Career advising, guidance and counseling processes

counseling activities, strategies, and interventions are used to work with people who seek help

making career exploration, planning, and transition decisions.

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CAREER DEVELOPMENT THEORY

Make sense of experiences.

Rationalized set of assumptions or hypotheses
(Explain past & predict future)
As such, theories may provide "direction"; and as theories are tested and prove "true", they may be said to expand knowledge.
Benefits of Theory for Helpers

- Explain causal factors in behavior and guide needs assessment and diagnosis
- Help plan interventions and treatment strategies as well as other assignments
- Foundation for developing assessments and information / instructional resources
- Help to evaluate guidance and counseling outcomes
Theory is just one way of oversimplifying a complex situation so that it is easier for us to see the big picture. That picture is not reality itself – just one theory-maker’s version of it.
Career development theories differ in their coverage of the career development process versus career decision making content.

Savickas (2002) note that theories emphasize either ‘individual differences’ related to occupation (how people can find their fit within the occupational structure) or ‘individual development’ (how people express career behaviours over time).
Benefits of Theory for Clients

1. Better understand the nature of their difficulties.
2. Better understand the value and use of counseling interventions and homework assignments.
3. Better understand their assessment results and information/instructional resources.
4. Evaluate success in changing behaviors.
Five major types/approaches (Herr & Cramer, 1984)

- The Trait-factor or matching approaches
- Decision Theory
- Psychological personality approaches
- Situational or sociological emphases
- Developmental approaches
CAREER DEVELOPMENT THEORY

There are two types of career development theories:

**Structural Theories:** Focus on individual characteristics and occupational tasks.

**Developmental Theories:** Focus on human development across life span.
SUPER’S LIFE SPAN, LIFE-SPACE THEORY

Describe how career develop

Advancing Ginzberg theory

Theory evolve more than 30 years

Involve sociology and psychology

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DEVELOPMENTAL THEORIES

- Donald Super (1957) and other theorists of career development recognize the changes that people go through as they mature.
- Career patterns are determined by socioeconomic factors, mental and physical abilities, personal characteristics and the opportunities to which persons are exposed.
- People seek career satisfaction through work roles in which they can express themselves and implement and develop their self-concepts.
- Career maturity, a main concept in Super's theory, is manifested in the successful accomplishment of age and stage developmental tasks across the life span.
Super's Theory

According to Super there is a difference between career and vocation.

**Career**
Sequence of things that a person does during the course of a lifetime, which includes preoccupational, occupational, avocational, and postoccupational roles (all of the positions that a person occupies).

**Vocation**
Defined as something a person wants to do to earn a living.
Super conceptualize career as

“the life course of a person encountering a series of developmental tasks and attempting to handle them in such a way as to become the kind of person he or she wants to become”

(Super, 1990, pp.225-226)
Assumptions of Super’s Theory

1. People **differ** in their abilities, personalities, needs, values, interests, traits, and self-concepts.

2. People are qualified, by virtue of these characteristics, for a number of occupations.

3. Each occupation **requires a characteristic pattern** of abilities and personality traits.
Assumptions of Super’s Theory

4. Vocational preferences and competencies, the situations in which people live and work, and hence, their self-concepts change with time and experience.

5. The nature of the career pattern...is determined by the individual’s parental socioeconomic level, mental ability, education, skills, personality characteristics, career maturity, and by the opportunities to which he or she is exposed.
Assumptions of Super’s Theory

6. Success in coping at any given life-career stage depends on the readiness of the individual to cope with the demands of that stage.

7. **Career maturity** is a constellation of physical, psychological, and social characteristics.
Assumptions of Super’s Theory

8. Development through the life stages can be guided, partly by facilitating the maturing of abilities and interests and partly by aiding in reality testing and the development of self-concepts.

9. The process of career development is essentially that of development and implementing occupational self-concepts.
10. **Work satisfactions** and **life satisfactions** depend on the extent to which the individual finds adequate outlets for abilities, needs, values, interests, personality traits, and self-concepts.

