FEM 4113

PENASIHATAN DAN BIMBINGAN KERJAYA

FEM 4113 (Unit 1-9/9)

Bacelor Sains (Pembangunan Manusia)

MANSOR ABU TALIB (Ph.D)
Jabatan Pembangunan Mansusia & Pengajian Keluarga
Fakulti Ekologi Manusia
Universiti Putra Malaysia
MODUL PEMBELAJARAN : FEM 4113 PENASHATAN DAN BIMBINGAN KERJAYA
disediakan dalam bentuk bahan pengajaran dan pembelajaran kendiri di bawah program Pendidikan Jarak Jauh, Universiti Putra Malaysia. Sebarang pertanyaan dan cadangan untuk memperbaiki gaya penyampaian dan isi kandungan modul ini bolehlah dikemukakan kepada penulis dengan menggunakan alamat Pusat Pendidikan Luar.

Penulis : MANSOR ABU TALIB
Fakulti Ekologi Manusia
Universiti Putra Malaysia
43400 UPM, Serdang
Selangor Darul Ehsan

Alamat : Unit Modul dan Bahan Kendiri
Pusat Pendidikan Luar
Universiti Putra Malaysia
43400 UPM, Serdang
Selangor Darul Ehsan
Tel: 03-89468830/03-89458904
Fax: 03-8945 8962

Reka Bentuk Kalit dan Cetakan oleh : PENERBIT
Universiti Putra Malaysia
43400 UPM, Serdang
Selangor Darul Ehsan
Tel : 03-89468851/8854
Faks : 03-89416172
Emel : penerbit@putra.upm.edu.my
1. **Maklumat kursus**

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<th>Jabatan</th>
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<td>Nama kursus</td>
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2. **Maklumat Penulis**

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<tr>
<th>Nama</th>
<th>Dr. Mansor b Abu Talib (Ph.D)</th>
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3. **Objektif Penawaran**

Pada akhir kursus pelajar dapat:

1. Menghuraikan teori perkembangan kerjaya, faktor pengaruh pemilihan dan pengaruh kepuasan kerjaya
2. Merancang program bimbingan kerjaya
3. Menghuraikan strategi pencarian maklumat kerjaya

4. **Sinopsis Kursus**

Kursus ini memberi pemahaman mengenai teori perkembangan kerjaya, faktor pengaruh pemilihan kerjaya, proses perancangan kerjaya dan kepuasan kerjaya. Strategi pencarian maklumat dan perancangan program bimbingan kerjaya turut dibincang.

(This course provides an understanding of career development theories and factors influencing career choice, the career planning process and career satisfaction. Strategies for career information search and development of career guidance programs are also discussed.)

5. **Kandungan Kursus**

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   - Konsep perancangan sepanjang hayat
   - Proses perancangan kerjaya
   - Kitaran hidup dan kitaran kerjaya
   - Kegunaan maklumat

8. **Bimbingan dan Penasihatkan Tempat Kerja**
   - Tekanan tempat kerja
   - Mengimbangi peranan
   - Strategi meningkatkan kepuasan kerjaya

9. **Perencanaan Program Pendidikan Kerjaya**
   - Konsep pendidikan, bimbingan dan penasihatkan kerjaya
   - Perancangan program
   - Penilaian keperluan kumpulan sasar
   - Perlaksanaan program
   - Penilaian program

10. **Isu Semasa Penasihatkan Kerjaya**
    - Teknologi, globalisasi dan kerjaya
    - Kerjaya masa depan

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7. **Ujian**


8. **Peperiksaan Akhir**

Soalan bagi peperiksaan akhir akan mengandungi isi perbincangan dari Unit 4 hingga Unit 7 serta nota tambahan yang akan dibekalkan semasa kuliah dan yang akan diwebkan. Bentuk soalan adalah sama dengan Ujian Pertengahan. Pelajar akan dimaklumkan dari masa ke semasa mengenai format dan skema peperiksaan akhir ini.

9. **Rujukan Utama**


9. **Rujukan Tambahan**


# JADUAL KANDUNGAN MODUL

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UNIT 1:
INTRODUCTION TO CAREER ADVISING AND GUIDANCE

Objectives
At the end of this unit, student will be able to:

a. Define several concept such as career guidance, advising and counseling
b. Differentiate elements of different concepts
c. State importance of career development

Introduction

This Unit will introduce several terms and concepts that will be deliberated in detail in the coming unit. You should be able to define terms and associate it to the career development which formed an umbrella concept to this module. This will help you to familiarize yourself with nature of jobs and careers. Since human development also includes career development, this will help you to look at a wider perspective of human resources and development and how it co-exist and react to influence one’s life.

The concept and practices of advising and guidance which forms a modality of social helping have been discussed in your basic course i.e. FEM 3107 (Basic Advising and Counseling). This subject is purely a continuation of that course which gives emphasis on role of career in human development.
1.1 Conceptual Definitions

What is career? Before we discuss on that, let first look at some of its cousins such as job, work, occupation and vocation. What differences that you could think of? Or what are their similarities?

Interestingly, job, occupation or vocation is used interchangeably to indicate activities of employment and employment positions (Zunker, 1990). Job tells us what you do and occupation usually relate to the title of your position at work. So what is work then?

**Job** – a group of similar position in a single plant, business establishment, educational institution or other organization. There may be one or many persons employed in the same job (Shartle, 1959)

**Occupations** – a term referring to a person’s regular work, business, pursuit of means of earning a living

**Vocation** – the person-centered aspects of work; the psychological conception of work as the behavior on individual persons (Super, 1957)

Super (1957) defines work as the systematic pursuit of an objective valued by oneself and desired by others; directed and consecutive, it requires effort. In addition, work you do may be compensated or uncompensated (such as charity or voluntary work). The objective may be intrinsic enjoyment of work itself, the structure given to life by the work role, the economic support which work makes possible, or the type of leisure which it facilitates. So what is career?
Generally, the word career identifies and relates the many settings in which people find themselves and the role they play – student, worker, consumer, parents and the events which may occur in their lifetime such as job entry, marriage and retirement. In other definition, career refers to the pattern of activities that make up a lifetime of work, learning and leisure. Joslin (1984) defines career as a lifelong sequence of work, educational, and leisure experience.

The whole aspect of career advising and guidance involved concept of career development. According to Tolbert (1980) career development is the lifelong process of developing work values, crystallizing a vocational identity, learning about opportunities, and trying out plan in part time, recreational, and full time work situations. As such, career development can also be seen as a lifelong process which involve a series of experiences, decisions, and interactions, and which, taken cumulatively, result in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally

**Career Development**

- The lifelong psychological and behavioral processes and contextual influences shaping one’s career over the life span
- A person’s creation of a career pattern, decision-making style, integration of life roles, expression of values, and life-role self-concepts.
- Career development 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 span of any given individual.
1.2 Concept of career development

- begins with the earliest experiences and is lifelong
- shaped by family, school and environment
- is a process that includes several stages and product of several factors
- stresses the importance of self understanding (values, abilities, needs and interests)
- also related to educational development
- the importance of developing comprehensive understanding of the world of work
- effective decision making is the key to career satisfaction and happiness
- career planning is a conscious effort
- accurate information is paramount important in career decision making
- leisure activities also embodied career development

1.3 Career guidance and advising

Now we look at career guidance and advising that forms an integral part of this module. In general, career guidance is the utilization of techniques including individual, group work and a variety of media for the dissemination of occupational information, and modification of existing curriculum to meet one’s needs.

Importantly, career guidance assists in career planning and decision making. It enables the individual to view lifestyles and personal satisfactions, and investigates education, work and leisure activities. As such, career guidance touches all aspects of human life, for it has involved political, economic, educational, philosophical, and social progress and change.
CAREER GUIDANCE

Career guidance “is an organized, systematic program to help the individual develop self understanding, understanding of societal roles, and knowledge of the world of work ... emphasizes the process of planning, decision making, and implementation of decisions” (Srebalus et al., 1982, p.255).

1.4 Career Counseling

Career counseling is an interpersonal process designed to assist individuals with career development problems. Career counseling is basically a process progressing through four phases: self exploration and discovery; occupational exploration; deciding upon alternatives and goal setting; and identifying resources and facilitating a research process.

Career counseling is a formal relationship in which a professional counselor assists a client or group of clients to cope more effectively with career concerns through;

- establishing rapport.
- assessing client concerns.
- establishing goals.
- intervening in effective ways.
- evaluating client progress.
CAREER COUNSELLING - Includes all counselling activities associated with career choices over a life span i.e. all aspects of individual needs (including family, work, and leisure) are recognized as integral parts of career decision making and planning (Zunker, 1990).

1.5 Career Development Interventions

Career development interventions are kind of activities that empower people to cope effectively with career development tasks. This includes;

- development of self-awareness
- development of occupational awareness
- learning decision-making skills
- acquiring job search skills
- adjusting to choices after their implementation
- coping with job stress

1.6 Career Development Program

One example of a career development intervention is a career development program. Generally, this is a systematic program of counselor-coordinated information and experiences designed to facilitate individual career development (Herr & Kramer, 2004).
Give some examples of career development program. What are the objectives of that program? How it relates to career development? One of you assignment is on developing a proposal for a career program. Career program as part of career development will be discussed later in this module.

1.7 Career Education

A comprehensive educational program focused on careers which begins in childhood and continues through the adult years. It provides job information and skill development and helps students to develop attitudes about the personal, psychological, social and economic significance of work.

Career education is the systematic attempt to influence the career development of individuals through various types of educational strategies, including:

- provision of occupational information.
- infusion of career concepts into the academic curriculum.
- offering of worksite-based experiences.
- offering career planning courses.

Pendidikan Kerjaya

Program pengajaran yang menyeluruh dan tersusun yang membolehkan pelajar memperoleh pengetahuan, kemahiran dan atribut lain bagi membina rancangan peribadi yang bersesuaian untuk pembelajaran jangka panjang, produktif dan menguntungkan khususnya dalam masyarakat yang sentiasa berubah bersesuaian dengan minat kebolehan mereka (Sidek, 2002, p258)
1.8 Career Planning

Career Planning is an ongoing process that allows for change of directions as individual needs change and/or situational circumstances cause change ... (allowing for) greater opportunity for fulfillment in life (Zunker, 1990).

In general, it is a three phased process involving assisting the individual to develop as complete an understanding of himself as possible, as complete an understanding of the world of work as possible, and then assisting him in integrating these so that effective decision can be made.

Recall the job you are doing right now. How did you plan for it? Was it a conscious effort you have designed to achieve it? Discussion on career planning will be presented later in this module.

Conclusions

- The terms vocation, occupation, and job are used interchangeably to indicate activities and positions of employment.
- 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 to work.
Career counseling includes all counseling activities associated with career choices over a life span.

Career guidance encompasses all components of services and activities in educational institutions, agencies, and other organizations that offer counseling and career-related educational programs.

References


UNIT 2:
HISTORICAL DEVELOPMENT

Objectives
At the end of this Unit, student will be able to;

a. State major factors influencing development of career guidance
b. Discuss milestones of career development in Malaysia

Introduction
It is important to understand the development of career advising and guidance so that student would be able to see its significant contribution and how systematic development has gave rise to several activities in career helping. We will start with discussion on the world scenarios and trace historical development in Malaysia.

2.1 World historical development
The world scenarios beginning 1850 to 1940 encompasses the following events such as The Industrial Revolution, the study of individual differences, World War I and II and 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 was experienced in the crowded work and living environments. This resulted in special attention given 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. The first intelligence test is generally given to Alfred Binet then later became known as the Stanford-Binet. In addition the need for testing the abilities of large groups became apparent at the beginning of World War I. Early 1990 also saw an increased choice of vocations, industrial revolution & technology that resulted in job specialization and the movement to larger cities for work purposes.

However, drastic understanding about career development sparked in 1909 where Frank Parson known as major architect of vocational guidance (not yet career!) wrote *Choosing a Vocation* that has paved the way for vocational guidance in schools and colleges. This is continued with beginning of the training of counselors, used the scientific tools available and developed steps to be followed in the vocational progress of an individual.

Parson’s important contributions were his framework for helping an individual selects a career:

- Clear understanding of oneself, aptitudes, abilities, interests, resources, limitations, and other qualities.
- Knowledge of the requirements & conditions of success, advantages and disadvantages, compensations, opportunities & prospects in different lines of work.
- True reasoning on the relations of these two groups of facts.

Later in 1942, Carl Rogers influential book, Counseling and Psychotherapy, was published. His method of non-directive counseling or client-centered counseling has introduced major psychological approach in career development. Rogers suggested that it is important to match job to individual based on certain test result
and that decision need to make when entering a labor market or when displaced. He then developed his theory and postulated that we should give emphasis on psychological nature of vocational choice by focusing on the affective domain. He also stressed the importance of life adjustment and mental health and concluded that personal and career development goes hand in hand i.e. a developmental approach.

**Carl Rogers Client Centered Counseling**

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

The Rogerian theory was responsible for the first major breach from Parson's straightforward approach. Then in 1950's, Super introduced new developmental theory that stressed on the important of implementing self concept through work (detailed explanation in the next Unit). Later development saw and increase in number of career assessments (1960s), development of computer-assisted career planning systems (late 1960s), career education as a priority (1970s) and a attention to the career development of diverse populations (1990s)

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

Journal article: Pope et al. (2002). From colonialism to ultranationalism: History and development of career counselling in Malaysia, Career Development Quarterly.

