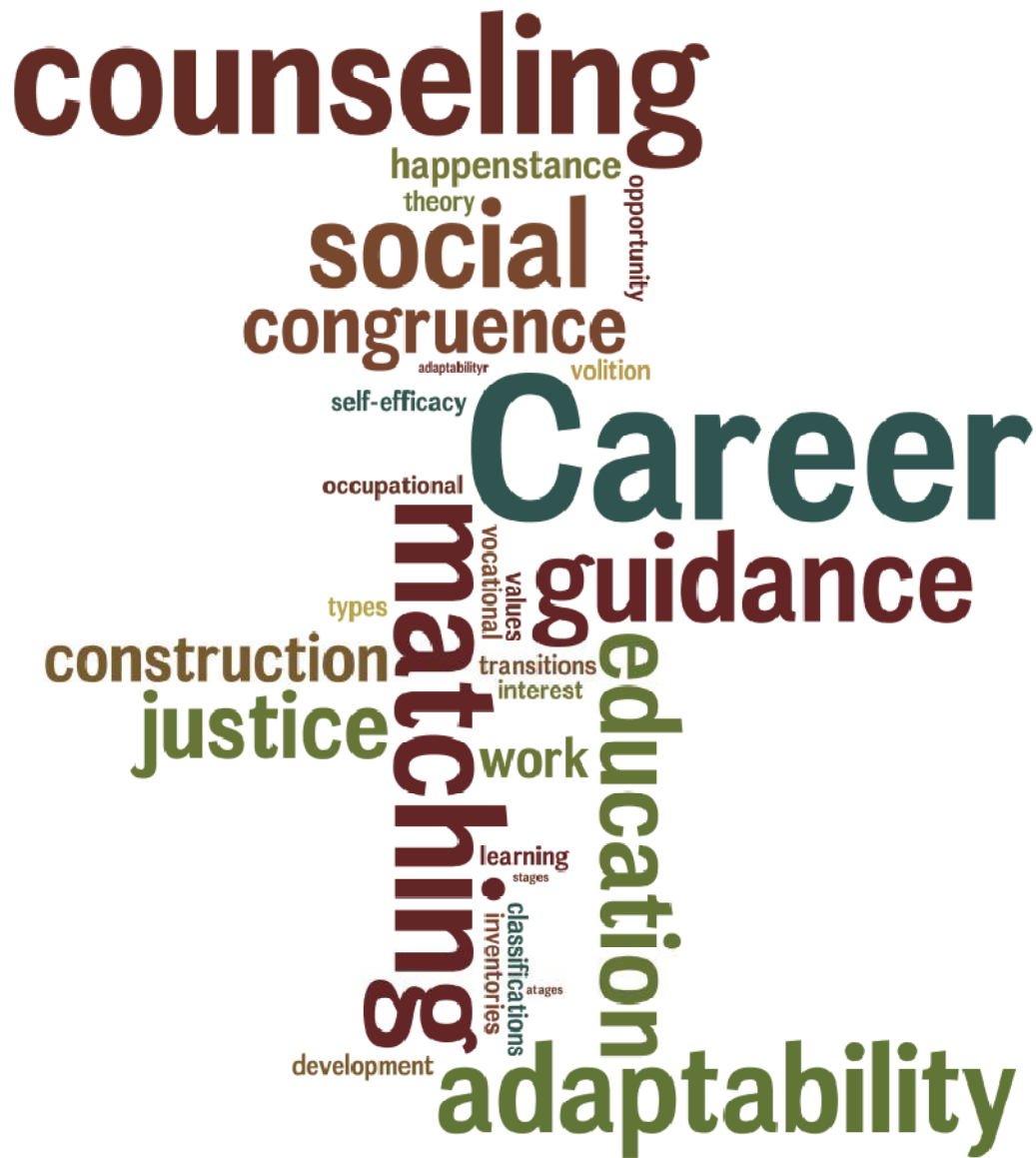


TEN IDEAS THAT CHANGED CAREER DEVELOPMENT



A Monograph to Celebrate the Centennial of the
National Career Development Association
(1913-2013)

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(Approved by the NCDA Board – October 2012)

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Preface

As the National Career Development Association (NCDA) begins a second century of supporting the work performed by career counselors and specialists, it celebrates a rich history filled with numerous accomplishments. At the birth of NCDA in 1913, progressive and thoughtful thinkers crafted ideas and programs to help individuals and communities shift from an agrarian to industrial society. They encouraged resilience in the face of cultural upheaval and fought against social inequality.

