STRUCTURAL THEORIES

- This theory began with Parsons, who proposed that a choice of a vocation depended upon:
  - An accurate knowledge of yourself.
  - Thorough knowledge of job specifications, and
  - The ability to make a proper match between the two.

In the wise choice of a vocation there are three broad factors:

- A clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, and limitations;
- A thorough knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; and
- True reasoning on the relations of these two groups of acts
  --- (Parsons, 1909/1989, p.5).

Trait and factor theory

- Also known as actuarial or matching approaches
- Rooted from psychology of individual differences, applied psychology and differential psychology

Two major assumptions of trait and factor theory are:

(1) that individuals and job traits can be matched, and
(2) that close matches are positively correlated with job success and satisfaction.
Primary predictors used in Trait-and-Factor Approaches

- Aptitudes, intelligence – correlated better with success in training rather than work
- Needs and Interest – to satisfy one another
- Values – as product of upbringing, environment, cultural tradition, education and others
- Stereotypes and Expectation

Cont’d

- Adjustment – general psychological adjustment, psychological maturity
- Risk-Taking – reflect a general life style, openness to new experiences, self-confidence
- Aspiration – related to self esteem, vocational choice

John Holland -- A Theory of Personalities

- This theory was developed to organize data about people in different jobs and the data about different work environments, and to suggest how people make career choices and explain how job satisfaction and vocational achievement occur.

Holland’s Theory of Person-Environment Interactions

- Most persons can be categorized as one of six types:
  - Realistic
  - Investigative
  - Artistic
  - Social
  - Enterprising
  - Conventional
John Holland

- He classified personality types and work environments into six types which he labeled realistic, investigative, artistic, social, enterprising, and conventional (referred to by the acronym RIASEC).
- He suggests the closer the match of personality to job the greater the satisfaction.

John Holland

- Although all types are part of each of us, one type is usually evidenced most strongly.
- Holland developed a hexagonal model which illustrates some key concepts: consistency, differentiation, identity, and congruence.

Holland’s Theory, continued

- People search for environments that will let them use their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.
- A person’s behavior is determined by an interaction between his or her personality and the characteristics of his or her environment.

The Realistic Type

- Conforming
- Humble
- Frank
- Materialistic
- Persistent
- Genuine
- Practical
- Hardheaded
- Shy
- Honest
- Thrifty
The Investigative Type

- Analytical
- Independent
- Cautious
- Intellectual
- Pessimistic
- Introverted
- Precise
- Critical
- Rational
- Curious
- Reserved

The Artistic Type

- Imaginative
- Original
- Disorderly
- Impractical
- Intuitive
- Emotional
- Impulsive
- Nonconforming
- Expressive
- Open

The Social Type

- Idealistic
- Helpful
- Cooperative
- Kind
- Sympathetic
- Friendly
- Patient
- Tactful
- Generous
- Responsible
- Understanding

The Enterprising Type

- Domineering
- Optimistic
- Adventurous
- Energetic
- Pleasure-seeking
- Extroverted
- Ambitious
- Impulsive
- Self-confident
- Sociable
- Popular

The Conventional Type

- Conforming
- Inhibited
- Persistent
- Conscientious
- Obedient
- Practical
- Careful
- Orderly
- Thrifty
- Efficient
- Unimaginative

The Realistic Environment

- Requires explicit, ordered, or systematic manipulation of objects, tools, machines, or animals
- Encourages people to view themselves as having mechanical ability
- Rewards people for displaying conventional values and encourages them to see the world in simple, tangible, and traditional terms
The Investigative Environment
- Requires the symbolic, systematic, and creative investigation of physical, biological or cultural phenomena
- Encourages scientific competencies and achievements and seeing the world in complex and unconventional ways
- Rewards people for displaying scientific values

The Artistic Environment
- Requires participation in ambiguous, free, and unsystematized activities to create art forms or products
- Encourages people to view themselves as having artistic abilities and to see themselves as expressive, nonconforming, independent, and intuitive
- Rewards people for the display of artistic values

The Social Environment
- Requires participation in activities that inform, train, develop, cure, or enlighten
- Requires people to see themselves as liking to help others, as being understanding of others, and of seeing the world in flexible ways
- Rewards people for the display of social values

The Enterprising Environment
- Requires participation in activities that involve the manipulation of others to attain organizational and self-interest goals
- Requires people to view themselves as aggressive, popular, self-confident, and sociable
- Encourages people to view the world in terms of power and status
- Rewards people for displaying enterprising goals and values

The Conventional Environment
- Requires participation in activities that involve the explicit, ordered, or systematic manipulation of data
- Requires people to view themselves as conforming, orderly, nonartistic, and as having clerical competencies
- Rewards people for viewing the world in stereotyped and conventional ways

Key Terms
- Differentiation - the degree of difference between a person’s resemblance to one type and to other types; the shape of a profile of interests
Differentiation: measures the crystallisation of interests and the individual’s profile. The differentiation is defined as the highest minus the lowest score for the three scores comprising the three-letter code. The highest differentiation is found if a high level of resemblance (a high score) is only found for one type, while a low differentiation would be a flat profile with identical scores on all three types. A differentiated type will have more clear goals and self-perception than an undifferentiated type. Making career choices will be easier for a differentiated type and these choices will be more stable.

Congruence - the degree of fit between an individual’s personality type and current or prospective work environment (S works as counselor)
Individual is more satisfied and perform better
’Birds of a feather flock together’

Key Terms, continued

Consistency - degree of relatedness between types. Hexagon – types located next to each other have more in common than types that are further apart
Consistent persons are more predictable than lower degree of C

Vocational identity - possession of a clear and stable picture of one’s goals, interests, and talent
Need for sufficient occupational and self-information
Reflects the clarity of one’s goals, interests and talents. It is related to the differentiation and consistency measures
Applying Holland’s Theory

- Relies on assessment instruments used to measure congruence, differentiation, consistency, and vocational identity:
  - Self-Directed Search
  - Vocational Preference Inventory
  - My Vocational Situation
  - Position Classification Inventory

- Code can be used to identify occupations, jobs, majors, and leisure activities

- Types can be used to organize curriculum, career fairs, and information about occupations, jobs, and majors