2.2 Development in Malaysia

Pope et al. (2002) in his article titled “From colonialism to ultranationalism: History and development of career counselling in Malaysia” has outlined development of career development in Malaysia into stages:

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

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. As for Career Counseling in Malaysia, 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 an additional course work beyond the baccalaureate.

Moving 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

- 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)
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 university and 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.

In 1990, the Bank Negara Malaysia (Central Bank Malaysia). Where is later in 1992 – Bahagian Perkhidmatan Kaunseling dan Psikologi, JPA was
established. With the new development, in 1996 there was a provision to locate a full time counsellor in school. Finally in 1998 – Counsellor Act was legally enforced.

The increased availability of school counselors to assist in career planning and the increased focus of the schools on careers also are cited as factors in meeting these societal needs. As such 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.

Conclusion

a. History of career development in Malaysia was influence by movement across the world.
b. The educational needs of students was a pulling factors for a development of career guidance and counseling
c. Career advising and guidance were also applicable in the business setting.

References


UNIT 3:
THEORY OF CAREER DEVELOPMENT

Objectives
At the end of this Unit, student will be able to;
1. State the importance of theory in explaining career issues
2. Describe major construct of theories presented
3. Apply theory in career advising and counseling

Introduction

As explained in earlier unit, career advising, guidance and counselling are processes in which counseling activities, strategies, and interventions are used to work with people who seek help in making career exploration, planning, and transition decisions. To be able to do this, we need a theory to understand the dynamic better. This is because career theories help make sense of experiences as a theory is a rationalized set of assumptions or hypotheses which allow us to explain the past and predict the 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 includes they explain causal factors in behavior and guide needs assessment and diagnosis. They help plan interventions and treatment strategies as well as other assignments. They are the foundation for developing assessments and information / instructional resources. They help to evaluate guidance and counseling outcomes
Benefits of theory for clients includes better understand the nature of their difficulties. It gives better understanding of the value and use of counseling interventions and homework assignments. Also better understand their assessment results and information / instructional resources. Evaluate success in changing behaviors

Five major types/approaches (Herr & Cramer, 2004)
- The Trait-factor or matching approaches
- Decision Theory
- Situational or sociological emphases
- Psychological personality approaches
- Developmental approaches

3.1 Holland – Trait and factor theory

3.1.1 Concepts:
- Career choice represents an extension of a person’s personality
- Most individual sees the world of work in term of occupational stereotypes which can often be misleading. Faulty perception can be corrected.
- There are basically six types of individuals and six types of work environment
- The individual with a clearly defined preference will seek an occupational environment that corresponds to their orientations
- The level within an occupational environment that a person chooses is defined in terms of the individual’s intelligence and evaluation about self
- Self knowledge and occupational knowledge affect the adequacy of the occupational choice
John Holland creates the theory of career choice, which includes six personality types (RIASEC). This theory was developed to organize data about people in different job and the data about different work environment, and to suggest how people make career choice and explain how job satisfaction achievement occur.

Holland's (1996) theory is based on the following four assumptions.

- People have a tendency to be characterized by one of six personality types.
- There are six kinds of environments that correspond with the six personality types (realistic, investigative, artistic, social, enterprising, and conventional).
- People look for work environments that enable them to use their skills, articulate their values, and enter into enjoyable roles.
- The interface of the environment and personality determines behavior.

**Holland's Theory of Career**

The theory proposes that "Birds of the same feather flock together."

In other words, people tend to be around others who have comparable personalities. In choosing a career, it means that people prefer jobs where they can be around other people who are similar to them.
3.1.2 Primary predictors used in Trait-and-Factor Approaches

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

3.1.3 Holland’s Six Personality Types

According to Holland’s theory, most people exhibits one of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Those are often abbreviated as RIASEC. However, we are a combination of all types.

According to RIASEC theory, if a person and an environment have the same or similar codes, e.g., Investigative person in an Investigative environment, then the person will likely be satisfied and persist in that environment (Holland, 1997). Study using Holland’s RIASEC typologies have shown that congruence between interests and environment is associated with greater satisfaction.
In additional, Holland suggested that, vocational, satisfaction, stability and achievement depend on the congruency between one's personality and the environment in which one work's. Congruent individual will be reinforced, satisfied, and less likely to change environment than will incongruent persons. In the other hand, congruent individual will be influenced by the dominant environment to change in the direction of congruency (Holland, 1997).

The characteristics of each of these are described below:

**Realistic**

- Likes to work with animals, tools, or machines; generally avoids social activities like teaching, healing, and informing others.
- Has a good skill in working with tools, mechanical or electrical drawings, machines, or plants and animals.
- Values practical things you can see, touch, and use like plants and animals, tools, equipment, or machines; and sees self as practical, mechanical, and realistic.
- People usually describe the Realistic type as being: conforming, frank, genuine, humble, modest, practical, natural, persistent and thrifty.

**Investigative**

- Likes to study and solve math or science problems; generally avoids leading, selling, or persuading people.
- Is good at understanding and solving science and math problems.
- Values science; and sees self as precise, scientific, and intellectual.
- People describe the Investigative type as being: analytical, curious, methodical, rational, cautious, independent, precise, reserved, complex, intellectual, and modest.
Artistic

- Likes to do creative activities like art, drama, crafts, dance, music, or creative writing; generally avoids highly ordered or repetitive activities.
- Has a good artistic ability in creative writing, drama, crafts, music, or art.
- Values the creative arts like drama, music, art, or the works of creative writers and sees self as expressive, original, and independent.
- People describe the Artistic type as being: open, imaginative, original, intuitive, emotional, independent, idealistic and unconventional.

Social

- Likes to do things to help people like, teaching, nursing, or giving first aid, providing information; generally avoids using machines, tools, or animals to achieve a goal.
- Is good at teaching, counseling, nursing, or giving information.
- Values helping people and solving social problems and sees self as helpful, friendly, and trustworthy.
- People describe the Social type as being helpful, responsible, warm, cooperative, idealistic, sociable, tactful, kind, sympathetic, generous, patient and understanding.

Enterprising

- Likes to lead and persuade people, and to sell things and ideas; generally avoids activities that require careful observation and scientific, analytical thinking.
- Is excellent at leading people and selling things or ideas.
- Values success in politics, leadership, or business and sees self as energetic, ambitious, and sociable.
• People describe the Enterprising type as being adventurous, energetic, optimistic, agreeable, extroverted, popular, sociable, self-confident and ambitious.

Conventional

• Likes to work with numbers, records, or machines in a set, orderly way; generally avoids ambiguous, unstructured activities.
• Is good at working with written records and numbers in a systematic, orderly way.
• Values success in business and sees self as orderly, and good at following a set plan.
• People describe the Conventional type as being conforming, practical, careful, obedient, thrifty, efficient, orderly, conscientious and persistent.

3.1.4 Holland's Six Work Environments

Realistic

A Realistic personality type “dominates" this environment. It was assumed that there are more of them than there are people of other personality types. For example, at a mining location there will be more persons having a "Realistic" personality than there will be people who have a Social or Artistic type. "Realistic" people create a "Realistic" environment.

The Realistic Environment requires explicit, ordered, or systematic manipulation of objects, tools, machines, or animals. It also 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.

Examples of occupations that have a Realistic environment are farmer, forester, fire fighter, Flight engineer, pilot, electricians and locksmith. The two work environments that are closest to the Realistic type are Conventional and Investigative. The farthest away is the Social type.

Investigative

The Investigative Environment requires the symbolic, systematic, and creative investigation of physical, biological or cultural phenomena. It encourages scientific competencies and achievements and seeing the world in complex and unconventional ways. Rewards people for displaying scientific values. "Investigative" people create a "Investigative" environment. Examples of occupations that have an Investigative environment are Chemist, Mathematician, Meteorologist, Veterinarian, Architect and Biologist. The two work environments that are closest to the Investigative type are Realistic and Artistic. The farthest away is the Enterprising type.

Can you state which faculty in UPM this work environment has?

Artistic

"Artistic" people create an "Artistic" environment. This environment requires participation in ambiguous, free, and unsystematized activities to create art forms or products. It also encourages people to view themselves as having artistic abilities and to see themselves as expressive, nonconforming, independent, and intuitive and then rewards people for the display of artistic values.
Examples of occupations that have an Artistic environment are: Clothes Designer, Book Editor, Art Teacher, Composer and Musician. The two work environments that are closest to the Artistic type are Investigative and Social. The farthest away is the Conventional type.

Social

Persons having a Social personality type "dominate" this environment. There are more of them than there are people of other personality types. For example, in a hospital, school, or counseling service there will be more persons having a "Social" personality than there will be people who have a Realistic type. Sullivan and Hansen (2004) showed that the relationship between extraversion and social interest themes is mainly driven by warmth, a facet of extraversion. "Social" people create a "Social" environment. Examples of occupations that have a Social environment are Counselor, Nurse, Social Worker, Librarian, Teacher or Lecturer and Athletic Trainer. The two work environments that are closest to the Social type are Artistic and Enterprising. The farthest away is the Realistic type.

Enterprising

Persons having an Enterprising personality type "dominate" this environment. There are more of them than there are people of other personality types. For example, in a business or legal setting there will be more persons having an "Enterprising" personality than there will be people who have a Investigative type. "Enterprising" people create an "Enterprising" environment. Examples of occupations that have a Enterprising environment are sales person, recreation leader, camp director, school principal, real estate agent and hotel manager. The two work environments that are closest to the Enterprising type are Social and Conventional. The furthest away is the Investigative type.
Conventional

Persons having a Conventional personality type "dominate" this environment. There are more of them than there are people of other personality types. For example, in an office of a bank or real estate company there will be more persons having a "Conventional" personality than there will be people who have an Artistic type. "Conventional" people create a "Conventional" environment. Examples of occupations that have a Conventional environment are Court Clerk, Bookkeeper, Mail Carrier, Bank Teller and Post Office Clerk. The two work environments that are closest to the Conventional type are Realistic and Enterprising. The farthest away is the Artistic type.

3.1.5 Holland hexagonal model

The Holland codes are useful for helping people to make sense of the relationship between occupation types, college major and career fields. Holland mapped these types into a hexagon which he then broke down into the RIASEC job environments. The six types can be arranged around a hexagon.

Holland developed a hexagonal model which illustrates some key concepts which are consistency, differentiation, identity, and congruence. Consistency is degree of relatedness between types. Beside that, Differentiation The degree of difference between a person's resemblance to one type and to other types the shape of a profile of interest. The thirty, identity is define to a possession of a clear and stable picture of one's goal, interests and talent and finally the congruence is define as degree of fit between an individual's personality type and individual's personality type and current or prospective work environment.
One way to identify the career type is illustrated with a hexagon. A hexagon can be used to represent the similarities and differences of characteristics among people, among jobs, and between people and jobs. Most people’s interests combine several types to some degree. The six types can be arranged around a hexagon. Types that are next to one another on the hexagon are most closely related. Types that are opposite one another on the hexagon are the most dissimilar. For example, Realistic and Investigative types are similar, while the Realistic and Social types are often dissimilar. Learning what your type is and how the types are related to each other is important to your successful career decision-making process.

Relationship between personality type and work environment influences job satisfaction, job performance, and job stability. This is referred to as congruence (Holland, 1996). In the other hand, research from Chartrand and Walsh (1999) has argued that many congruence theories are flawed. This is because they are cross-sectional, use sample in which most persons have migrated to congruent environments, classify the environment in casual ways, and fail to focus congruence with relevant aspects of the work environment, or have not used accurate assessment of the environment.

3.1.6 Applying Holland’s Theory

- Relies on assessment instruments used to measure congruence, differentiation, consistency (This concept will be explained next)
  - Self-Directed Search (SDS)
  - Vocational Preference Inventory (VPI)
  - My Vocational Situation

- 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
3.1.7 Congruence, Differentiation and Consistency

Holland introduces three concepts:

- **Congruence** - the degree of fit between an individual’s personality type and current or prospective work environment
- **Differentiation** - the degree of difference between a person’s resemblance to one type and to other types; the shape of a profile of interests
- **Consistency** - degree of relatedness between types

a. **Congruence** – defined by the hexagonal model. The most extreme degree of congruence is when a personality type (ex; R) is in an exact match environment (an R environment). The next degree of congruence is R in an adjacent environment which is either I or a C environment. Conflict between matching of personality and work environment will result in gross dissatisfaction, ineffective coping behavior and probably leaving the job!

Can you think of a worst scenario and people that you know who has a mismatched between his or her personality types and work environment?

b. **Differentiation** - means the magnitude of the difference between the highest and lowest scores on the 6 types used for persons or environments (you need to do your inventory or test to get the scores!). The greater the
difference between the highest and the lowest scores the grater the
differentiations. In contrast, an undifferentiated profile will appear
relatively flat (example: R=5, I=A, A=4, S=5, E=5, C=3). In this case, we
want the differentiated profile as differentiated person/environment will be
most predictable and intense because a well defined profile.

\textbf{c. Consistency} – the personality pattern is consistent if its related elements
have common characteristics. For instance, RI (Realistic – Investigative)
has many traits in common such as unsociable, orientation toward things
rather than people and masculinity. In contrast, CA (Conventional –
Artistic) is inconsistent as it contains opposites such as conformity and
originality. Control and expressiveness and business and art. Can you
think of other code that is inconsistent?