11. Work and occupation provide a focus for personality organization for most men and women, although for some persons this focus is peripheral or even nonexistent.
Donald Super

Super postulated that not everyone progresses through different stages at fixed ages or in the same fashion and that within each stage are tasks whose mastery allows people to function successfully within that stage while preparing them to move on to the next task.
Self-concept

Self-concept is an underlying factor in Super's model:
"...vocational self-concept develops through physical and mental growth, observations of work, identification with working adults, general environment, and general experiences....As experiences become broader in relation to awareness of world of work, the more sophisticated vocational self-concept is formed”

(Zunker, 1994, p.30).
Self-Concept

- Career decisions reflect our attempts at translating our self-understanding into career terms. (Super, 1984)
- Self-concepts contain both objective and subjective elements.
- Self-concepts continue to develop over time, making career choices and adjusting to them lifelong tasks.
Career Counseling Theories and Adolescents

- **Super Life Span Career Developmental**

http://princediandra.files.wordpress.com/2010/07/super.jpg
Donald Super

- Donald Super (1980) believes career development takes place across one's entire life-span and can be divided into **five stages**:
  1. **Growth** (4-to-13);
  2. **Exploration** (14-to-24);
  3. **Establishment** (25-to-44);
  4. **Maintenance** (45-65); and
  5. **Disengagement/decline** (65 and over).
Life Span

Growth - fantasy, interests, capacities

Establishment - stabilizing, consolidating, advancing

Disengagement - decelerating, retirement planning, retirement living

Exploration - crystallizing, specifying, implementing

Maintenanc e - holding, updating, innovating

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<table>
<thead>
<tr>
<th>STAGE</th>
<th>AGE</th>
<th>CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>Birth to 14 or 15</td>
<td>Fantasy, interest and capacity. Form self-concept, develop capacity, attitudes, interests, and needs, and form a general understanding of the world of work.</td>
</tr>
<tr>
<td>Exploratory</td>
<td>15-24</td>
<td>Crystallizing and specifying occupational preferences. &quot;Try out&quot; through classes, work experience, hobbies. Collect relevant information. Tentative choice and related skill development. Practice decision making</td>
</tr>
<tr>
<td>Establishment</td>
<td>25-44</td>
<td>Stabilizing, consolidating and advancing. Entry skill building and stabilization through work experience. Expression of self concept?</td>
</tr>
<tr>
<td>Maintenance</td>
<td>45-64</td>
<td>Holding, updating and innovating. Continual adjustment process to improve position.</td>
</tr>
<tr>
<td>Decline</td>
<td>65+</td>
<td>Reduced output, prepare for retirement.</td>
</tr>
</tbody>
</table>
Lifespan Vocational Choice Theory

Crystallization-Exploratory
Ages 14-18
* Age range in this study

Specification
Ages 18-21

Implementation
Ages 21-24

Stabilization
Ages 24-35

Consolidation
Ages 35-55

Retirement, Read
Age 55
<table>
<thead>
<tr>
<th>VOCATIONAL</th>
<th>AGE</th>
<th>GENERAL / DEVELOPMENTAL TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crystallization</td>
<td>14-18</td>
<td>Developing and planning a tentative vocational goal.</td>
</tr>
<tr>
<td>Specification</td>
<td>18-21</td>
<td>Firming the vocational goal.</td>
</tr>
<tr>
<td>Implementation</td>
<td>21-24</td>
<td>Training for and obtaining employment.</td>
</tr>
<tr>
<td>Stabilization</td>
<td>24-35</td>
<td>Working and confirming career choice.</td>
</tr>
<tr>
<td>Consolidation</td>
<td>35+</td>
<td>Advancement in career.</td>
</tr>
<tr>
<td>Retirement</td>
<td>65+</td>
<td>Readiness for retirement</td>
</tr>
</tbody>
</table>
Important note...

Although Super originally presented the stages and tasks in a sequential manner, he later added that we cycle and recycle throughout our life span as we adapt to changes in ourselves as well as to the trends in the work place. Understanding these ages and related stages of career development helps select appropriate responses and activities.
Life Stages and Substages (Maxicycles and minicycles)

- **Growth** (4 – 13)
  - Fantasy
  - Interest
  - Capacity

- **Exploration** (14 – 24)
  - Tentative
  - Transition
  - Trial-Little Commitment
Life Stages and Substages

- **Establishment** (25 – 44)
  - Trial-Commitment and Stabilization
  - Advancement

- **Maintenance** (45 – 66)

- **Decline** (65 and over)
  - Deceleration
  - Retirement
Life Span - activities

- **Growth** - fantasy, interests, capacities
- **Exploration** - crystallizing, specifying, implementing
- **Establishment** - stabilizing, consolidating, advancing
- **Maintenance** - holding, updating, innovating
- **Disengagement** - decelerating, retirement planning, retirement living
So what?

