Historical development

Winston Churchill

We make a living by what we get, but we make a life by what we give.

World scenarios

1850 to 1940 encompasses the following events:
1. The Industrial Revolution
2. The Study of individual differences
3. World War I
4. The Measurement Movement
5. World War II
6. Commercialization of knowledge

- The rise of industrialism in the late 1800’s dramatically changed work environments and living conditions. Urban areas grew rapidly.
- Significant loss of identity experienced in the crowded work and living environments.
- As if in response to deteriorating social conditions, several outstanding scientists turned their attention to human behavior and to the study of individual differences.
• Francis Galton of England published his first and second books devoted to the origins of human abilities in 1874 and 1883.
• In 1879, Wilhelm Wundt established an experimental laboratory in Germany to study human behavior.
• In France, Alfred Binet and V. Henri published an article in 1896 describing mental measurement concepts.

These studies turned our attention to the conditions of life and work in a society changed by the Industrial Revolution.

Parsons’ Contributions
• Wrote *Choosing a Vocation*
• Paved the way for vocational guidance in schools and colleges
• Began the training of counselors
• Used the scientific tools available.
• Developed steps to be followed in the vocational progress of an individual

Parson
One of his important contributions was his framework for helping an individual select a career:
1. Clear understanding of yourself, aptitudes, abilities, interests, resources, limitations, and other qualities.
2. Knowledge of the requirements & conditions of success, advantages & disadvantages, compensations, opportunities & prospects in different lines of work.
3. True reasoning on the relations of these two groups of facts.

1800s-Early 1900
• Increased choice of vocations
• Industrial Revolution & Technological Advances ➔ Job Specialization
• Civil War/End of Slavery
• ↑ Large Cities

Later Developments, continued
• Increased personnel testing and placement (World War II)
• Carl Roger’s book *Counseling and Psychotherapy* (1942)
• Theory development (1960s)
The first intelligence test is generally given to Alfred Binet. Became known as the Stanford-Binet.

The need for testing the abilities of large groups became apparent at the beginning of World War I.

In 1942, Carl Rogers influential book, Counseling and Psychotherapy, was published. His method of non-directive counseling or client-centered counseling

Later Developments, continued

- Increase in number of career assessments (1960s)
- Development of computer-assisted career planning systems (late 1960s)
- Career education as a priority (1970s)
- Attention to the career development of diverse populations (1990s)

A person-environment fit suggests congruence between the individual’s needs and abilities and the requirements of a work environment.

We are not just career ‘counselors’, we counsel individuals.

CARL ROGERS CLIENT CENTERED IMPACT ON CAREER COUNSELING

1. The concepts of affective and motivational behavior were among other considerations to be included in the counseling process.
2. Client self-acceptance and self-understanding were primary goals.
3. More attention was to be given to client-counselor interactions and to the clients’ verbalization in the counseling process.

Rognerian theory was responsible for the first major breach from Parson’s straightforward approach.

Our careers determine where we live, how we live, and, to a great extent, with whom we associate.
Activity

Journal article: From colonialism to ultranationalism: History and development of career counselling in Malaysia.

From: Career Development Quarterly, March 2002
By: Pope, et al

Stages in Development of Career Counseling

- Stage 1 - Beginning of Vocational Guidance (1957-1969)
- Malaysia had a long period under the British to develop its agricultural and mining sectors.
- Malaysia has been a rapidly industrializing economy.
- The beginning of vocational guidance in Malaysia took place against the backdrop of the development of a postcolonial political economy.

Evident

- Development of Guidance and Counselling in 1963, has always been associated with guidance and is closely related to the history of educational practice and problems in schools (Abdul Halim and Sharifah, 1993).

1960s . . . .

- Ministry of Education policy adopted in 1963 - all schools, at the secondary level, should have their ‘guidance teacher’
- 1963 – Guidance Services in school – *Perkhidmatan Panduan Pelajaran dan Kepakaran* (Educational Guidance and Career services)
- 1969 – 275 teachers were trained

Career Counseling in Malaysia

- Marimuthu (1983) and Lela (1983) discussed how the educational system in Peninsular Malaysia has been structured and restructured to meet some of the changing needs of a modernizing economy and a multicultural society.

- According to Lloyd (1987), the counseling and guidance movement reached Malaysia, as it did most of the world (Pope, 2000), through the work and leadership of the counseling profession in the United States.
In 1963, the Malaysian Ministry of Education had so accepted the fact of school counseling in its schools that it prepared a policy statement "which stipulated that all schools, especially secondary schools, should have their own guidance teachers" (Amir & Latiff, 1984, p. 3).


At the elementary and secondary levels, guidance teachers were becoming school counselors in the best schools of the country, as the need for career counseling was elevated in social priority.

School counselors in Malaysia often function as vocational guidance or career counselors and assist students in career exploration and choice. This role was primarily one fulfilled by the extended family prior to urbanization, but the school counselor has taken on this role for most students and their families.

School counseling in Malaysia is different than it is in the United States, but it had similar beginnings (Iyer, 1975; Symons, 1977). Pedersen (1983) reported that school counselors in Malaysia were typically teachers who had returned to the university for additional course work beyond the baccalaureate.

From Guidance to Counselling

‘Perakuan 79’ (Endorsement 79) by the Jawatankuasa Kabinet Mengkaji Dasar Pelajaran (Cabinet Committee on Evaluation of Educational Policy) in 1978 to give more emphasis to counselling activities in schools.

1980s

In 1980, the Unit Panduan Pelajaran dan Kerjaya (Career and Educational Guidance Unit) was changed to the Unit Bimbingan dan Kaunseling (Counselling and Guidance Unit)

1984, this unit published a book entitled ‘Panduan Perlaksanaan Khidmat Bimbingan dan Kaunseling di Malaysia’ (Guidelines for the Implementation of Counselling and Guidance Services)
Goal


Stage 3—Emergence of Career Counseling in Business, Industry, and Private Practice (1994-Present)

- Returning graduate implement what they learnt
- But the economy stumbled in 1997 - 1998, just as these new college graduates were ready to be highly productive and successful.
- This social transition presages another period of major growth for career counseling as these graduates are unable to meet their expectations.
- Career counseling was poised to help these college graduates fulfill their career dreams.
- Those who could not find work in the areas for which they had been prepared began to turn to private practice and university-based career counselors to help them decide what to do next.

1990s

- 1990, the Bank Negara Malaysia (Central Bank Malaysia)
- 1992 – Bahagian Perkhidmatan Kaunseling dan Psikologi, JPA
- 1996 – Full time counsellor in school
- 1998 – Counsellor Act

Whose model?

- Lloyd (1987), the United States has become a model for Malaysia to develop its own counselling and guidance services
Requirements of Today's Workplace

- Using computer technology
- Engaging in lifelong learning
- Interacting effectively with diverse co-workers
- Tolerating ambiguity in job security
- Being vigilant about maintaining a high level of self and occupational awareness to maintain marketability

Factors Influencing 21st Century Career Development

- Global unemployment
- Corporate downsizing
- Dual careers
- Work from home
- Intertwining of work and family roles
- Many job shifts
- Need for lifelong learning

Paraphrased from Confucius

Love what you do and you will never have to work a day in your life.

Our careers determine where we live, how we live, and, to a great extent, with whom we associate.

We will need to combine the efforts of all academic disciplines in an attempt to assist individuals who have work-related problems such as:

- Stress at work
- Career burnout
- Occupational insecurity
- Coping with joblessness
- Changing workplaces
- Work overload
- Fired workers
- Workers with disabilities
- Depressed workers
- Work affecting other life roles, etc...