In 2013, NCDA members work to address similar problems yet with fewer resources. The call for universal career assistance has been amplified and expanded because (a) career transitions have replaced job security, (b) lifelong learning is now a sustainable requirement, and (c) the search for meaning and purpose in work has become prevalent. In response, NCDA members are thinking big about the potential contributions, convictions, and commitments they may make to the contemporary career development field. New opportunities and creative ideas for professional practice are prompting a great sense of excitement and hope for the future.

This centennial monograph pays tribute to the many significant ideas penned during the last hundred years by wise "thought leaders." This unique and powerful volume taps current career development leaders to explain how these ideas continue to drive present practice and inspire new directions. Consolidating these essential insights provides a rich historical record and a forceful statement about career development's present identity and future utility. Immediately, it offers students and new professionals the keys to the cabinet of essential ideas. To those who have combed the literature, heard to NCDA's intellectual leaders, and witnessed career development's maturation will come away standing on solid ground.

It is with sincere gratitude that NCDA acknowledges Editor Mark Savickas's vision in conducting this project and preparing this monograph. While he has shared so much with so many of us, he humbly continues to champion the notion that career development can change when touched by new ideas. For the work of Mark, the many "thought leaders" who contributed their wisdom, and to those who will advance these core convictions during NCDA's second century we say "congratulations!" your ideas matter!

*Rich Feller, President
National Career Development Association
2012-2013*

Ten Ideas that Changed Career Development

Mark L. Savickas, Editor

Table of Contents

Ten Ideas that Changed Career Development (Mark L. Savickas)	1
Career Counseling (Spencer G. Niles)	4
Matching (William C. Briddick & Hande Sensoy-Briddick)	5
Career Adaptability (Kevin W. Glavin)	6
Vocational Guidance (Lisa Severy)	7
Career Education (Debra Osborn).....	8
Social Justice (Mark L. Pope).....	9
Congruence (Janet G. Lenz)	10
Career Construction (Paul J. Hartung)	11
Happenstance (Carol A. Vecchio).....	12
Career Stages (Angela Byars-Winston).....	13
Appendix 1: 37 Ideas that Changed Career Development	14
Appendix 2: Delphi Group Members	18

Ten Ideas that Changed Career Development

The year 2013 marks the centennial of the National Career Development Association (NCDA). To celebrate the milestone, this monograph identifies and offers reflections on ten ideas that have changed the career development field. The project gathers opinions from 54 NCDA members about the discourses and practices that have shaped the career development field.

A field of practice emerges when a group of practitioners agree in general about a set of common public goals. This occurred for the career development field with the emergence of the vocational guidance movement centered in Boston during the second decade of the 20th century. Early milestones in the formation of the field include:

- Frank Parsons coining the term "vocational guidance" in 1908
- First training school at the Boston Vocational Guidance Bureau in 1910
- First national convention in Boston in 1910
- First university training program at Harvard University in 1911
- Publication of a journal beginning in 1911
- Formation of the National Vocational Guidance Association in Grand Rapids, Michigan in 1913
- First two college textbooks in 1915
- A book for the lay public in 1917

As the field developed since its founding in 1908 and its organization in 1913, its practitioners came to use a common language and select activities to shape the field. On the momentous occasion of its Centennial, I sought to identify core concepts and practices in the career development field and encourage reflection on its values. This project was prompted by the title of a popular course at Kent State University: "Seven Ideas that Changed Physics." For years, I have wanted to identify the seven ideas that changed the career development field. The NCDA centennial provided the occasion to do so.

The first step was to identify significant ideas that have changed and shaped the field. I began by selecting 30 ideas, three for each decade in the history of NCDA. I examined the NCDA journals for the last 100 years to find the origins and trace the evolution of prominent concepts and activities. I tried my best to spread the ideas across different authors from diverse backgrounds, which was difficult because of the social and cultural homogeneity of the profession for most of its 100 years.

After I identified 30 ideas, I consulted colleagues to refine the list. I used the Delphi Technique to identify the essential knowledge base of career development specialists.

The technique allows the gathering of expert opinion, and movement toward consensus, without bringing a group of people together. The technique also guarantees anonymity so people do not have to defend their positions.

In the first round, 12 colleagues responded to my invitation. They were given the list of 30 ideas arranged in chronological order along with a quotation about the concept or practice from a prominent proponent. They were instructed to study the list and then answer the following question: *What are essential ideas crucial in the development of career intervention since 1909? Identify big picture ideas for which counselors should have robust and flexible understanding.* They reviewed the list and suggested revisions. They deleted some ideas and added others to produce the 37 ideas listed in Appendix 1.