\section*{3.2 Super Developmental Theory}

The developmental theories which are relevant to career planning view career
development as one aspect of a person’s total development. In other word, the
developmental theorists assume that career development is a process that takes place
over an individual’s life span.

The most significant of the developmental career researcher was Donald E
Super. In the mid – 1950s, Donald Super published works that were to greatly
influence the way people foresee the career. These early works presented a
multifaceted developmental career theory built on the tenets of several areas of
psychology and the work of Ginzberg (this theory will be discussed next in this Unit).
Super - there is a difference between career and vocation. Career is a 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). A vocation is defined as something a person wants to do to earn a living.

Super described his theory as a developmental-social-phenomenological approach. In addition, he posited a strong relationship between an individual’s personal growth and his/her development. He did not focus on choice point such as career choice but on the developmental process of vocational behavior and the association of this unfolding process to various life roles (Super, Savickas, & Super, 1996). Beside, Super has also contributed to the understanding of the salience of values as providing meaning and purpose.

Super’s theory assumed that an individual’s career choice was not merely the result of matching his or her abilities and interests to the world of work, but an expression of his or her self-concept. Thus, people are satisfied to the degree that they can somehow implement their self-concept through their work choice, thereby connecting with the personal meaning of their abilities, interests, values, and choices (Super et al., 1996).

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.
As a whole, Super emphasized the important role played by vocational maturity. The major concepts in Super’s theory were:

- vocational stages
- developmental tasks to achieve if one is to successfully pass through a particular stage
- implementation of the self-concept in developing a career identity
- development of a career maturity, and
- (career patterns).

3.2.1 Super’s Life-Span, Life-Space Theory

Super’s theoretical statements were influenced by researchers in differential psychology, developmental psychology, sociology and also personality theory. More recently, Super (1990) has presented a life-span development theory based on 14 propositions, as follows:

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

   A personal characteristic differs widely both within each individual and among individuals. This means that although most of us are usually more or less like the other person in many of our traits, the uniqueness of each person is noticeable in the individualized combination of strengths and weaknesses.

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

   The various ranges of abilities and personality characteristics is so wide that every person has the fundamentals for the success in many occupations. Nevertheless, some occupations require special abilities, skills, or traits in excessive quantity. Thus, the deficient in of certain skill will exclude the
person from an occupation only if that skill is central in meeting the demands of that occupation. Think of the job that a psychologist does and compared to a school teacher? What special abilities of personal traits that these two occupations have?

3. Each occupation requires a characteristic of abilities and personality traits with tolerances to allow some diversity of occupations for each individual and some variety of individuals in each occupation.

4. With regard to vocational preferences and competencies and the situations in which they live and work, their self-concepts also change with respect to time and accumulated experience. This is true even though self-concepts which is a products of social learning, are increasingly stable from late adolescence until late maturity which in turn providing some continuity in choice and adjustment.

As individuals exercise certain skills, they increase them to a higher-level and drawn to occupation that provide opportunities to use them. Super (1984, 1990) emphasizes that self-concept be defined broadly to include not only an internalized personal view of self, but also the individual’s view of the situation or condition in which he or she exists.

5. This process of change may be summed up in a series of life stages (also known as “maxicycle”) characterized as a sequence of growth, exploration, establishment, maintenance, and decline. These stages can be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage and (b) the stable phases of the establishment stage. A small (mini)cycles takes place in transitions from one stage to the next.

6. The occupational level or also referred to as the nature of career pattern which refer to attained is determined by the individual’s parental socioeconomic
level, mental ability, education, skills, personality characteristics (needs, values, interests, traits, and self-concepts), and career maturity and most importantly by the opportunities to which he or she is exposed.

All factors in the individual's background contribute to attitudes and behavior. Besides that, individual must also have an opportunity to demonstrate competency before becoming established in a job.

7. Success in coping with the demands of the environment at any given life-career stage depends on the readiness (also termed as career maturity) of the individual to cope with these demands. Physical, psychological, and social characteristics represent the individual’s readiness and ability to face and deal with developmental problems and challenges and have both emotional and intellectual components that produce the individual’s response to the situation.

8. Career maturity is a imaginary construct. Super's early research addressed the concept of maturity as related to career or vocational development problems.

9. Development through the life stages can be steered by facilitating the growing of abilities and interests and to certain extent by assisting in reality testing and in the development of self-concepts.

10. The process of career development is basically developing and implementing occupational self-concepts. It is a creating and negotiation process where the self-concept is a product of the interaction of inherited aptitudes, physical makeup, the opportunity to observe and to play various roles (or interactive learning)
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).

11. The process of compromise between individual and social factors and between self-concepts and reality is one of role playing and of learning from feedback. As the world of work is intricate and requirements are complicated, it thus demands for the need of harmonizing the self-concept.

12. Work or job satisfactions and life satisfactions depends on the extent to which the individual finds adequate outlets for abilities, needs, values, interests, personality traits, and self-concepts. They depend on founding a type of work and a style of life in which one can play the kind of role is appropriate. Individual who finds enjoyment and fulfillment in work does so because the position held permits characteristics and values to be used in a way that is seen as important.

13. The degree of contentment people attain from work is relative to the degree to which they have been able to implement self-concepts. The relationship of the work situation to the individual’s role must be thought of in the broad sense as the amount of satisfaction is directly related to the extent the job fits the self-concept.

14. Work and occupation present a focus for personality organization although for some persons this focus is incidental, or even nonexistent. Most adults are
what they do – the individual is a reflection of what person’s job or major role.

There are two ways which can help individual to move to wards a satisfying vocational choice: (a) helping them to develop abilities and interests and (b) helping them to acquire an understanding of their strengths and weaknesses so they can make satisfying choices.

3.2.2 Super’s Stage Model

In Super’s developmental approach to career, he posited a stage model of vocational choice and developmental in which he envisioned career choice as a continuous, lifelong progression of stages and sub stages. Each of these five stages was discussed as below:

**Super’s formalized stages and developmental tasks over the life span**

<table>
<thead>
<tr>
<th>STAGE</th>
<th>AGE</th>
<th>CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>Birth – 14 or 15</td>
<td>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>“Try out” through classes, work experience, hobbies. Collect relevant information. Tentative choice and related skill development.</td>
</tr>
<tr>
<td>Establishment</td>
<td>25 – 44</td>
<td>Entry skill building and stabilization through work experience.</td>
</tr>
<tr>
<td>Maintenance</td>
<td>45 – 64</td>
<td>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>
The Growth stage, typically occurring from birth through the age of 14, includes the sub stages of inquisitiveness, fantasy, interest, and capacity. Tasks comprises of the formation of a self-concept through interaction with significant adult and an orientation to work through doing house chores and responsibilities at school and home. During this stage, children start to get a common sense of what they are able to do and what interests them. In other words, the growth stage refers to physical and psychological growth and during this stage, individual forms attitudes and behavior that become important components of the self-concept for much of life.

Think of yourself when you were at Standard 6, what was your ambition during that time? Now recall when you were in Form 3, what you thought you want to be during that time? What were the major pulling factors for you to decide on that particular job or occupation?

Next, the Exploration stage (between ages 15 to 24) which includes crystallizing, specifying, and implementing. During this time, the individual begins to connect the self-concept to the world of work and to discover types of work through part-time jobs, temporary work, and job shadowing (what do you think this means?). Later, in the process, the individual formulate the transition from school to work or to further education. There is often a tentative commitment to some beginning jobs, and much learning about potentially satisfying occupations occurs through trial and error. Thus, exploratory stage begins with the individual’s awareness that an occupational is an aspect of life. During the early or fantasy phase of this stage, the expressed choices are frequently unrealistic and often closely related to the play of the individual. In the tentative phase, individuals narrow choices to a few possibilities. The final phase-realistic phase, still prior to actual entrance into the
world of work, narrows the list to those occupations that individuals feel are within reach and provide the opportunities they feel are most important.

The Establishment stage (ages 25 – 44) includes process toward stabilizing, consolidating, and advancing. The individual works to make their place in their chosen field of work. This tends to be a productive time; the individual pursues advancement and economic stability. Therefore, in the establishment stage, it relates to early encounters within actual work experiences.

**Vocational development stages:**

<table>
<thead>
<tr>
<th>VOCATIONAL</th>
<th>AGES</th>
<th>GENERAL CHARACTERISTICS &amp; 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>Implementing</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>Consolidating</td>
<td>35+</td>
<td>Advancement in career</td>
</tr>
</tbody>
</table>

The Maintenance stage (ages 45 – 64) includes the sub stages of holding, updating, and innovating. The individual maintains his level of achievement despite the challenges of competition at work, rapid changes in technology, and family matters. This is a stage of substantial professional activity. Generally, during the maintenance stage, individual attempts to continue or improve the occupational situation.

The final stage, Disengagement or Decline (from 65 to death) involves slow down, retirement planning, and retirement living. At this phase, there is a clear change in level of work activity whereby individual’s emphasis in work is focused on keeping the job and meeting the minimum of output and often greater activity in roles involving family, volunteering work, and leisure activities (Super, 1980).
In conclusion to the stage model, each person will tries to maintain or enhance a favorable self-concept and thus led toward those activities that permit him to keep or improve the desired self-image. As the inner drive towards this ideal self-concept pushes the individual strongly, he may come upon restricting factors, which may come from personal limitations or external environment.

Donald Super (1980) believes career development takes place across one's Life Span

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

3.2.3 Life-Career Rainbow

Super's (1980) description of a Life-Career Rainbow emphasizes the different roles played by each individual in his/her lifetime and the influence those roles have on lifestyle and career.

- Major life / career roles - Child (son / daughter), Student, Worker, Spouse, Parent, Homemaker, Citizen, Leisurite, Annuitant (pensioner / retiree)
- Life Roles - the theaters (or stages) for these life roles are the home, school, workplace, and community.
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)

- The salience people attach to the constellation of life roles they play defines life structure.
- The life space segment of the theory acknowledges that people differ in the degree of importance they attach to work.

In conclusion, Super theory of career development recognizes 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.

3.3 Ginzberg Theory

According to Ginzberg Theory, starting in preteen and ending in young adulthood, individuals pass through three stages: fantasy, tentative and realistic.

- The fantasy stage - which involves role playing and imagination (up to age 12), the child is free to pursue any occupational choice. Through this process the child's preferred activities are identified and related to future career choices.
The tentative stage - which involves recognition of one’s (interests, abilities, values and transition (12 to 17), beginning in the preteen years and continuing through high school, the young person further defines their interests in, capacity for and values of an occupational choice. The cumulative effect of the process is the transition process in which the adolescent begins the career choice process, recognizes the consequences and responsibility of that choice.

The realistic stage (exploration, crystallization, specification) which involves identifying an occupational choice (over 17), spanning from mid-adolescence through young adulthood, has three sub-stages: exploration, crystallization and specification. In the exploration stage the adolescent begins to restrict choice based on personalities, skills and abilities. In the crystallization stage an occupational choice is made. Followed by the specification stage where the individual pursues the educational experiences required achieving his career goal.

3.4 Krumboltz’s Social Learning

Krumboltz’s Social Learning Theory was formulated in 1976 with a significant summary published in 1979 (Krumboltz, 1979), which also addressed both the content and process of career decision making. Krumboltz developed a theory of career choice based on social learning theory. Generally this theory argues that growth takes place as a result of learning and imitating the behavior of others.

3.4.1 The learning experiences

The individual’s learning experiences over his/her life-span have a direct influence of their occupational decisions and career selection. Career decision-making
is a product of the individual’s learning. It is believed that many make decisions based on faulty beliefs, generalizations, and unrealistic expectations. They do not know their alternatives and tend to use approaches they have used in prior job search situations. We can capitalize this theory as a way of explaining the basis of career choice and a guide to how career practitioners might deal with career related problems.

Krumboltz developed a theory of career decision making and development based on social learning, environmental conditions and events, genetic influences and learning experiences. Krumboltz’s Social Learning Theory is developed to answer the questions of why people enter particular educational course or job. Why they may change direction during their lives? Why they may express various preferences for different activities at different points in their lives?

**John Krumboltz’s Social Learning Theory**

- Growth takes place as a result of learning and imitating the behavior of others.
- Krumboltz developed a theory of career decision making and development based on our social learning, or environmental conditions and events, genetic influences and learning experiences.

### 3.4.2 Influencing factors

Krumboltz (1996) outline 4 factors influencing individual’s career paths. The first of these is genetic endowment and any special ability they may have inherited including special abilities as example musical and artistic ability. Besides that, there are included intelligent and some biological inherited factors for example race, sex,
physical appearance and characteristic. Ability can be obtained through genetic inheritance and through practice. People possess different traits because different traits are required for different types of occupations, certain types of people are best suited for certain types of feelings about one that influence career development.

Krumboltz’s Learning Theory: Influential Factors

- **Genetic endowment and special abilities** - sex, race, physical appearance, intelligence, abilities, and talents
- **Environmental conditions and events** - cultural, social, political, and economic forces beyond our control
- **Learning experiences** - Instrumental and associative learning experiences. ILE – antecedent, cover and overt behavioral responses and consequences are present. ALE – observation, classical conditioning
- **Task approach skill** – problem solving skills, work habits, mental set, etc that influences outcomes

Krumboltz made it clear that certain talents, such as musical ability and muscular coordination, may only be developed if the exposure to environmental events in favorable. For example, a young girl with musical ability raised in a low income family may not be able to develop her ability because of the prohibited costs of the musical instrument and related tuition.