Life span involves different stages and different roles people play, which might change over their life span.

Thus,

Career selection is not a single relatively stable choice but a cumulative result of past decisions, subject to re-decision if the chosen career does not provide satisfaction.
The Life - Career Rainbow

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Life-Career Rainbow

Major life / career roles

1. Child (son / daughter)
2. Student
3. Worker
4. Spouse
5. Parent
6. Homemaker
7. Citizen
8. Leisurite
9. Annuitant (pensioner / retiree)
Life Roles
The theaters (or stages) for these life roles are the:

- Home
- School
- Workplace
- Community
Life Space

1. While workers are busy earning a living, they are also busy living a life (Savickas)

2. The simultaneous combination of life roles we play constitutes the life style; their sequential combination structures the life space and constitutes the life cycle; the total structure is the career pattern. (Super)
Life Space, continued

3. The salience people attach to the constellation of life roles they play defines *life structure*.

4. The life space segment of the theory acknowledges that people differ in the degree of importance they attach to work.
Super’s Life-Career Rainbow:

Six Life Roles Throughout the Life Span:

Five Stages of Development Throughout the Life Span:

Five Vocational Tasks:

Personal Determinants:  1. Psychological  2. Biological

Situational Determinants:  1. Historical  2. Socioeconomic
Super further expanded upon these ideas with his developmental theories of career decision.

Model by Susan Gelfman John F, Kennedy University Career Development Center, Orinda, CA Laura Frakes, CDV
Archway of Career Determinants

Achievement
- Personality
  - Interests
  - Values
  - Needs

Biographical
- Intelligence

Role
- Self-Concepts

Self
- Role
- Self-Concepts

Developmental Stage

Employment Practices
- Social Policy
  - Labor Market
  - Society
  - The Economy

Geographical

Community
- School Family

Peer Groups
So?

Applying Super’s theory into practice
Career Development and Assessment and Counseling (C-DAC Model)

- Super and his colleagues translated the three segments of the theory into the C-DAC Model.

- Assessments used in the model include
  - Career Development Inventory
  - Adult Career Concerns Inventory
  - Salience Inventory
  - Values Scale
  - Self-Directed Search
Career Maturity

CM is the extent to which a person has completed stage-appropriate career developmental tasks in comparison with his or her peers.

- Career Development Inventory, 1979
- Career Maturity Inventory, 1978
Career Adaptability?

Is a conceptual phenomenon of a career maturity among adult. Super recognizes that there is a more tenuous/vague link between developmental stages and career choice.
Contributions

- One of Super’s greatest contributions to career development has been his emphasis of the role self-concept development plays.
- Super recognized that the self-concept changes and develops throughout people’s lives as a result of experience.
- People successively refine their self-concept(s) over time and application to the world of work creates adaptation in their career choice.
Ginzberg Theory (1951)

Ginzberg’s theory addressed 3 different stages:

- **Fantasy** which involves role playing and imagination (up to age 12)
- **Tentative** which involves recognition of one’s (interests abilities, values and transition (12 to 17)
- **Realistic** (exploration, crystallization, specification) which involves identifying an occupational choice (over 17).
Ginzberg Theory (1951)

- Vocational choice continues throughout life.
- The timeline is irreversible.
- However, in later development of the theory he mentioned possibility of reversing but may result in complications.
Theory Discussions on

Development of Interests
Development of Capacities
Development of Values

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Four factors influencing vocational choice

- Reality factor
- Educational process
- Emotional factor
- Individual values
The similarities & differences

**Similarities**
- Interest over capacities

**Differences**
- Different values emerge which is important at different life spans (Super)
- 2-3 years earlier than proposed by Ginzberg
- Strict time guideline (Ginzberg)
THANK YOU