Then, a second group of 12 colleagues was given the list of 37 ideas and asked the following question: *What are 20 most essential ideas crucial in the development of career intervention since 1909? Identify big picture ideas for which counselors should have robust and flexible understanding.* They were not provided with names and dates. Their responses jointly reduced the list to 20 ideas.

Finally, NCDA leading practitioners were invited to reduce the list of 20 ideas to the core entries. I invited all living past presidents and eminent career winners, current board members, and leadership academy participants to respond individually by choosing the seven ideas that they each considered the most essential in the field of career development. Lists from the 44 colleagues who responded were compiled and organized to rank the 20 ideas. The names of those who responded appear in Appendix 2. The ratings given by individuals are not reported. The 20 ideas in rank order are:

- | | |
|------------------------|----------------------------------|
| 1. Career counseling | 11. Social learning theory |
| 2. Matching | 12. Work values |
| 3. Career adaptability | 13. Types |
| 4. Vocational guidance | 14. Interest inventories |
| 5. Career education | 15. Opportunity structure |
| 6. Social justice | 16. Transitions |
| 7. Congruence | 17. Career self-efficacy |
| 8. Career construction | 18. Occupational classifications |
| 9. Career stage | 19. Vocational development |
| 10. Happenstance | 20. Work Volition |

In the following paragraph, I arranged the ten ideas into a statement to describe the field of career development's *core ideas*. In the succeeding paragraph, I arranged the remaining ten ideas into a statement to describe the field's *vital ideas*.

The field of career development privileges the idea of *social justice* as it helps people *construct* their work lives through the practices of *vocational guidance*,

career education, and *career counseling*. Career development practitioners pursue the fundamental goal of helping individuals *match* themselves to *congruent* occupations as they traverse *career stages*, with each new era in life requiring that they *adapt* to new vocational development tasks, occupational transitions, and work traumas. Practitioners encourage their students and clients to remain open to possibilities created when new *circumstances happen*.

As career development practitioners engage in these core discourses and activities, they are sensitive to contextual affordances and constraints in the *opportunity structure* that, through *social learning*, shape their clients' *self-efficacy* and *work volition*. Practitioners foster human *development*, particularly during periods of *transition* in individuals' lives. To serve individuals well, they use interventions including *interest inventories* and *occupational classification systems*-- that are sensitive to differences in vocational personality *types* and their *work values*.

In short, the career development field promotes social justice through the practices of vocational guidance, career education, and personal counseling that use inventories, information, and interventions to help people learn to make transitions which fit their values as well as develop their personalities. Career development practitioners prioritize these self-constructing actions in terms of matching, congruence, stages, adaptability, self-efficacy, work volition, and happenstance.

The final step in this centennial project was to recruit current NCDA members to reflect on the ten highest ranked ideas and share their thoughts. Each person was assigned one idea and asked to write an essay that explains the idea, considers its importance in the career development field, and traces its evolution across time. The following pages present their essays. As you read the essays during NCDA's centennial, take time to think about the concepts, activities, and values that have shaped the career development field's present discourse and performance as well as imagine new ideas that might emerge in NCDA's second hundred years.

Mark L. Savickas
Northeast Ohio Medical University

CAREER COUNSELING

Career counseling involves a formal relationship in which a counseling professional assists a client or group of clients to cope more effectively with career concerns. Typical components of career counseling include establishing rapport, assessing client career concerns, establishing career counseling goals, intervening in ways that help clients cope more effectively with career concerns, evaluating client progress, and, depending on client progress, either offering additional interventions or terminating career counseling. Among other factors, cultural shifts can impact the specific ways in which these components unfold within the career counseling process. Historically, a cultural orientation toward the objectification of vocational development and a reliance upon logical positivism elevated standardized assessments in career counseling. This approach led career counselors to focus on helping their clients identify a relevant occupational title and find their fit within an organizational structure.

Recent shifts within the nature of work (e.g., downsizing, increased reliance on technology to perform work, and the emergence of contingent workforce, globalization) impact career counseling by making the link between career development and human development more obvious. Today, career counselors acknowledge that there are few things more personal than a career choice. Such shifts result in career counseling models evolving to respond more thoroughly to the client's lived context and subjective experience.

Situating career counseling within the client's lived experience propels career counselors and clients to collaboratively construct career interventions that impact clients' lives in meaningful ways. Considerations related to how clients structure the basic roles of living into a satisfying life; manage the ambiguity connected to decreasing job security; and commit to lifelong learning within multiple life role responsibilities exemplify some of the topics that clients routinely discuss within career counseling currently.