The second factor of influence raised in the theory is environmental conditions and events. The notion of “environmental conditions and events” addresses the influences that are often beyond the person’s control but that bear on the individual through the environment in which the individual exists. Some influences may be of human origin, for example training opportunities, labor laws, economic situation; other may be due to natural disaster, such as weather conditions, earthquake, flood, and others. Besides that, there are also included political turmoil,
government regulations, economic boom or downturn and technological development are examples of environment influences. Krumboltz (1979) listed twelve such conditions and events which may be planned or unplanned, and attributable to human action or nature. These factors are most often outside the individual’s control. They include:

- the number and nature of job opportunities,
- number and nature of training opportunities,
- social policies and procedures for selecting trainees and workers,
- monetary and social rewards of various occupations,
- labor laws and union rules,
- natural disaster,
- availability of and demand for natural resources,
- technological developments,
- changes in social organization for example welfare,
- family training experience and social of financial resources,
- the educational system, and
- neighborhood and community influences.

According to Krumboltz, environmental circumstances have either a facilitative or a hindering effect on a person’s capacity to learn and to perform career tasks. The environmental factor in this context focuses on the external conditions that are objectives, observable and measurable. Our environment that what happens around us plays an important role in discovering our abilities and our plans for ability development and activities in which we participate. Career preferences are also impacted by what is going on around us. It is important to understand that environmental events are beyond our control, but through awareness may lead us in making good career decisions.

The third factor is learning experiences. Each individual has a unique history of learning consequences in their occupational choice. People select their career based
on what they have learned. All earlier learning experiences influence the individual’s learning process. Learning experiences impact our good judgment of self, sense of the world, and our sense of self in the world and then impact our career decision making. We learn through our perception and interpretation of what happens when we and others interact in the world. This either serves as reinforcement or a non support to our abilities development and sense of self.

Krumboltz identifies two types of learning though recognizes the complexity of the learning process. The two types of learning are;

a. **instrumental learning experiences** - The instrumental learning is where the situations in which the individual acts on the environment to produce certain outcomes. This type of learning experiences consists of stimulus, behavioral responses and consequences

b. **associative learning experiences** - is where the situations in which the individual learns by reacting to stimuli, by observing models, or by pairing two events. This can result in occupational stereotypes.

Learning experiences lead people to develop beliefs about the nature of careers and their role in life. Then these beliefs, whether realistic or not, influence career choices and work related behavior. Besides that, learning experiences especially observational learning from significant role models has a prevailing influence on career decisions, making some occupations more attractive than others. For an example, most of people have an ambition to be a teacher during aged 5 or 6 because they always see teachers as their heroes. When they grow up, they will come across all kind of events such as social, economic and cultural. Then, they will learn from these encounters and apply what was learned upon new events and encounters. This will lead to feedback from other persons and give an impression on success or failure of their own actions. The totality of these reactions will influence the individual whenever new choices or decisions have to be made and help to increase the likelihood of making choices leading to success and to avoid choices leading to
failure. This learning process is a life-long continuous process because the individual is changing and the environment is constantly changing.

**Task-approach skills**

Value clarifying, Estimating, Re-interpreting past events, Eliminating and selecting alternatives, Planning, Generalizing, Goal setting, Predicting future events, Generating alternatives, Information seeking

The forth and final factor proposed by Krumboltz is **task approach skills**. There are sets of skills that are developed from the experiences of problems and tasks encountered by an individual. These take account of personal standards of performance, work habits and emotional responses such as value clarifying, estimating, re-interpreting past events, eliminating and selecting alternatives, planning, generalizing, goal setting, predicting future events, generating alternatives and information seeking. Importantly, these skills must be adapted as a person go through life.

3.4.3 **Krumboltz Career Decision Making Model**

Krumboltz proposes a seven stage career decision-making model based on the task approach skills.

- Define the problem by recognizing the decision.
- Establish the action plan by refining the decision.
- Clarify the values by self-observations and world-view generalization.
- Identify alternatives.
- Discovering the problem outcomes by gathering the information.
- Eliminating alternatives a
Starting an action by planning and executing this 6 step sequence of decision-making behavior.

As a result of the complex interaction of these four types of influencing factors, three consequences are formed:

- **Self-observation generalization** - Self-observation generalization is an overt or covert self-statement that evaluates one's own actual or vicarious performance in relation to learned standards.

- **Task approach skills** - Task approach skills are efforts by the person to project into the future self-observation generalizations to make predictions about the future.

- **Actions** - actions can be defined as the implementation of behavior such as applying for a job or changing a job. The behavior produces certain consequences that affect the future behavior.

In the social learning, there are six testable propositions. An individual is likely to prefer an occupation if they have a succeeded at task typical of that occupation. Role models have been reinforced for those activities. Someone has spoke to them positively about the career. However, individuals will avoid an occupation if they have failed at task typical of the occupation. They have observed a role model not being reinforced for these activities and someone has spoken negatively about these occupations.

The Learning Theory of Career Counseling (Mitchell & Krumboltz)
Helper must be prepared to help clients cope with career concerns in four ways:

- Expand their capabilities and interests
- Prepare them for changing work tasks
- Empower them to take action
- Play a major role in dealing with all career problems
Implication to social helpers
- This theory suggests that the career counselor’s major task is to enhance learning opportunities for clients by using a wide array of effective methods that begin in childhood and endure throughout a lifetime.
- Career counselors may take the role of mentor, coach, or educator.
- In this model, the client is viewed as one who is exploring and experimenting with possibilities and tentative decisions.
- Indecision should not be viewed as a negative diagnosis, but as an existing condition of a client who is open to learning and exploration.
- People choose their careers based on what they have learned.
- Certain behaviors are modeled, rewarded and reinforced.
- Correcting faulty assumptions.
- Learning new skills and interests.
- Identifying effective strategies for addressing issues emanating from interactions between work and other life roles.
- Learning skills for coping with changing work tasks.

3.5 Roe Theory

Roe Theory is also known as Roe’s Occupation Choice Formula or the Psychological/ or Psychodynamic approaches. In the 1940s, Anne Roe started to examine the career behaviour of scientists and artists. She came out with her first theory that there were total of 12 factors that influence one’s occupational choice, as expressed in the formula below:
Occupation choice = S [(eE+bB+cC) + (F+mM) + (L+aA) + (pP*gG*tT*iI)]

whereby S=sex; E=general state of economy; B=family background & ethnicity; C=chance; F=friends and peer group; M=marital situation; L=general learning and education; A=special acquired skills; P= physical characteristics; G= cognitive/special natural abilities; T= temperament and personality; I=interest and values

(Remarks: The lower-case letter represents the 12 general factors and the upper-case letter represents the one's unique characteristics at a particular point of time)

Source: Lunneborg, 1997; Reardon, Lenz, Sampson, Peterson, 2000

The 12 factors are sex, the general state of economy, family background and ethnicity, chance, friends and peer group, marital situation, general learning and education, special acquired skills, physical characteristics, cognitive or special natural abilities, temperament and personality, interest and values (Lunneborg, 1997). She then categorized the 12 factors into four groups, each within parenthesis;

- The first group consists of sex, the general state of economy, family background and ethnicity, chance, that represent factor which one has little control on it.
- The second group consists of friends and peer group, marital situation,
- the third group consists of general learning and education, special acquired skills and
- the fourth group consists of physical characteristics, cognitive or special natural abilities, temperament and personality.
All these three group of factors are based on both *inheritance and experiences*. By understanding everyone is different in genetic and experiences; hence everyone has a unique formula. All these twelve factors are important in career decision-making process. Roe & Lunneborg (1990) also determined that economic and chance factors play a role in career decision-making.

**Roe’s Theory of Career Choice (Personality)**
- Based on the writings of Maslow Hierarchy of needs
- Psychodynamic influences
- Influences on career development
  - Genetics
  - Family and SES
  - Interests, attitudes, personality
  - Need fulfillment
- Influence of family and parents

Roe then developed Personality Theory of Career Choice. It concerns the combination of biological, psychological and sociological factors to form personalities. This theory proposes that every individual’s career choice is influenced by genetic factors, psychic energy and Maslow’s theory of needs. It is also influenced by early childhood experiences and childrearing practices.

Genetic background determines one’s abilities and influences the creation of interest, attitude and personality, which in turn influences career choice. Besides that, genetic factors determine physical factors such as height, beauty and imperfection. For instance, it is certain that color-blindness is not appropriate for an individual to choose a career of a chemist and a shorter individual is not able to meet the height requirements to become a police or army officer. Therefore, genetic factors are important in determining career choice.
Development of special aptitude or abilities of an individual is determined by the conscious and unconscious psychic energies, which is apparently genetically determined. This energy is also influenced by need satisfactions and frustrations during childhood (based on Maslow’s theory of needs).

These need satisfactions and frustrations during childhood will later determine choice of career. Accordingly, needs that are routinely satisfied do not become unconscious motivators. Higher-order needs, in the sense of Maslow’s self actualization need, will disappear entirely if they are only rarely satisfied. Lower-order needs will become dominant motivators and will block the appearance of higher-order needs. Needs that are satisfied after unusual delay will become unconscious motivators under certain conditions. The influencing conditions are the strength of the need, the amount of delay between the arousal of the need and its satisfaction, and the value that the satisfaction of the need has in the individual’s immediate environment (Osipow, 1983). For example, strong needs of affection and belongingness lead to an individual’s desire to work with people.

In short, Roe’s theory proposes that a combination of genetic inheritance, family (early parent-child relations), need fulfillment (need frustrations and satisfactions) and environmental experience (social interaction, economic and chance factors) determines choice of career.

3.5.1 Roe’s Occupation Classification System

Most occupational classification systems are based on only on one factor (Herr, 2004). Contradictory, Roe combined both fields and levels into one classification system. It is often presented in a circular array and as a cone (Herr, 2004). She classified jobs into 8 fields and 6 levels. The 8 fields of occupation are;
• Service
• business contact
• organization
• technology
• outdoor
• science
• general cultural, and
• arts and entertainment.

In general, these eight fields were originally viewed as psychologically related to each other in such a way that those fields most similar in terms of psychological environment were adjacent. The 6 levels are;
• professional and managerial (higher)
• professional and managerial (regular)
• semi-professional
• skilled
• semi-skilled, and
• unskilled.

The levels were derived based on the responsibility, complexity, education and prestige involved in an occupation.

3.5.2 Roe’s person-object orientation

Roe further categorized the fields based on its orientation, whether it is;
• Person-orientated - the person-orientated fields are service, business contact, organization, general cultural, and, arts and entertainment
• Object-orientated - and the thing-orientated fields are technology, outdoor, and science (Sidek, 2002).
Circular model of parenting influences

Parents are either warm or cold create 3 types of emotional climates, each having 2 subtypes

- Emotional concentration on child
  - Overprotective style
  - Overdemanding style
- Acceptance of the child
  - Casual
  - Loving
- Avoidance of the child
  - Rejection (emotional)
  - Neglect

According to Roe’s studies on different types of scientists, she found that childrearing practices shape the personality differences which will eventually influence their occupation orientation (Herr, 2004). She identified three main childrearing practices which then each of it sub-divided to two sub-practices.

- Emotional concentration on the child - whereby the parent exerts attention very directly on the child. It is sub-divided to:
  - Over protective - The over protective parent will fully and quickly satisfy the child’s physiological needs but will be less prompt to gratify the child demand for love and esteem and, where the child demands are met, will reward behaviour that is socially desirable. In addition, the over protective parents teach the child to place great emphasis on the speed with which needs is gratified.
  - Over demanding - for the over demanding parents, they prompt and adequately satisfy the child’s physical needs. They impose conditions on the love offered to the child, usually in returns for conformity and achievement. The child’s needs for information and understanding will
be accepted and gratified only when specific circumstances where they contribute to the achievement of the child as parent see such achievement.

Hence, children from either over protective or over demanding parents will choose occupations that come with high level of feedback and reward, such as arts and entertainment field.

- **Avoidance of child** - whereby the parent tends to avoid or reject the child. It is sub-divided to;
  - emotional rejection
  - physical neglect.
Children from these practices would limit contact with others and look for non-person and things fields. They are prone to thing-orientated fields, i.e. technology, outdoor, and science.

- **Acceptance of child** - It is sub-divided to;
  - Casual acceptance
  - Loving acceptance.
Both casual acceptance and loving acceptance parents offer satisfactory gratification of their children’s need at most levels. Due to the parents incorporate the child in the family process and prompt the child’s independence, the child is more likely interested in occupations that balanced in both person-orientation and object-orientation.

In short, childrearing practices shape the child needs and personality which eventually influences their career choices. Children from emotional concentration and acceptance childrearing practices will opt for person-orientated career field whereas avoidance child tends to shy away from person and hence prone to non-person-orientated field.
3.5.3 Occupation Level

The level of occupation is largely the product of genetic differences between individuals, which result in differences in intelligence and in ways people attempt to manipulate their environment (Osipow, 1983). In addition, the psychic energy influences one's occupational level too. For example, the intensity of needs raise the occupational level due to an increment in motivation. However, the rise is limited by the genetic factor that determines his/her intelligent level.

