire career planning skills. The practice of career development is now found in Canada, Australia, and many countries in Europe and the Far East.

A Glance into the Past and a Look into the Future

In the beginning of this discussion, I referred to events and social conditions that determined the course of the career counseling movement. The chronology of the career counseling movement reflects the continuous influence of social, political, economic, and other changes in our nation. In the political arena, the career counseling movement has found support in federal legislation that has provided funds for career-related service programs and counselor training programs.

This field has been influenced by foresight, dedication, and pioneering efforts of many individuals. Those who came forth with conceptualizations of career counseling that have endured for many decades provided the guidelines for contemporary practices. Other individuals concentrating on basic research in human development also contributed immeasurably to the career counseling movement. The leaders in related branches of applied psychology and contributors to technological advancements all played a part in developing what has become the mainstream of this movement. What I have reported thus far is not much more than an outline of significant events and contributions of many individuals. In appendix A one can find detailed information about the career counseling movement.

The basic issues that follow are examples of career counseling perspectives that reflect some current issues in career counseling and suggest future needs that are ingrained in our development as a nation. As in the past, events, conditions, and situations will greatly determine the needs of our society. In our early development the focus on career services was driven primarily by conditions within our geographical boundaries. The immediate future, however, is inextricably intertwined with a global economy. Market forces and workplace changes driven by globalization have created vast changes in how work is structured and how it will be accomplished. I will address both personal and career issues in the pages that follow.

Some Basic Issues

I now turn to identifying some basic issues in career counseling that provide a means of discovering some of the significant challenges that currently face the counseling profession. These issues are discussed in a straightforward manner in an attempt to transcend the clutter usually associated with controversy. I have attempted to go after the jugular instead of the capillaries and briefly make direct and simple statements about each issue. The reader is encouraged to learn more about basic issues from references and the chapters that follow.

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Be aware that I do not suggest that our list of basic issues is complete. I have, however, included those issues that are thought to introduce some of the challenges associated with learning to become an effective career counselor. The basic issues selected, not necessarily in order of importance, are as follows: the case for the individual, career life perspective, career choice, working in the 21st century, lifelong learning, counseling in a culturally diverse society, globalization and economic restructuring, effective use of career information, and integrating career and personal counseling. Some terms used in career counseling are identified in Box 1.1.

BOX 1.1

Some Terms Defined

Many terms will be introduced and defined throughout this book. Some of the terminology that is briefly described in this chapter to clarify the basic issues discussed will be explained in greater detail in succeeding chapters, within the context of program descriptions and practical illustrations.

The definition of ***career*** has been developed by the National Career Development Association and cited by Reardon, Lenz, Sampson, and Peterson (2000) as follows: "***Career:*** Time extended working out of a purposeful life pattern through work undertaken by the person" (p. 6). Here, career refers to the activities and positions involved in vocations, occupations, and jobs as well as to related activities associated with an individual's lifetime of work.

Hall and Mirvas (1996) suggest an updated definition of ***career*** that reflects a more current role of flexibility required of contemporary workers. They submit the term "protean career" that "encompasses any kind of flexible, idiosyncratic career course, with peaks and valleys, left turns, moves from one line of work to another, and so forth. Rather than focusing outward on some ideal generalized career path, the protean career is unique to each person—a sort of career fingerprint" (p. 21). Thus, this perception of future work environments realistically points out that some workers in the 21st century, especially those who work for industrial organizations, will make multiple career choices.

As Feldman (2002) points out, many poor and blue-collar workers may view their environments as very constrained, with limited potential for finding work. Therefore, practically any work may be viewed as a necessity to provide for family; ***career*** is at best a vague term with little or no meaning. Counselors are to provide a more enlightened and encouraging perspective of self-development through learning new skills in trades and basic skills for advancement. Keys to solutions of current problems and methods to take advantage of opportunities that may occur should be fostered.

Career development as defined by the American Counseling Association "is the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total life span of any given individual" (Engels, 1994, p. 2). Specifically, the term reflects individually developed needs and goals associated with stages of life and with tasks that affect career choices and subsequent fulfillment of purpose.

Career counseling includes all counseling activities associated with career choice over a life span. In the career counseling process, all aspects of individual needs (including family, work, personal concerns, and leisure) are recognized as integral parts of career decision making and planning. Career counseling also includes counseling activities associated with work maladjustment, stress reduction, mental health concerns, and developmental programs that enhance work skills, interpersonal relationships, adaptability, flexibility, and other developmental programs that lead to self-agency.

Career guidance encompasses all components of services and activities in educational institutions, agencies, and other organizations that offer counseling and career-related programs. It is a counselor-coordinated effort designed to facilitate career development through a variety of professional services that foster each client's ability and desire to manage their own career development.

Practice in career development is used internationally by researchers and counselors in some countries to replace the terms career guidance and counseling (Herr, 2001). It appears that this is an effort to remove the confusion of terms that are often used interchangeably and are not clearly defined. For example, the use of career

(*Continued*)

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BOX 1.1 (*CONTINUED*)

information can be accomplished through a career guidance curriculum module, but it also can be described verbally in an individual counseling session. Practice in career development therefore suggests a wide range of career services that are to be specifically identified by content and context.