The subtle, yet essential, shift from objective to subjective emphases within career counseling represents a critical evolution within the field. This shift makes counseling the cornerstone within the career counseling process. Formal and informal assessments may support this process but they are not routinely prioritized within it. Most importantly, this evolutionary shift empowers clients to seek their own solutions to their career dilemmas and move toward self-determination as they define it within their respective cultural contexts.

*Spencer G. Niles
Pennsylvania State University*

MATCHING

Matching involves comparing different things and deciding which one resembles another one in some respect. The concept of matching for resemblance is *the* foundation upon which the field of vocational guidance was formed at the beginning of the twentieth century. At first it was called the matching model. Then after World War II it became known as the trait-and-factor theory. Today it is referred to as person-environment theory.

Regardless of its name, matching involves three broad factors working together: knowledge about one's self interests, abilities, and values; knowledge of occupations and the world of work; and *true reasoning* or logical thinking in making an occupational choice. Practitioners typically enhance clients' self-knowledge by interpreting results from sophisticated vocational and psychological inventories. Simultaneously, they use advanced technology to provide information about occupations and the world of work. Practitioners then encourage clients to take a rational and decisive approach to match self to fitting occupations, and in due course, make a realistic choice.

True reasoning in making an occupational choice has come to mean engaging in a cognitive process to match knowledge about one's self and the world of work. Thus, career development interventions assist individuals to compare personal information with occupational information as a means of identifying a match or a good fit with a particular occupation or occupational group. Today true reasoning for a match may involve computer algorithms that match individuals' traits to the characteristics held in common by members of various occupational groups to identify suitable options.

Over the last century, career professionals have elaborated the use of the matching concept beyond resemblance to occupational groups. Beginning in the 1970s, and continuing today, matching may also be done by determining individuals' degree of resemblance to each of six prototypes (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) and then suggesting that they explore occupations in which the types they most resemble usually work. Most recently, some practitioners make matches based on resemblance to individual people, not occupational groups or prototypes. This "person matching" leads to the suggestion that clients explore occupations in which an actual person whom they highly resemble currently works. Regardless of the criteria for identifying degree of resemblance—occupational group, vocational type, or another person—matching remains a foundational concept in career development theory and practice.

*William C. Briddick and Hande Sensoy-Briddick
South Dakota State University*

CAREER ADAPTABILITY

Career adaptability denotes an individual's readiness and resources for coping with repeated vocational choices, occupational transitions and work traumas that characterize the post-corporate global economy. Innovative technologies, a mobile workforce, and corporate restructuring represent just some of the factors that have combined to make jobs unstable and unpredictable. The rapid pace with which these changes have taken place has left workers unprepared, uncertain, and nervously employed. Rather than plan for a stable career trajectory with one employer, insecure workers today must prepare for employment in a series of projects with different employers.

Practitioners help clients to navigate these repeated work transitions and traumas by fostering the adaptability that they need to actively construct their careers. This represents an important paradigm shift for career practitioners because it emphasizes the need for clients to value flexibility, be alert for imminent changes, prepare for possibilities, remain open to opportunities, maintain employability, and develop skill at managing repeated transitions.

Practitioners can foster clients' adaptability by addressing the four dimensions of concern, control, curiosity, and confidence. *Concern* reflects the degree to which individuals think about their futures and are involved in planning and preparing for their careers. Individuals who are concerned about their careers demonstrate thoughtful and future-oriented attitudes toward work. *Control* reflects the degree to which individuals feel responsible for building and managing their careers. Individuals who are in control of their careers believe that they must be responsible for and conscientious about constructing their own careers. *Curiosity* reflects the degree to which individuals explore the world of work and attempt to gain information about occupational requirements, routines, and rewards. Individuals who are curious about their careers demonstrate inquisitiveness in exploring their own interests and gathering information about where they best fit within the world of work. *Confidence* reflects the degree to which individuals believe in their ability to make and implement career decisions based on wisdom and realism. Individuals who are confident believe in their ability to solve problems and overcome challenges.

Individuals who show career concern, control, curiosity, and confidence are more likely to respond to environmental changes and transitions, and adapt in a timely manner to the ever changing landscape that characterizes the new world of work. As they adapt, they use work as vehicle for social integration and a means by which to implement their self-concepts.

Kevin W. Glavin
Australian Catholic University

VOCATIONAL GUIDANCE

Vocational guidance is the process of assisting individuals to choose an occupation, prepare for it, enter it, and progress within it. Emerging in the early 20th century-- as large numbers of workers flooded the labor market because of immigration, urbanization, and industrialization-- vocational guidance focused on guiding people to fitting work environments. Grounded in the dominant perspective of science as a solution to all problems, the vocational guidance movement produced interest inventories and aptitude tests to assess individuals and work environments. These measures then enable guidance personnel to scientifically match people to occupational positions, with the goal being to generate a list of suitable occupations for an individual to explore.