In terms of career specific training or education, each level requires different training. Generally, low level jobs are taught by brief demonstration, oral instruction, or by having the entry worker coached by a experienced worker such as in On-the-Job Training scheme.

In contrast, the high level jobs such as professional, technicians and managers are taught through extensive formal course involving lectures, extensive reading, testing or examination, and lengthy internship or simulated internship. Although almost every worker receives some On-the-Job Training, the scope and duration varies depending on the worker's level. Hence, low-level entry workers are coached in a few simple operations for a short period, while the business executive's will often cover multiple aspects of supervision and coordination and may last months.
Behaviors related to 8 occupational fields with similar orientations

Major orientation toward persons - WARM
* Service (I)
* Business contact (II)
* Organizations (III)
* General culture (VII)
* Arts and entertainment (VIII)

Major orientation away from persons - COLD
* Technology (IV)
* Outdoors (V)
* Science (VI)

In local context, Sidek (2002) has identified the qualification needed for each level;

* The unskilled level requires no specific academic qualification;
* Semi-skilled level requires no specific academic qualification but requires informal practices;
* Skilled level requires certificates from recognized institutions;
* Semi-professional level requires diploma from recognized institutions;
* Professional and managerial (regular) level requires first degree from recognized institutions; and the
* Professional and managerial (higher) level requires master degree or doctorate qualification from recognized institutions.

**Strengths and Implication in Counselling**

According to Osipow (1983), Roe’s theory is a comprehensive theory. It consists both vocational decision making and general personality development. Roe’s theory contributed much to career development literature. One of it is an emergence of a psychologically based classification system of occupation. The classification system had been practically applied in developing career inventory. For example, both dimensions of systems were used to construct the Occupational Preference Inventory,
the Vocation Interest Inventory, and an interest inventory used in the fourth edition of Dictionary of Occupation Titles (Zunker, 2005). The major purpose was to foster greater awareness through the two-dimensional perspective of careers.

In addition, the two-way classification system has been applied in career exploration programs in career counselling. For example, in career development program, clients organize vocation card sorts according to Roe’s eight interest groups. One of the first decisions made is between two major orientation; occupations orientated towards people or occupation orientated away from people. It then follows by narrowing the choices to the field of works, if possible, to specific occupation.

According to Osipow (1983), Roe’s theory has impacted counselling since it emphasized that vocational choice is closely related to personality characteristics developed during early childhood. It implies that counselling should help the client to effectively understand needs, identify occupations that satisfy the needs, and, if necessary, overcome circumstances which might have thwarted the need structure. In addition, the counsellor may resemble psychotherapy so as to understand the childhood patterns of gratifications. For example, if the client is from over demanding rearing practice, the counsellor is to help the client to understand the stunting of needs, developing higher-order needs and acquiring the techniques to satisfy such needs.

**Conclusion**

- Career development theory helps us to understand how decision were made and what factors career choice
- Career choice represents an extension of a person’s personality and is an attempt to implement a broad, personal behavioral style in one’s work.
• The congruence of personality and work environment will produce desirable outcome
• People strive to implement their self concept by choosing to enter the occupation seen as most likely to permit self expression.
• Career development theory also discuss the relationship between inheritance, environment, learning histories and task approach skills on the person.

References


UNIT 4:
MODELS IN CAREER GUIDANCE AND ADVISING

Objectives
At the end of this Unit, student will be able to;
   a. Discuss several model of helping on career issues
   b. Describe model of career counseling
   c. Explain process of career decision making

Introduction
A career is both a phenomenological concept and a behavioral concept. It is the link between what a person does and how that person sees himself or herself. A career consists of time-linked senses of self that are defined by action and its outcomes. A career defines how one sees oneself in the context of one’s social environment in terms of one’s future plans, one past accomplishments or failures, and one’s present competences and attributes.

According to Super (1976), a career is the course of events which constitutes a life, the sequence of occupations and other life roles which combine to express one’s commitment to work in his or her pattern of self development, the series of renumerated and non renumerated positions occupied by a person from adolescence through retirement, of which occupation is only one, includes work-related roles such as those of student, employee and pensioner together with complementary avocational, familial, and civic roles. Career exists only as people pursue them, they are person-centered.
4.1 Career Guidance

Career guidance is both an old and a new term. It is old in the role it has played in the origins of counseling in the beginning of the twentieth century. Career guidance is new because its emphases, conceptual models, and consumer populations tend to go beyond those typically associated with earlier models of vocational guidance and to embrace life-span career concerns. The evolution of career guidance has represented a series of “paradigm shifts” in conceptual models and models of practice throughout this century.

According to Srebalus et. al(1982), career guidance is an organized systematic program to help individual develop self understanding, understanding of societal roles, and knowledge of the world of work, emphasizes the process of planning, decision making and implementation of decisions.
Process of career guidance includes:

- Establish relationship with clients
- Personal assessment relating to career – interview, tests, inventories, feedback
- Explore occupations – written, AV, job shadowing, IT
- Integrate information and choose

4.2 Career Counselling

Career counseling is an interpersonal process designed to assist individuals with career development problems. Career development is that process of choosing, entering, adjusting to an advancing in an occupation. It is a lifelong process that interacts dynamically with other life roles. Career problems include, but are not limited to, career indecision and undecidedness, work performance, stress and adjustment, incongruence of the person and work environment, and inadequate or unsatisfactory integration of life roles with other life roles (Brown & Brooks, 1991).

Career counseling is a formal relationship in which a professional counselor assists a client or group of clients to cope more effectively with career concerns through:

- establishing rapport.
- assessing client concerns.
- establishing goals.
- intervening in effective ways.
- evaluating client progress.

The traditional career counseling model emphasizes one-on-one counseling in a therapeutic relationship involving significant psychological content. It typically uses
assessment instruments, such as personality and career interest inventories, designed for a professional to administer and interpret. The counselor typically uses the information gained from the assessment instruments, individual sessions, and from standard career planning resources to help participants make more appropriate career decisions.

**Definition of Career Counseling (Brown and Brooks)**

*Career counseling* is an interpersonal process designed to assist individuals with career development problems.

**Career Counseling Process (Yost & Corbishley)**

- Initial assessment
- Self understanding
- Making sense of self-understanding data
- Generating alternatives
- Obtaining occupational information
- Making the choice
- Making plans
- Implementing plans

**Phases of the Career Counseling Process (Gysbers, Heppner, & Johnston)**

- Opening phase
- Phase of information-gathering
- Working phase
- Final phase
Phases of the Career Counseling Process (Niles & Harris-Bowlsbey)

- Beginning or Initial Phase
  - Establish effective relationship
  - Begin to gather information about the client
  - Define preliminary goals for counseling
- Middle or Working Phase
  - Explore concerns and goals in depth
  - Develop and implement a specific plan of action
- Ending or Termination Phase
  - Connect the work done in the beginning and middle phases assessing client’s current status
  - Relate current status to client’s goals for counseling

4.3 Behavioral Career Counseling Model

The behavioral approach to career counseling deals with the process of learning as it impinges upon career decision making. The substantive aspects of decision making are secondary to understanding of the behavioral that determine how career choices are made.

The point of intervention in behavior career counseling is where deficient or deviant learning has occurred. For example, Goodstein (1972) attributes a central role to anxiety in the etiology of behavior problems in general, and career choice problems in particular. He makes a detailed analysis of the part that anxiety can play, both as antecedent and a consequent, in career indecision. He distinguishes between what might be called simple indecision pervasive indecisiveness.
These two types of client choice problems can be conceptualized in this model that develop sequentially from different origins:

- **Indecision** - lack of information about self and work due to a limitation of experience. The individual cannot make a choice, or possibly makes an unrealistic one, and as a consequent feels anxious about not having mastered the career development the career development task of declaring an appropriate vocation. If an individual who comes in with “no choice” is still undecided after career counseling, during which relevant information on self and occupations was given, then she or he is most likely indecisive. In indecision individual, the individual has limitation of experience to acquire or learn adaptive or adequate responses. The inadequate or non-adaptive behavior will results to failure where the individual is unable to solve choice problem and as a consequent create anxiety where there is a conflict between inability to solve choice problem and social pressure to do so.

- **Indecisiveness** - arises from long-standing anxiety associated with decision making that pave the way the task of career choice, not uncommonly attributed by individual to domineering or over demanding parents. In indecisiveness individual, he or she has accessibility or sufficient of experience to acquire or learn adaptive or adequate responses. It results in anxiety as the antecedent because making a choice is anxiety-arousing such as becoming independent, which “cue” anxiety. The anxiety may prevent him or her from utilizing it. This will also results in failure to solve career choice problems and again will generate anxiety as a consequent because the subsistence of conflict between the ability to solve choice problem and social pressure to do so.
In the Behavioral Career Counselling model, the role of antecedent and consequent anxiety is important in career decision making. It is also occasioned by punishing past experiences, that prevents the indecisive client from declaring a career choice. Once this anxiety has been sufficiently reduced, information-seeking and decisional responses can be learned, or made if they were already in the client’s behavior repertoire, and the instrumental phase of career counseling can proceed. Simple indecision client and indecisiveness client can be distinguished using this Behavior Career Counseling Model.

4.4 Comprehensive Career Counselling Model

The comprehensive career counseling model was develop to discuss essential career program for university students. The elements of comprehensive career counseling are exploration, crystallization, specification and implementation through the university years. These elements needs to be combined to facilitate the student’s career development while concurrently improving her or his general quality life. The model for comprehensive career counseling is represented below:
As shown above, the horizontal dimensions are the successive stages in career development through the college or university years, and the vertical axis represents the narrowing range or increasing specificity in career choice. In typical career development through the higher educational experience, it would be expected that:

- The freshman or first year would be committed to exploration that is to identify those career options that are appropriate for the individual.
- During the sophomore or second year, the process of crystallization takes place, in which greater certainty and specificity in career options is achieved. Negative decisions are made, and the range of possibilities is narrowed.
- Specification occurs in the third year, when the career developmental task of “declaring a major” is encountered. It is at this time that commitment to a career decision is made, and the university student begins to concentrate academically in a particular subject-matter area. The last stage is that of implementation, where the individual acts upon the series of prior career decisions and begin to search for employment, culminating with “taking a job”. This is the pattern of career development through a four-year college or university, from which they may be at least two deviations.

<table>
<thead>
<tr>
<th>Model kaunseling kerjaya bersepadu (Sidek, 2003)</th>
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<tbody>
<tr>
<td>• Kenal diri - personaliti, nilai, minat, pencapaian)</td>
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<tr>
<td>• Bina matlamat - plan tindakan</td>
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<tr>
<td>• Motivasi – ceramah, kursus, bengkel</td>
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<tr>
<td>• Teknik asas – ambil nota, pengurusan masa, stress management</td>
</tr>
<tr>
<td>• Teknik lanjutan – temuduga, menulis resume</td>
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4.5 Group Career Counseling

Group counseling offers a mode of service delivery that can be used instead of, or in addition to, individual counseling. Hansen and Cramer describe group counseling as an intervention for 5-15 members, with 5-8 members viewed as optimal. Structured career counseling groups address a specific issue that is a common concern. Structured career counseling groups typically meet for 3-7 sessions. Less structured career counseling groups focus on the intrapersonal and interpersonal concerns that clients have about career development. Less structured career counseling groups tend to be more affective-oriented than structured groups. Less structured groups meet over a longer period of time than structured groups.

Stages in Group Career Counseling (Pyle)
- Opening stage
- Investigation stage
- Working stage
- Decision/Operational stage

Why Use Career Groups (Kivlghan)
- Members learn new information about themselves and others.
- Members receive social and emotional support from other group members.
- Members learn from peers who are in similar situations.
- Members can share resources and ideas.
Criteria for Successful Groups

- Members are in open communication with each other.
- share a common goal.
- set norms that direct and guide their activities.
- develop a set of roles to play within the group.
- develop a network of interpersonal attraction.
- work toward satisfaction of individual needs.

4.6 Career Development Model

- Career Awareness - In order to make sound decisions people must know their choices. Most individual don’t have any sense of what careers are available in their community much less the rest of the world. They also need to be aware of their interests, their values, and their strengths and weaknesses.

- Career Exploration - Following awareness, people must begin learning the details about career clusters in order to determine which areas are compatible with their personality, interests, values, lifestyle wishes, learning styles, temperaments, abilities/skills and aptitudes.

- Career Specific Training/Education - After awareness and exploration, individual should have a good idea of what careers are available, which areas are compatible with who they are and what type of future will make them happy. This is the step where they prepare for specific careers or career clusters and validates mastery of workplace skills.
4.7 Decision Making Model

Problem solving and decision-making are important skills for life. Problem-solving often involves decision-making, and decision-making is especially important for management. There are processes and techniques to improve decision-making and the quality of decisions. A decision does not exist unless there is more than one course of action, alternative or possibility to consider. Thus, decision making is a process in which a person selects from two or more possible choices.

A significant part of decision making skills is in knowing and practicing good decision making techniques. One of the most realistic decision making techniques can be recapitulated in these simple decision making steps:

- Identify the purpose of your decision. What is precisely the career issue or problem to be solved? Why it should be solved?
- Gather information. What factors does the problem involve?
- Identify the principles to judge the alternatives. What standards and judgement criteria should the solution meet?
- Brainstorm and list different possible choices. Generate ideas for possible solutions.
- Evaluate each choice in terms of its consequences. Use your standards and judgement criteria to determine the cons and pros of each alternative.
- Determine the best alternative. This is much easier after you go through the above preparation steps.
- Put the decision into action. Transform your decision into specific plan of action steps. Execute your plan.
- Evaluate the outcome of your decision and action steps. What lessons can be learnt? This is an important step for further development of your decision making skills and judgement.