According to Reardon et al. (2000), "***work*** is an activity that produces something of value for oneself or others" (p. 7). This description of work points out that work is a broad term that not only includes work for which one is paid a salary, but also unpaid work such as a volunteer who participates in a fund-raising event for a community project. Thus, work can mean many different things to those who do it. In career counseling, we tend to use this broader perspective of work to communicate to clients that work role is very pervasive in one's life and is interrelated to all life roles.

The term ***career intervention*** has become more prominent in career-related literature. It is defined by Spokane (1991) as follows: "Any activity (treatment of effort) designed to enhance a person's career development or to enable that person to make more effective career decisions" (p. 22). Thus, a career intervention may include an interpretation of measured interests for career decision making or a group counseling component designed to enhance one's interpersonal skills.

The Case for the Individual

Career counseling was founded on the principle of individual differences in assets and strengths. Measures of individual traits were the primary focus of early career counseling. The major goal was to match an individual's assets and strengths with job requirements (Picchioni & Bonk, 1983). From these early beginnings, career counselors gradually and carefully expanded the scope of human traits used in the career choice process. In the meantime, researchers built career development theories and subsequent counseling procedures that are currently being addressed in the career counseling process. The eventual shift from vocational to career counseling reflected a need to include the individual's purposeful life pattern through work.

Current career counseling practices include a concerted effort to build an understanding of an individual's traits, aspirations, motives, preferred lifestyle, and career and personal concerns. With the mindset that accompanies a holistic counseling approach, counselors evaluate how individual problems and subsequent challenges are interrelated. The uniqueness of each individual is used to build tailored individualized intervention strategies. Each strategy may require a variety of techniques and materials, so not everyone takes the same test or uses the same career information resources.

Individual concerns also determine the content and purpose of intervention strategies. Solution-based interventions can take many different paths. Small groups may share family life problems and solutions. A large group may share information about certain training programs. Yet another individual may receive personal counseling and career counseling simultaneously to solve major problems that are interfering with making a career choice. Still another may learn effective communication skills.

The emphasis on individual differences strongly suggests that we address all issues of diversity in the counseling process; for example, counselors focus on gender differences, culture differences, sexual orientation, physical or cognitive disabilities, and differences within groups. Special attention is given to individuals who have experienced discrimination and oppression. Each individual is viewed as a product of their heritage shaped by a variety of experiences and circumstances in a unique environment. Individuals differ, for example, in their values, family structure,

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and motivation as well as in their worldviews. Career choice, for instance, may be influenced by the lack of family resources rather than what an individual desires. More information about factors that influence career choice can be found in several chapters that follow, including chapters 9–11 that are devoted to special populations.

Counselors must ask the question: Who is this person who sits before me? One thing we do know is that this person is human and we both participate in human existence. But, there are many facets about this person we do not know. What are this person's motives, drives, and aspirations? How much depth of psychological insight does this person have? The client will also seek the answers to such questions as, How do I choose a career? How can I improve? Which job is best for me? These questions and others will to a large extent determine the course of action that will lead to self-discovery, enlightenment, and empowerment in a counseling relationship.

The case for the individual is a straightforward concept that helps counselors maintain a focus on the uniqueness of each client. An effective counseling approach maintains that each client is indeed a unique individual. This position discourages stereotyping, especially in a society that is culturally diverse. The basic issue here is that clients who come to us with critical unmet concerns must be viewed as unique individuals with unique backgrounds and traits.

Career Life Perspective

The career life perspective is a good example of how career counseling has developed a more inclusive role. The term *career life* or, as some prefer, *life/career,* illuminates the interconnection between all life roles. Donald Super (1984) developed a conceptual model that illustrates the interaction of life roles over the life span that is discussed in chapter 2. He suggests that because people are involved in several life roles simultaneously, success in one role facilitates success in another and all roles affect one another over the life span. This conceptual model is a prime example of integrating career and life development as well as a need to focus on the interrelationships of all life roles. It also suggests that career life perspective is a basic issue that should be addressed in career counseling.

Following this logic, the career life perspective introduces some key factors that may influence career choice. More specifically, how much does one value time for family and leisure, for instance, and the social status associated with a job, place of residence, and financial opportunities? These questions are examples of discussion topics that may have otherwise been ignored or overlooked.

One approach to incorporating the career life perspective is to clarify the client's lifestyle orientation. The individual's commitment to work, leisure, volunteer activities, home, and family are relevant topics. In addition, attention could be directed to individual aspirations for social status, a particular work climate, education and training, mobility, and financial security. These factors add depth, direction, and diversity to the counseling process. They provide stimulus for discussion groups and assist individuals in clarifying their individual needs for both career and life roles.

The career life perspective opens the door for counselors to introduce concepts that add meaning and clarity to how work and life are intertwined. From this perspective, the work role is viewed as a major determiner of each individual's life story. On the other hand, the interrelationship of life roles suggests that the joys and frustrations one experiences in life are balanced through an assortment of activities and different roles. Although work occupies a large part of our lives, it is not the only life role in which one can express their individuality. In this context, a balanced lifestyle takes on a more significant meaning.

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