Vocational guidance is grounded in differential psychology, that is, the measurement and study of individual differences in ability and interests and differences in job requirements and rewards. Vocational guidance personnel view occupational traits as measurable and stable over time. Therefore, they use this objective and reliable information to identify fitting occupations. They present this information to clients in the form of sensitive test interpretations and solid occupational information. Vocational guidance personnel then encourage clients to make rational and career decisions based on the matching of information about the self and occupations.

Goals for vocational guidance include increasing self-knowledge, gathering information about the world of work, and finding an appropriate fit between self and occupation. Vocational guidance outcomes focus on the degree of fit between the person and the position, with higher levels of success, job satisfaction, and stability associated with the best fit.

Vocational guidance focuses on logic and rationality in providing people with the necessary information for making educational and occupational choices. In addition to preliminary decision making, guidance helps individuals understand themselves and how they can advance within organizations by teaching people to plan and make choices about work and learning. By organizing information about the world of work and providing a systematic approach, vocational guidance helps to make occupational and educational opportunities more accessible to a diverse population.

The paradigm for vocational guidance is also used by human resource specialists in personnel selection. However, rather than identifying jobs for a person to explore, selection identifies people to interview for a job. Understanding the common principles of vocational guidance and personnel selection enables counselors to interact effectively with placement specialists and personnel officers.

*Lisa Severy
University of Colorado Boulder*

CAREER EDUCATION

Career education is a systematic educational program designed to foster individual career development beginning in elementary school and continuing through adulthood. In schools, it includes curricula that help students learn the attitudes, knowledge, and skills needed to develop satisfying and productive careers and make a smooth transition from school to work. The birth of career education can be traced to the educational and vocational guidance movement beginning early in the twentieth century. Progressive reformers viewed education and guidance as a main avenue for improving the lives of the oppressed and marginalized. In 1909, the Boston Vocational Guidance Bureau helped create the first system of educational and vocational guidance, growing into over 900 high schools by 1918. Teachers taking on extra duties provided most of the vocational guidance.

Educational and vocational guidance differs from counseling as it is preventative and involves teaching life skills. Starting in the 1930s guidance practitioners argued that while some students require individual counseling attention, every student deserves vocational guidance. They proclaimed that every teacher should consider themselves counselors providing guidance on how to survive outside of school. Back then, career education focused mostly on occupational information.

In the 1970s, practitioners expanded the definition of career education to encompass other career development aspects, including self and occupational exploration, decision making, and job search. A basic assumption remains that everyone should be provided with information to adequately explore, discover, and plan for personally salient career paths. Career infusion distributes the responsibility for providing career information among key players who interface with an individual. When a science teacher discusses planets with elementary students, related career interests, skills and occupations may be highlighted, guest speakers invited, and relevant readings, websites, or shadowing opportunities provided.

The Career Education Incentive Act of 1974 and the 1994 School-to-Work Act are examples of intermittent federal support for career education. Perhaps the most effective support is a passionate career development aficionado who advocates for and enables career development inclusion across disciplines through collaboration with students, teachers, parents, and the community. After all, there is much work to do, and our impact can be much broader and deeper if we involve others in our efforts.

*Debra Osborn
Florida State University*

SOCIAL JUSTICE

Social justice as a value has continually informed career development practice since the founding of the National Career Development Association. As a best practice, social justice requires that career development practitioners understand and appreciate cultural diversity in all its many inclusively-defined manifestations (race, ethnicity, gender and gender diversity, sexual orientation, (dis)ability, age, socio-economic status, geography, and others) and advocate for their clients through individual empowerment, individual advocacy, community collaboration, systems advocacy, public information, and social/political advocacy. Social justice requires that practitioners examine the social context of their work, including the educational, economic, and political systems that have influence upon individual's career development.

At the birth of the field of career development, vocational guidance (as the practice of career development was then termed) was tied to and supported by early 20th century social and political reform movements, especially the Progressive movement for social justice, which was prominent at that time. The link between the Progressive movement and the vocational guidance movement was largely built on the issue of the growing exploitation and misuse of human beings. Both movements collaborated in a social justice campaign to prohibit the exploitation of children, and later fought for the rights of industrial employees beginning with garment workers in New York City.