Carkhuff (1973), specifically addresses the topic of decision-making in counseling with a four-step process:
- Developing the problem - Counselor's focus should be on exploring the problem and trying to understand the client's frame of reference.
- Breaking down the problem - At this time alternative courses of action are generated and values are ordered into a hierarchy.
- Considering courses of action - This step involves a close examination of those values and alternatives that promise the highest degree of fulfillment.
- Developing courses of action - Both choosing and implementing courses of action are involved.

4.7.1 A 7-Step Decision-Making Model

This model was developed by Rick Robert, Director, University of North Florida Career Services. It is understood that the effectiveness of decision-making relies heavily on the information available to an individual at the decision-making point. Information is power. The more information one have the easier it is to make a decision. Planning for life requires understanding self, exploring occupations, making decisions, and acquiring work skills. The steps can be used either choosing a career path or deciding what to do about job offer. These steps will help you structure while processing and identifying the necessary information. The steps are:
Step 1: Identify the decision to be made.

It is important that to have clear understanding of what it is that we are trying to decide. Think about what to achieve and state that the goal.

- What do I want to do after graduation?
- What will I do to prepare for the next phase of my life?
- What are my short term and long term goals?
- Where do I want to be in five years and what is the best way to get there?

Step 2: Know yourself (self-assessment)

Develop a true understanding of oneself - skills, interests, values, and personality characteristics. Question to ask:

- Skills:
  a. What can I do best?
  b. What are my strengths and weaknesses?
  c. What are my most prominent skills and abilities?
  d. What skills do I need to acquire?

- Interests:
  a. What activities have I enjoyed the most?
  b. What kinds of people would I like to work with?
  c. What kind of job settings would I enjoy?

- Values
  a. What satisfactions do I seek in a career?
  b. In what ways must I be challenged and rewarded on the job?
  c. In what type of work environments would I be happy?

- Personality
  a. What personal qualities do I possess that will help me on the job?
  b. How will my personal style influence my career choice?
  c. How will I get along with my supervisor? Co-workers?
Step 3: Begin Identifying Option (Career exploration)

Start identifying options. Questions you might ask yourself at this point are:

a. At this point in time, what are my options? (Post Secondary-Education, military, workforce, apprenticeship and internship, self employment and entrepreneurship or other)
b. Do I have a strong interest in other types of jobs or careers? c. What types of jobs or careers should I be considering?

Step 4: Gather information and data

Have a list of careers and jobs to explore and research in more depth. Examine the information and resources you already have.

a. Visit counselor, career center, library, and the Internet.
b. Network- take advantage of all networking opportunities- with peers, recent graduates, parents, staff, college, business contacts, and community members.
c. Identify what additional information and resources you will need
d. Seek out and utilize new information
e. Seek out learning through experience opportunities (volunteer, job shadow, etc).

Step 5: Evaluate option that will solve the problem.

If completed the career research, evaluate each of the options you have identified:

a. Identify the pros and cons of each alternative.
b. Identify the value and needs that are satisfied by each.
c. Identify the risks involved with each alternative.
d. Project the probable future consequences of selecting each.
Step 6: Select one of the options

Based on the information gathered and analyzed, choose one of the options. Do you have enough information to choose one option over another? Consult parents, counselors, school staff, experts in your field of interest, or other community members. Don’t forget to talk with graduates who have just experienced a similar option.

Step 7: Design a course of action to implement the decision.

Having chosen one of the options, begin developing and implementing a plan of action.

a. What information or resources are needed to complete each step?

b. What are the obstacles to implementing my decision and how to overcome them?

c. Identify steps to implement the decision.

d. Identify when to begin and end each step.

e. Identify the information or resources needed to complete each step.

f. Take time to review your course of action and/or change direction if necessary. Remember not very many courses of action or career pathways are direct. Sometimes, it is in the process that we learn what the next step needs to be.
Conclusion

a. There are certain specific stages or phases in career guidance and counseling
b. Information seeking, analyzing and utilization are important dynamic taken place in career interventions or helping
c. The ultimate career helping is for decision makings which comprises of certain processes and activities
d. There are strategies to plan in decision making.

References


UNIT 5:
CAREER ASSESSMENT

Objectives

At the end of this Unit, student will be able to;

a. State the importance of assessment in career guidance and advising
b. Compare several career assessments to be used in career guidance
c. Demonstrate the application of career assessment in the helping process

Introduction

A career assessment provides individuals an opportunity to identify their career interests, aptitudes, skills, and work-related behaviors. Through computerized and written interest and aptitude tests, and simulated work tasks, information is provided to individuals, schools, and parents to aid in the development of appropriate educational and career plans.

Career testing use to match individual interests which is matches their career aspect. The purpose of psychological career testing and measurements is used to help client for diagnosis and treatment planning, classification, self-knowledge so that client will be clear on decision making in the career.

For example, to help individual to explore major or field of study and work opportunities, it is important to first gain an understanding of their interests, values,
strengths, and family/cultural influences that impact on their decision-making process. Career counselors can help with this exploration process as they are trained to administer varieties of career assessment whether it is just a short inventory or a standardized test. Through discussion and activities with a counselor, individual will gain a better idea of who they are and what is important to them.

5.1 Goals of career assessment
A career assessment gives individuals the opportunity to:
- Explore their career interests, values and personalities
- Identify their aptitude, strengths and weaknesses
- Receive career counseling
- Learn about relevant educational and career opportunities
- Develop career goals and educational plans

5.2 Test and inventories
Generally, measurement is an instrument used to collect information. Furthermore, measurement is determining amount or quantity by assignment of numbers or symbols to characteristics of people according to stated guidelines.
- Test is defined as a measurement device used to evaluate the behavior or performance of a person (Ornum, Dunlap & Shore, 2008). Basically, it is a systematic, objective measure of a sample of behaviour that has correct on incorrect answers
- A standardized inventory is also an objective measure of behaviour, but responses are not considered either right or wrong but rather answers are
compared with those of individuals who constitute a norm group (Brown & Brooks, 1994).

**Issue to consider before administering the test:**

- Selection and whether testing is useful and/or necessary?
- Psychometric properties of tests – validity, reliability and appropriateness of the norm group
- Involving the individual or client in test selection

5.2.1 **Vocational Interests**

In general, interests can be defined as “a response of liking”. It is something that arouses or holds one’s attention or curiosity (Brown and Brooks, 1994). The purpose of interest assessment is to promote two compatible goals that are life satisfaction and vocational productivity. It is nearly self-evident that a good fit between individual interests and chosen vocation will help foster personal life satisfaction. When work is interesting we are more likely to experience personal fulfillment as well. Furthermore, persons who are satisfied with their work are more likely to be productive.

| Interests are indications of what individuals want to do or what they enjoy or like (Brown & Brooks, 1994) |

We may assess an individual’s interest in three ways. The three ways are:

- expressed interests - the expressed interests are what an individual expresses an interest in
manifest interests - mean what an individual actually does as an indication of what one’s interests are.

· inventoried interests - the inventoried interests mean to determine the pattern of an individual’s interest from his or her responses to lists of occupations or activities.

Basically, the inventoried interests are the most common means of assessing interests. There are two types of inventoried interests: empirically keyed or criterion-keyed inventory and ipsatively determined or nonempirically keyed inventory. The empirically keyed inventory results in interest scores related to specific occupations. In contrast, the nonempirically keyed inventory yields score profiles in areas rather than in specific occupations and in relation to each other area rather than absolutely.

**Interest Inventories**
The questions in an interest inventory ask about your likes and dislikes regarding various activities. The premise of this self assessment tool is that people who share similar interests will also enjoy the same type of work. Examples of interests are reading, running, playing golf, and knitting.

There are over 200 vocational interest inventories currently in use such as Strong-Campbell Interest Inventory (SCII), Kuder Preference Records-Vocational (KPRV), Vocational Preference Inventory (VPI), Self-Directed Search (SDS), Minnesota Vocational Interest Inventory (MVII) and Rothwell-Miller Interest Blank (RMIB). The most widely use career interest inventory is Self-Directed Search (SDS).

SDS is constructed on the basis of Holland’s theory and designed to be a self-administered, self-scored and self-interpreted test of vocational interest (Refer to Unit 3). The SDS measures the six RIASEC (Realistic, Investigative, Artistic, Social,
Enterprising and Conventional) variables. The SDS consists of dichotomous items that the examinee marks “like” or “dislike” (or “yes” or “no”) in four sections: activities, competencies, occupations and self-estimates. When a subject takes the SDS, the three highest theme scores are used to denote a summary code.

A well known local test on career interest is the ‘Inventory Minat kerjaya Sidek’ (IMKS, 1996) which was based on Holland Theory of Career Choice and the Kamus Pengkelasan Pekerjaan published by Jabatan Tenaga Rakyat (now Jabatan tenaga Kerja). IMKS contains 160 items and categorizes vocational or career interest into six category similar to Holland code, RIASEC.

It is beyond this module to include the IMKS here as it contains copyright from the author. However, there are a few exercises that would give students some ideas about the assessment (page 84-92). Students are encourage to seek guidance from the counselor as most school counselors are trained to administer and interpret the IKMS and several other inventories developed by the author (Note: Sidek Mohd Noah is an Associate Professor at the Faculty of Educational Studies, UPM).

IMKS will produce score and categorizes interest such as inclination toward agriculture and forestry, engineering, mathematics and sciences, art and entertainment and others. These categories are matched with RIASEC as it uses similar theoretical construct.

The ‘Lost in the sea’ exercise at the end of this module will give you brief idea on how to obtain RIASEC codes. Choose first three codes that resemble you. Now what code or RIASEC correspond to set of interest generated by IMKS. What code correspond to IMKS interest that involve agriculture, forestry, engineering and skilled job?
Another interest inventory outlined in this course is the Rothwell-Miller Inventory Blank, RMIB (or locally known as Borang Minat Rothwell-Miller, BMRM). This inventory categorizes individual interest into 12 different themes or subscale i.e. outdoor, mechanical, mathematics, scientific, literary, esthetics, arts, music, social services, clerical, practical and medicine. Sidek (2002, 2005) has adapted this RMIB and translated it in Bahasa Malaysia. He had also analyzed the 12 categories and relates them to RIASEC. For instance, literary in RMIB correspond to E in RIASEC code.

Which subscale in RMIB that relates to R in RIASEC?

5.2.2 Work Values

Values are more central to personality and more basic to the expression of individual needs and desires. Therefore, work value is refer as needs, motives, and values that influence vocational choice, job satisfaction and career development (Gregory, 2004). Work value held by a person is important for them to make career decision. In additional, a proper match between work value and career choice is essential for job satisfaction.

Generally, there is some of the occupational value inventory used such as Super’s Work Values Inventory (WVI), Minnesota Importance Questionnaire (MIQ), Hammond’s Occupational Attitude Rating Scales (OARS), and Steffire’s Vocational Value Inventory (VVI),
Value Inventories - Value inventories measure how important different values are to you. Examples of these values, which play an important role in one's job satisfaction, include autonomy, prestige, security, interpersonal relations, helping others, flexible work schedule, outdoor work, leisure time, and high salary.

Sidek's Occupational Value Inventory (INPS) is a popular inventory used by counselor in school. Purpose of INPS is to measure vocational values of an individual. The measurement of INPS divided into six categories that are context, relationship, function, reward, 'citarasa' and monotony from 21 values. The 21 values are human, data, object, assistant, altruism, leadership, autonomy, intellectual, creative, achievement, organization, benefit, promotion, free time, reorganization, support, safety, culture, religion, variety, activity.

INPS is consists of two main parts that are occupational description, and comparison of occupation values which rated on 5-point Likert scale from 'strongly dislike' to 'strongly like'. Result for the scoring range between 16-21 score is fall into high categories, 7-15 score is fall into moderate categories while 1-6 is categories as low. The highest the score they get the more important of that particular value for them.

The 'Work value profile' and the 'Basic value' exercise sheet at the end of this module will give you insight on identifying your work values.
5.2.3 Personality Tests

Personality refers to clusters of related dimension that enable us to describe how a person behaves, feels, and interact with people. Thus, personality test is defined as a test measures the traits, qualities, or behaviour that determines a person’s individuality (Gregory, 2004). Personality test in career aspect is also important because it provides information to predict future decision in career.

Personality Inventories - A personality inventory looks at one's individual traits, motivational drives, needs, and attitudes. The most frequently used personality inventory is the Myers-Briggs Type Indicator (MBTI).

Personality test developed based on rational, empirical or factorial approach. The test underlying in rational approach is Sidek’s Personality Inventory (IPS) while Minnesota Multiphase Personality Inventory (MMPI) is developed based on empirical personality test approach. However, the test for factorial approach is Sixteen Personality Factor Questionnaire (16 PF).

Sidek’s Personality Inventory (IPS) is developed by Sidek Mohd. Noah (Noah, 2005). The objective of IPS is to determine individual characteristics or traits. IPS was used to determine the individual personality based on 15 personality traits from aggressive, analytical, autonomy, dependant, extrovert, intellectual, introvert, variety, endurance, self-critic, control, helpfulness, supportive, structure, achievement, and honesty (this is use to detect how honest you are when answering this inventory whereby score above 50% is considered not valid).
IPS consisted of 160 items which answer “Yes” or “NO”. The result of scoring range between 1-30 % score consider as low, 40-60 % considered as moderate while 70-90% score is consider as high.

Another personality inventory is the Color Personality Inventory (Inventory Personality Warna. IPW). This is based on True Colors activity card developed by Don Lowry that uses Kiersey theory of personality. Sidek (2005) has adapted this inventory into local context and called it Inventori Personaliti Warna. It has 100 items (the original one has 200 items). This inventory categorizes individual according to color i.e. Blue, Orange, Green and Gold. Blue personality is considered as harmonious, Orange as adventurous, Gold as responsible and Green as curious.

Students are again encouraged to learn more about this IPW. You need to read Sidek (2002) and Sidek (2005) and also have it administered and interpret by trained counselor who had learned this inventory in great detail.

5.2.4 Achievement Tests

Achievement tests are the method or mechanism that are used by the teachers and related organizations to measure and evaluate the achievement of students. Achievement tests can be categorized into the maximal performance test group. On measures of maximal performance we are interested in obtaining an estimate of the person’s best possible performance. The test takers are instructed to “do their best” and to “obtain the highest possible score”.
In addition, the achievement tests are a criterion reference test where express a person’s score in comparison with scores of other students to determine an individual’s level of mastery of the material tested. The achievement tests measure what a person has learned and assess mastery of academic subjects. The tests are designed to evaluate teaching or learning, predict future performance and measure learning that has occurred as a result of experiences in a relatively circumscribed learning situation.

Basically, the achievement tests can be divided into two main aspects. The two aspects are performance tests and writing tests. The performance tests involve the observation activities and to record the behaviour of certain individual. The behaviour of individual consists of what has been learned but it is difficult to measure through the writing tests. The writing tests base on paper and pencil classroom tests where alternative choice and free response items may be used.

Students are given several possible answers and their task is to select the correct or best alternative in the alternative choice items. For examples of alternative choice items are multiple choices and true-false. A multiple choice item consists of a stem and a set of alternatives (usually three to five). The student’s task is to select the correct alternative from among the distracters or incorrect responses. The true-false item is nothing more than a declarative sentence. The test taker’s task is to indicate whether the statement as presented is true or false.

For the free response items, students must construct or supply the correct answer. The examples of the free response items include short answer and completion items and essay questions. In the short answer and completion items, the alternative choice items require recognition of the correct response. In most situations, the same material could also be tested using a format that requires students to supply the correct response. Furthermore, the essay questions provide a basis for evaluating the ability to
organize, integrate and evaluate knowledge. Responses to essay questions may also reflect student’s attitudes, creativity and verbal fluency.

The types of achievement tests can be classified in various ways. One major distinction is between standardized and teacher-made classroom achievement tests. The teacher-made classroom achievement tests are more likely to reflect the current educational objectives of a particular school or teacher and more specific to a particular teacher, classroom and unit of instruction. It is easier to keep up to date than a standardized test.

On the other hand, the standardized tests are built around a core of educational objectives common to many different schools. These objectives represent the combined judgments of subject-matter experts who cooperate with test-construction specialists in developing tests. Standardized achievement tests are also concerned as much or more with understanding and thinking processes as with factual knowledge.

5.2.5 Intelligence Tests

Intelligence refer as abilities manifested in many ways across life such as acquiring and maintaining intelligence, using rational judgment, effective reasoning, good in command language and good in deal with problems. Thus, intelligence test refers as measurement test designed to measure individuals’ aptitude for cognitive activities focusing on verbal ability and problem solving (Ornum et al., 2008).

Overall, most of the intelligence theories included judgment, understanding, reasoning, abstract thinking, and speed and amount of learning. Theories of intelligence can be categories into 3 aspects that are psychometric theories, developmental theories and information-processing theories.
Psychometric theory focuses on individual differences in cognitive abilities and tries out the cause of the difference. Developmental theories emphasize on uniformities cognitive growth rather than individual differences. While, Information-Processing Theories is concerned on identifying the cognitive process which brain deals with information.

Conclusion

- Tests can be used for screening job applicants, educational classifications, counseling-growth, personnel decisions, diagnosis and evaluation for interventions or research.
- The career testing and measurement can be categorized into personality test, work value, vocational interests, intelligence tests and achievement tests. There are different purpose, function and use for each test.
- We can use the career testing and measurement as a guideline to help us to more understand ours personality, interests, work value, achievement and intelligence.
References


IDENTIFYING YOUR INTERESTS

Interests are preferences for certain types of activities. Identifying your interests is one of the most important personal characteristic for you to access in making academic or career choices. Research indicates that you can predict satisfaction with an occupation if it is compatible with your interests.

Interest may be measured in several ways. You may compare your interest with workers in occupations or with the work tasks involved in the occupations. This exercise compares your interest with the work tasks of various occupations.

<table>
<thead>
<tr>
<th>Interest factor</th>
<th>Like</th>
<th>Dislike</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Artistic</strong>- interest in creative expression of feelings or ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Scientific</strong>- interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, life sciences, and natural sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Plants and Animals</strong>- interest in activities involving plants and animals, usually in an outdoor setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Protective</strong>- interest in the use of authority to protect people and property</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Mechanical</strong>- interest in applying mechanical principles to practical situations, using machines, handtools, or techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. <strong>Industrial</strong>- interest in repetitive, concrete, organized activity in a factory setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Business details</strong>- interest in organized, clearly defined activities requiring accuracy and attention to detail, primarily in an office setting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Gordon (n.d.)
Work Values Profile

1. Indicate which factors are important influences toward your satisfaction with a job.

Use a scale of 1-3:  
1 – very important  
2 – a key consideration  
3 – not important

a. Earning a large salary
b. Satisfying my family/friends with my career choice
c. Personal satisfaction with my work
d. Prestige, “high status” job
e. Intellectual stimulation
f. Creative flexibility
g. Job security
h. Flexible schedule
i. Helping others
j. High degree of autonomy
k. Exciting environment
l. Challenging work, but without pressure
m. Working by myself
n. Working as part of a team
o. Supervising others
p. Being my own boss
2. Which three of the above items are most important to you in terms of what you want out of your work?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

SOURCE: Originally developed for Displaced Homemakers Program housed at Mills College, now at Women’s Care Center (n.d.).

Basic Values

PURPOSE
To understand the basic values that human beings seem to share.

ACTIVITY
Rank each column of values by your priority, #1 highest, #8 lowest.

<table>
<thead>
<tr>
<th>CONDITIONS OF LIFE OR GOALS</th>
<th>BEHAVIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>____A comfortable life</td>
<td>____Ambitious</td>
</tr>
<tr>
<td>____An exciting life</td>
<td>____Broadminded</td>
</tr>
<tr>
<td>____A sense of accomplishment</td>
<td>____Capable</td>
</tr>
<tr>
<td>____A world at peace</td>
<td>____Cheerful</td>
</tr>
</tbody>
</table>

91
A world of beauty
Equality
Family security
Freedom
Happiness
Inner harmony
Mature love
National security
Pleasure
Salvation
Self-respect
Social recognition (approval)
True friendship
Wisdom

Clean
Courageous
Forgiving
Helpful
Honest
Imaginative
Independent
Intellectual
Logical
Loving
Obedient
Polite
Responsible
Self-controlled

Rewrite each list in your numerical order.

Compare lists. Ideally, people should prefer behaviors that will help them reach their goals. In reality, many feel constantly confused and frustrated because their two sets of values are pulling them in opposite directions.

Write a paragraph pointing out the consistencies in your list and evaluate an inconsistencies as you are aware of them.
LOST IN THE SEA

Imagine that the diagram below is an aerial view of these islands. From the information available to you, you know that each is populated or highly civilized and advanced people who moved to these locations in order to associated with other like-minded people and to enjoy the balmy climate. The people on each island have the characteristics described in the diagram. You know that you will be on the island for a long time since ships make only infrequent visits to these locations. You also know that transportation between these six islands is nearly non-existent. Where you land therefore, determines what kinds of people you will be spending your time with for a long while. For this reason, you will want to select very carefully which island you wish to land on. Select your first, second and third choice of islands.

“R” People who are stable, frank and active, who like athletics or mechanic activities, and who prefer to work with things (Machine, tool, etc.)

“S” People are friendly and skilled with words, who like to work with people to inform, enlighten, help, train, develop, or cure them.
“I” People who are intellectual and introverted, who like to observe, learn, investigate, analyze, solve complex puzzles and work.

“A” People who are individualistic, imaginative, and impulsive who like to work in unstructured situations using their imagination and creativity.

“E” People who are extroverted and sociable, who like to work with people to influence, persuade, lead, or manage them for organizational or economic gain.

“C” People who are neat, orderly, and practical, who like to work with data (facts, figures, numbers) in structured settings and who are good at carrying out details or following instructions.
UNIT 6:
CAREER INFORMATION

Objectives

At the end of this Unit, students will be able to;

a. State definition of career information
b. Differentiate different type and nature of information
c. Demonstrate understanding of career resources

As deliberated earlier, the main objectives of career advising and guidance is to assist a person in identifying what information they need, determining where such information can be obtained, ensuring that the information acquired is accurate and current, and planning how such information can be used as a basis for action. Clearly, information is a central theme to be able to move career advising and guidance to its final stage that is the decision making by the individuals.

Career Information

- Any form of information pertaining to training or jobs either printed or not
- An ordered presentation of a information on occupation or job or career
- Is a valid information and useful for any jobs discussed
6.1 What is career information?

The National Vocational Guidance Association (NVGA) define career information as ‘Information related to the world of work that can be useful in the process of career development including educational, occupational and psychosocial information related to working e.g. availability of training, the nature of the work and status of workers in different occupation (Sear, 1982). There are three elements in this definition;

- **Educational information** – refers to material about all types of existing or potential educational and training opportunities including nature and purpose of the training or academic program, requirement for admission, specific courses, minor or major options, cost, possible career in future and so forth.

- **Occupational information** – materials directly concerned with duties; requirements for entrance, typical job descriptions, supply and demands and sources of additional information about positions, jobs and occupations.

- **Psychosocial information** – any materials that help the individual understand the human and physical environment that surrounds him/her and the way in which individuals relate to one another and to the existing or anticipated environment.

Maklumat kerjaya - adalah satu susunan maklumat yang teratur yang boleh membantu individu memahami diri, mempelajari dunia pekerjaan serta mendapatkan pengalaman yang boleh membantu mereka membuat keputusan mengenai kerjaya.
6.2 Uses of occupational information (Brown & Brooks, 1990)

- To clarify which occupational alternatives are congruent with individual's interests, skills, values, and current need of life situation
- To generate new occupational alternatives
- To narrow the number of occupational options currently under consideration
- To help inexperienced clients become familiar with the world of work
- To correct stereotyped or inaccurate impressions regarding specific occupations
- To motivate career decision making by illustrating rewards associated with career choices

Relationship Between Information (Data) and Decision Making

- Having reliable data is essential to career decision making.
- Data may be acquired from print sources, computer-assisted career guidance systems, websites, and/or people.

Principles for using information effectively

- Motivation For client's benefit
- Evaluation of information
- Use of information

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6.3 Types (nature) of career information

- **Pre-occupational information** – consists of personal or self information and occupational information that prepare for career entry. Self information or self assessment are information that are related to the individuals themselves such as personalities, values and career objectives while occupational information is about the job itself such as training needed and qualities of job holder.

- **Occupational information** – This information is different then the above it it consists of information about the occupation during the career itself not before the entry point. Ex: Job descriptions, career path, salary, professional training, housing loans, and pension scheme. Generally, this kinds of information can assist individuals to plan for their career developments to achieve higher level of excellence in their career.

Example of Data

- Occupational descriptions
- Descriptions of schools
- Descriptions of programs of study
- Descriptions of military occupations
- Descriptions of apprenticeships/internships
- Listing of jobs
- Descriptions of financial aid

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6.4 Two broad information delivery system

- Non interactive – print such as books, monograph, audio visual such as films and slides, paper and pencil, inventories
- Interactive – computer assisted career guidance systems, card sorts, structured interviews with experts that involve direct questioning

What are other types of information usable in career development? Can you classify them whether as interactive or non interactive? What about if you observe others doing their work? Or practical training?

6.5 Sources of information (Brown & Brooks, 1990)

- Print Material
- Computer-based information system
- Audio-visual material
- Interviews
- Experience – first hand information and direct observation
- Comprehensive systems of information
Examples

- Printed material such as DOC – Dictionary of Occupational Classification – Jabatan Tenaga Kerja. Buku kerjaya, career magazine such as job street, GRADUAN, university prospectus, pamphlets
- Computer-based - computerized information and guidance, enjoyed by clients
- Experience - Direct experience such as job shadowing, volunteer work, internship. First-hand information and direct observation
- Comprehensive systems of information - Standard information available to all.
  Example: Info maintained by Kementerian Sumber Manusia, Jabatan Tenaga Kerja.