Today, there continues to be social and political forces that limit the career development of individuals. While advocating for social justice in society at large, the counseling profession also continues to improve its own practices. There remain inequities not just in who has access to high quality and appropriate career-related resources, but also in the some of the assumptions and judgments made by career development practitioners. Socially-just practice leads to interventions that produce equality of access to resources for marginalized individuals in society and that assist these individuals to reach their full human potential regardless of their social placement at the margins of society. A change from a focus solely on individual differences to one that also includes familial, community, and other systemic influences has required career development practitioners to adopt new ways of thinking about their role and develop new ways of intervening in society for systemic change. As a result, many practitioners have taken on a more reflective practice, examining their own personal values as they consider cultural influences on how they define career issues, how they choose particular career interventions, and what resources are seen as appropriate for their clients.

Mark Pope
University of Missouri – Saint Louis

CONGRUENCE

Congruence means that the success of individuals in a given occupation depends highly on the correspondence between the requirements of that occupation and the individual's qualifications. In the early 1900s, authors discussed the importance of congruence as part of the vocational and educational guidance process. They suggested that in choosing an area of study, individuals should seek a good fit with their character. Since the 1930s, congruence has been central construct in almost all of the major theories of vocational behavior and career development, alternatively being called fitness, correspondence, or incorporation.

Congruence may be used to describe an individual's compatibility with different types of occupational environments. There are numerous formulas, varying in complexity, for using RIASEC scores from interest and personality inventories to calculate indices of congruence. These formulae have provoked a lively debate about other means of calculating congruence and how these alternative methods for determining congruence might inform theory and practice. Some researchers have concluded that congruence was a good predictor of job satisfaction and success while others pointed to research that failed to support this assumption.

One of the most important practical contributions from person-environment career theory was operationally defining congruence as the relation between individual's occupational daydreams and their inventoried interests and competencies. Congruence has also been elaborated to include other applications such as the fit between an individual and the requirements of a particular job or organizational culture. This idea is best embodied in person-environment correspondence theory which described in great detail the interaction of persons and environments and their effect on one another. When there is a lack of congruence or correspondence, individuals may choose to leave the environment because their needs are not being met or their abilities are not being used. Similarly, when environments such as a workplace encounter an individual who fails to meet the requirements of the environment, the person's tenure in the environment may end, or at the very least, be subject to other unsatisfactory outcomes.

From a relational perspective, individuals may be viewed as creating a type of environment, and may thus consider their fit or correspondence with important people in their lives and how this fit contributes to their life satisfaction. As the career counseling field embraces the idea of life design, congruence may be seen as a means for finding satisfactory outlets for one's abilities and personality characteristics across many life roles, not simply paid employment. From a practical point of view, a person's quality of life may be greatly impacted by person-environment congruence.

*Janet G. Lenz
Florida State University*

CAREER CONSTRUCTION

Career construction views work as a vehicle to make life more meaningful. It rests on the premise that individuals construct themselves through story. In telling their life stories, people shape identities in the form of self-defining autobiographical narratives. These narratives hold them during and carry them through times of uncertainty and instability, especially characteristic of life in the digital and global age. Career construction emphasizes *narratability* to tell one's story coherently, *adaptability* to cope with changes in self and situation, and *intentionality* to design a meaningful life.

Career construction evolved to comprehend the complexities of 21st-century life-careers. Rather than matching self to occupation or readying self to develop a career, the focus shifts to constructing self in work. This shift advances a view on career as projective self-making to augment 20th-century views on career as objective person-occupation match and subjective cycle of self in work over the lifespan.

Career construction finds its conceptual elaboration in a theory of vocational behavior and its practical implementation in a system of career counseling. Career construction theory integrates three psychological traditions: individual differences, lifespan development, and narrative. This permits viewing individuals as, respectively, *actors* who resemble social scripts that fit corresponding work environments, *agents* who develop readiness to fit work into life, and *authors* who reflexively form themselves through work.

Career construction counseling entails an interpersonal process of helping people author career stories that connect their self-concepts to work roles, fit work into life, and make meaning through work. Using the narrative paradigm, career construction counseling begins with a Career Construction Interview comprising five questions about *self*, *setting*, *story*, *self-advice*, and *scheme*. Each question prompts individuals to tell small stories about themselves that convey who they are and who they wish to become. Counselor and client collaboratively shape the themes culled from these micro-stories into a macro-narrative about the person's central preoccupation, motives, goals, adaptive strategies, and self-view. This co-construction process empowers individuals to author life-career stories that enhance their experiences of work as personally meaningful and socially useful. They may then use work to actively master what they passively suffer.

Paul J. Hartung
Northeast Ohio Medical University

HAPPENSTANCE

Today the world is changing even faster than anyone could including career counselors could keep up with. New occupations are continually being invented. And now more than ever before, there are events in life and work that we must accept as uncontrollable and uncertain. The concept of happenstance, that is circumstances arising by chance, enables clients to understand that in their work lives circumstances happen and career indecision is not a problem. Instead, indecision is a way of remaining open-minded about the possibilities that exist. Happenstance reflects a non-linear approach to choices that requires an ability to manage multiple transitions throughout our lives and work. Career counseling in the last 20 years has evolved to produce models that elaborate the concept of happenstance.

Positive Uncertainty goes beyond rational decision-making to include the intuitive, creative, as well as traditional. Instead of seeing situations in terms of either-or, clients must take a both-and-more approach. *Integrative Life Planning* moves from trait-and-factor methods to viewing life and career choices as complex, holistic, and lifelong. Patterns are integrated to conceptualize life as a whole-- including identity, development, roles, and context. *Happenstance Learning Theory* sees the career destiny of individuals as composed of countless lifelong planned and unplanned learning experiences that cannot be predicted in advance. The goal is for everyone to create more satisfying lives. *Chaos Theory of Careers* highlights the non-linearity, complexity, and rapidity of change in the 21st century world of work. There is a great need for clients to develop different and more effective approaches to more optimistically deal with chance and uncertainty. *The Natural Cycles of Change* weaves the above theories along with a naturalistic approach into a map that gives clients a concrete model for navigating uncertainty in their lives and work.

In today's economy predictable career trajectories are difficult to envision because people will change jobs every 4.4 years. It is not uncommon for an individual to have had 10 to 15 jobs by the age of 38. Standing on the career ladder, individuals look down to find the rungs below are crumbling underfoot, and the rungs above are disappearing. Viewing transitions through the lens of happenstance allows career counselors to assist clients navigate the shifting and complex terrain that is the world of work. The goal of career counseling is to help clients learn to take actions to achieve more satisfying career and personal lives-- not to make a single career decision.

*Carol A. Vecchio
Centerpoint Institute for Life and Career Renewal
Seattle, Washington*

CAREER STAGES

The concept of career stages comes from developmental psychology and describes the process of making career decisions and work adjustments over time. Until the middle of the 20th century, vocational guidance practitioners relied exclusively on differential psychology. They focused on how individuals differed from one another and how different types of individuals occupied different jobs. They applied this knowledge of individual differences to sort out who fit what job. In the 1950s, increased attention was given to how an individual differed from her or himself over time, rather than differences between individuals. This perspective on an individual work life rather than who works in which occupations led practitioners to adopt the term career rather than vocational, and move to include career counseling as a service to supplement vocational guidance. Even the NCDA journal changed names from the *Vocational Guidance Quarterly* to the *Career Development Quarterly*. From the perspective of developmental psychology, practitioners began to examine individual work lives over time and noted general patterns and stages. This perspective shifted the focus from *career content* (e.g., What do you want to do?) to *career process* (e.g., How did you come to this career choice?).

The concentration on process led to dividing progression through working lives into career stages such as growth, exploration, establishment, maintenance, and decline. After naming and describing career stages, career specialists populated each stage with a predictable series of specific vocational development tasks that individuals must resolve. They then constructed inventories to measure individuals' *career maturity* in terms of their progress across the continuum of stages and tasks. Practitioners then created interventions to increase clients' *career maturity* and foster their progression along the tasks of vocational development.

Original descriptions of career stages were based on research with White, middle-class, urban, male adolescents in the U.S. mid-Atlantic and New England regions. A broader view of career stages and how people progress through them has been prompted by more attention to the career patterns of women, racial and ethnic minorities, individuals later in life, and to those living in rural or lower socioeconomic urban areas. In the 1990s, earlier notions of career stages were changed to capture non-sequential progression through stages (recycling) and the concept of career maturity was reformulated to emphasize effective management of tasks, regardless of one's age. Today, the concept of career stages is helpful in understanding individuals' *career decision-making process*, including career self-efficacy beliefs, career barrier perceptions, and decision-making difficulties.

Angela Byars-Winston
University of Wisconsin-Madison

APPENDIX 1: 37 Ideas that Changed Career Development

Matching / Parsons 1909

In the wise choice of a vocation there are three broad factors: 1) a clear understanding of yourself, your attitudes, abilities, interests, ambitions, resources, limitations and their causes, 2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensations, opportunities and prospects in different lines of work, 3) true reasoning in the relations of these two groups.

Individual Differences / Thorndike 1911

Individuals differ in intellect and character.

School-to-Work Transition/ Bloomfield 1915

To bridge the gap between school and work requires making school life more interesting and purposeful and working life more educative and productive.

Guidance / NVGA 1921

Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it.

Interest Inventories / Strong 1927

Interest scores measure a complex of liked and disliked activities selected so as to differentiate members of an occupation from non-members.

Interests / Fryer 1931

Interest is present when we are aware of an object or, better still, when we are aware of our disposition toward the object.

Congruence / Brewer 1936

Probable success in entering an occupation depends on the correspondence between the requirements of an occupation and the qualifications an individual possesses for that particular occupation.

Case Conceptualization / Williamson and Bordin 1941

What counseling technique and conditions will produce what types of results with what types of clients.

Occupational Self-Concept / Bordin 1943

Vocational interests express the individual's view of self in terms of occupational stereotypes.

Work Values / Hoppock and Super 1950

Work values are the general goals or satisfactions sought from work.

Career Counseling / Super 1951

The process of helping people to develop an integrated and adequate picture of themselves and of their role in the world of work, to test this concept against reality and to convert it into a reality, with satisfaction to themselves and benefits to society.

Vocational Development / Ginzberg, 1951

Occupational choice is a developmental process which typically takes place over a period of ten years.

Vocational Maturity / Super 1954

Counselors help students to look ahead (planfulness) and look around (exploration) to increase career choice readiness.

Parental Status / Blau, Gustad, Jessor, Parnes, and Wilcock 1956

A sociological perspective on occupational choice in which parental status affects occupational attainment of offspring.

Occupational Classification / Roe 1956

Occupations can be classified by eight interest fields and six ability levels.

Career Stages / Super 1957

Careers develop over the life course through a predictable series of stages and tasks.

Types / Holland 1959

Vocational personalities and work environments can both be described in terms of resemblance to six prototypes.

Project TALENT / Flanagan 1961

Over time, individuals change their career plans to fit their abilities and interests.

Career Consciousness / Tiedeman 1964

Career is the imposition of meaning on vocational behavior.

Opportunity Structure / Roberts 1968

Individuals are more or less constrained in their choice of occupations by social variables that are outside their control e.g. gender, ethnicity and social class.

Decision-Making Difficulties / Osipow, 1976

Individuals may face many different difficulties in making a career choice.

Social Learning Theory / Krumboltz 1976

Teach clients career decision techniques and examine four basic factors to understand why people choose the work they do (i.e., genetic endowment, environmental conditions, learning experiences, and task approach skills).

Career Education / Hoyt 1977

An effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living.

Vocational Identity / Holland 1980

Vocational identity is a clear and stable picture of one's interests, talents, and goals.

Transitions / Schlossberg 1981

A model for assessing and facilitation of an individual's adaption to transitions in terms of self, support, and strategies.

Circumscribed Aspirations / Gottfredson 1981

Most youngsters circumscribe their vocational aspirations according to sex-type and prestige by age 13.

Career Self-Efficacy / Betz and Hackett 1981

Differential background experiences associated with gender role socialization may lead to gender differences in self-efficacy and confidence with respect to specific domains of career behavior, especially those associated with traditionally male dominated career fields.

Career as Story / Jepsen 1990

Career is a narrative told by a working person.

Social Justice / Pope 1995

Best practice requires that career counselors understand and appreciate cultural diversity and advocate for social justice.

Cognitive Basis of Interests / Lent, Brown, and Hackett 1996

Interest in an activity grows and endures when people (a) view themselves as competent (self-efficacious) at the activity and (b) anticipate that performing it will produce valued outcomes (positive outcome expectations).

Fit Work into Life / Richardson 1996

Rather than fitting people into work, help individuals fit work into their lives.

Integrative Life Planning / Hansen 1996

The ILP framework enables career professionals, counselors, and their clients to develop career and life patterns that are holistic and focused on both individual satisfaction and community benefit.

Career Adaptability / Savickas 1997

The post-corporate global economy requires that individuals develop the readiness and resources to cope with repeated vocational choices, occupational transitions, and work traumas.

Work and Meaning / Bloch and Richmond 1997

Find meaning and wholeness by infusing work by with values and spirit.

Career Construction / Savickas 2005

People build careers by turning their preoccupations into occupations and thereby actively master what they passively suffer.

Happenstance / Krumboltz 2009

The goal of career counseling is to help clients learn to take actions to achieve more satisfying career and personal livesô not to make a single career decision.

Work Volition / Blustein 2011

Starting with the work of Parsons (1909), vocational guidance addressed the needs of immigrants and working-class people, many of whom lived in poor urban communities. I propose that we need to get back to our roots in order to move forward as a discipline that will have life, vitality, and relevance in the years to come.

APPENDIX 2: Delphi Group Members

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