Career Resources

- Jabatan Tenaga Kerja
- Kementerian Belia dan Sukan
- Kementerian Pendidikan Tinggi Malaysia
- Jabatan Perkhidmatan Awam
- Majlis Amanah Rakyat
- Pejabat Kedutaan dan Suruhanjaya Tinggi negara asing
- MACEE, British Council
- Employment agency

Name other resources where you can gather information. List few homepage addresses that would be beneficial to get career information
6.6 Physical Career Center

Career information which can come in different types of resources can be housed in one special area or sometimes referred to as career resource center. This centre usually:

- Centrally located
- User-friendly
- Equipped with computers and Internet connections
- Equipped with video display devices
- Staffed with trained persons
- Organized by material type, content, career planning step, or life role

6.7 Using Computer

In counseling setting, generally individual or clients can mask other problems under the rubric of career concerns. This is particularly true because career concern has little risk to start with as compared to other deep seated personal problems. Some individuals may profit from use of technology because of learning or personality style. Research indicates that the most effective intervention is a combination of technology and support.
Advantages of Internet Delivery of Career Information and Interventions

- Provides access from many places, 24/7.
- Can serve very large and dispersed audience.
- Databases can be updated frequently from one central source.
- Linkages to other websites can be incorporated.
- Counselor support can be provided online.

Disadvantages of Internet Career Planning Services

- Access and operation may be slow.
- Use of audio and video may not be feasible because of bandwidth and other technical concerns.
- The Internet is not a secure environment.

Types of Computer-Assisted Systems

- *Assessment* - sole purpose of administering and interpreting assessment instrument(s)
- *Career information system* - includes several databases and search strategies through them
- *Career planning system* - in addition to above, provides assessment and a career planning process and stores a user record
Conclusion

a. At some point in our life, we need to gather information about the world of work and occupations that we have identified as a possible alternatives

b. There are different categories of sources with specific advantages and limitations

c. Information gathered need to be analyzed and evaluated in order to make a sound decision.

References


UNIT 7:

CAREER PLANNING ACROSS A LIFESPAN

Objectives

At the end of this Unit, student will be able to;

a. State process of career planning
b. Discuss life cycle and career cycle
c. Identity strategies in promoting successful career planning

Introduction

In this Unit, discussion will be focusing on career planning. It often said that ‘failure to plan is planning to fail’. With all the necessary information about self and world of work were gathered and analyzed, then one need to decide his or her course of action. At this juncture, careful and systematic planning is essential.

Generally, career planning should not be a single life event. This is because it is understood that career planning is an ongoing, systematic approach for examining alternatives, as well as recognizing barriers which could interfere with creation of a satisfactory choice. Career planning connotes life planning as well as successful career contribute to better life satisfaction.
7.1 Career planning

Career planning is a lifelong process, which includes choosing an occupation, getting a job, growing in our job, possibly changing careers, and eventually retiring. Career planning incorporates short-term and long-term career goals, personal goals and also possible constraints or challenges.

- A short-term career planning focuses on a specific timeframe ranging from the coming year to the next few years, depending on the job-seeker. The key characteristic of short-term career planning is developing realistic goals and objectives that can be realized in the near future.

- A long-term career planning usually involves a planning span or duration of five years or longer and involves a broader set of guidelines and preparation. This is partly contributed to the fact that businesses, careers, and the workplace are rapidly changing, and the skills that individual have or plan for today may not be in demand years from now. Long-range career planning should be more about identifying and developing core skills that employers will always value while developing our personal and career goals in broad strokes.

7.2 Goals in career planning

By setting goals, individual creates a picture of "ideal future." First, acquiring self-awareness and understanding is one goal in career planning. Appraisal of strengths and weaknesses is an important step in career planning. Such an assessment enables individual to better understand themselves in relation to goals and plans. The
results of this assessment will allow realistically evaluating themselves and helping them appropriately apply the knowledge to career planning. Achieving personal satisfaction from career is another goal in career planning. Since individual spend much of our life working, individual should select a career which will yield the highest return in personal satisfaction. To drive satisfaction from out life’s work, individual must understand the requirements of career and recognize out interest and desires.

Part of goal in career planning will be attaining work for which individual feel adequately prepared. During career planning, individual may want to avoid areas which provide limited opportunities or are not suited to our interest. Appraise our asset and liabilities and compare them with the requirements for various careers. Such an approach will help us find a career for which individual will be adequately prepared. Another goal of career planning is to enable us to systematically select a career. Systematic planning will help us to avoid trial-error methods and help us spend more time working towards our stated goals.

Major benefit of career planning are improved self-awareness and self-understanding, knowledge of various career fields, effective decisions-making skills, information pointing towards the location of available career and skills for marketing ourselves.

7.3 Process of Career Planning

An exact step-by step sequence for a career planning process is difficult to establish because we all have our own individual differences and preferences. According to Bergland (1974) and Kinnier and Krumboltz (1984), have included eight steps of career planning.
• We need to become aware and committed - When we realize that we are confused and undecided about our career and than become willing to dedicate ourselves to a program of action towards resolving this problem. Once we become aware of the need to establish a career goal, commit ourselves to a career planning process and become an active agent in charting our own future. Thus, commitment, purpose, involvement and persistence are qualities essential to career planning.

• Study our environment - Many aspects of social environment affect career decisions. Among them are home, other peoples, workplaces and community.

• Analyze and process data about our personality characteristic (self-evaluation). We need self-knowledge to make judgments about our occupational prospects. Career assessments may be required to promote a better understanding of personal attributes and skills. This includes;
  • our interest,
  • needs,
  • achievement,
  • abilities and
  • values.

• Generate alternatives - which help us to create several goals, plan, or course of action to solve the problem of career indecision. These are called occupational prospects. In career planning, alternatives are different potential occupational that look attractive. Many ways of generating occupational alternative exist by using the available resources such as inventories, pamphlets, and computer-based guidance.
Collect and study accurate information about our occupational prospects which is so called gather information. As we work on expanding our list of occupational prospects, remind ourselves that one of those occupational could provide us with a livelihood.

Make a decision on all the information we gather about ourselves and occupational prospects so that we can arrive at some tentative or definite conclusion about the future career direction. Understand from the outset that our career decision may change as we receive the new information. Our personality and the environment continue to change so the original ranking of our occupational alternative will need to be re-examined.

Implementing the decision means putting our career decision into practice in order to reach our goal. For example:

- developing a job search strategy,
- writing resume,
- gathering company information, c
- composing cover letters and
- preparing for job interviews.

Get feedback - involve awareness of emotional reaction to how well career decision is working as one move into a job and continue with it. However, even the best career decision can lead to frustration and disappointments. Feedback renders our career decision-making model more dynamic and open-ended.
Figure: A comprehensive model of career planning.
7.4 Career Life Cycle

The career life cycle was divided into four stages by Schein (1978) which are entry, socialization, midcareer, and the late career.

- In the entry stage tasks, a preliminary occupational choice is making that determines the kind of education and training to pursue. A viable ‘dream’ that is an image of the occupation or organization that can serve as the outlet for one’s talents, values, and ambitions is developing. Preparing oneself for the early career through “anticipatory socialization,” to develop what one considers to be the attitudes and values necessary for succeeding in one’s chosen occupation. Then, face the realities to find a first job.

- In the socialization stage tasks, the reality of human organization is accepted. For example, dealing with people and communicating. Then, deal with the resistance to change. Learning how to work and coping with too much or too little organization and too much or too little job definition. Dealing with the boss and deciphering the reward system that learns how to get ahead. One’s place in the organization will be located and an identity is developed.

- In the midcareer stage tasks, is finding career anchors. A career anchor is an occupational self-concept or self-knowledge that “serves to guide, constrain, stabilize and integrate the person’s career”. There have five types of career anchors: managerial competence, autonomy, security, technical/functional competence, and entrepreneurial creativity. Later, three more types were added that are service/dedication to a cause, pure challenge, and lifestyle.
In the late-career stage tasks, a person may become a mentor and achieving a proper balance of involvement in work, family, and self-development. Later, he or she may let go and retiring.

7.5 Career planning across a lifespan

7.5.1 Children and primary school

As explain in previous Unit, especially in theory of career development, careers unfold and develop throughout the life span. For children and adolescents, school and leisure activities are their work. Their world outside own home!

- Children move through the first two of Erikson's eight stages prior to entering primary school. Basically those who coped successfully with these stages have developed trust and autonomy. When students do not develop trust and autonomy, they experience consequences of mistrust, doubt, and shame.

- During elementary school years, students need to develop initiative (ages 4-6) and industry (ages 6-12). When these tasks are accomplished, they use curiosity to gather information about themselves and the world. These behaviors result in personal effectiveness that is rewarded by positive outcomes.

- When children move to middle childhood, according to Havighurst, they must be able to develop physical skills for participation in games, build positive attitudes toward oneself, develop interpersonal skills, become more tolerant and learn appropriate gender social roles.

- Thus, according to Super & Savickas, goals of career interventions at Primary School pertaining to career planning are to encourage students to participate in activities related to their interests, help children become concerned about the future, increase personal control over their lives and convince themselves to
achieve in school and later at work and develop competent work habits and attitudes

■ Career Development Guidelines for Primary School students include;
  ■ **Self-Knowledge** - knowledge of the importance of self-concept, skills to interact with others and awareness of the importance of development and change

  ■ **Educational and Occupational Exploration** - awareness of the benefits of education and academic achievement, awareness of the relationship between work and learning, skills to understand and use career information, awareness of the importance of personal responsibility and good work habits, awareness of how work relates to the needs and functions of society

  ■ **Career Planning** - understanding how to make decisions, awareness of the interrelationship of life roles, awareness of different occupations and changing gender roles, awareness of the career planning process
Ways in Which Parents Can Assist Children (Herr & Kramer)

- Encourage children to analyze interests, capacities, values
- Communicate work requirements to children.
- Discuss the importance of work values in work behavior.
- Explain the relationship among work, pay, and the economic condition of the family.
- Connect children with informational resources (workers, books, films).
- Be careful to avoid stereotyping occupational alternatives and workers.
- Provide children with opportunities for work in the home and community.
- Provide children to practice decision-making skills.

7.5.2 Adolescents and secondary school

As you have learnt in other classes, adolescence is associated with storm and stress as they go through a lot of physical and emotional changes to enter adulthood. Similar to children, adolescent’s lives are very much focused on their school and peers.

- Developmental Tasks of Secondary School include to achieve new and more refined relations with peers, attain emotional independence from parents and other adults, set vocational ambition which form a central part of career planning at this age, get ready for marriage and family life, develop skills for community competence, acquire a set of values and an ethical system as a guide to behavior and set realistic goals and make plans for achieving these goals.
• According to Super & Savickas (1996), goal of Secondary School career
guidance is to help students cope successfully with the tasks of crystallizing
and specifying occupational preferences

• Career Development Guidelines for Secondary School Students includes;
  • **Self-Knowledge** - Knowledge of the influence of a positive self-
    concept, skills to interact with others and knowledge of the importance
    of growth and change
  
  • **Educational and Occupational Exploration** - Knowledge of the
    benefits of educational achievement to career opportunities, 
    understanding of the relationship between work and learning, skills to
    locate, understand, and use career information, knowledge of skills
    necessary to seek and obtain jobs and understanding of how work
    relates to needs and functions of the economy and society
  
  • **Career Planning** - skills to make decisions, knowledge of the
    interrelationships of life roles, knowledge of different occupations and
    changing male-female roles and understanding of the process of career
    planning

• Potential Issues Confronting secondary school students (Herr & Cramer,
  2004) include;
  
  • the need to develop and implement a career plan,
  
  • a need to catch up on career development tasks because past
    interventions have not been systematic,
  
  • need to combat internal and environmental pressure that
    surrounds career decisions and
  
  • the need to examine advantages and disadvantages of various
    post-secondary school options
7.5.3 Young adult and university students

Generally the career needs of students in higher education reflect the psychological development they go through from late adolescents to early adulthood. It is understood that today’s students are diverse in background, characteristics, developmental levels, and career development needs.

- College and university student seek career guidance as they want to learn more about themselves, to identify career goals, become more certain of their career plans, explore career options, do educational planning and learn job search skills.
- Therefore, goals of career interventions in higher education should help students learn to identify and transfer career interests to a plan of action, help students relate interests and goals to opportunities, help students relate their career plans to life goals and opportunities, help students learn how to evaluate their progress toward career goals through academic preparation.
Career Services in higher institutions need to include courses, workshops, and seminars. A structured group experiences on topics such as career decision making, career planning, and job search skills. A group counseling activities for students dealing with career indecision, career indecisiveness, and job search anxiety, individual career counseling and also placement programs

Career Development Goals in Higher Education (Griff)
- Increase career and self-awareness
- Develop decision-making skills
- Acquire knowledge of current and emerging occupational options
- Develop job search skills
- Crystallize career goals
- Participate in academic planning

7.5.4 Mature adult

As individual entered a job market and involve in world of work, concept of career planning is now focus heavily on career management and life planning. Individual at this stage usually married and some may have young children. At work, they might have issues concerning work adjustment and personal adjustment, occupational stress. Career information useful at this stage include a more complicated self assessment tools, labor market information and placement exchanges/organizational potential assessment, developmental programs, consultation, wellness
Career Development competencies in adulthood include;

- **Self-Knowledge** - skills to maintain a positive self-concept, skills to uphold effective behaviors, and capability to understand developmental changes and transitions

- **Educational and Occupational Exploration** - Skills to enter and participate in education and training, skills to participate in work and lifelong learning, skills to locate, evaluate, and interpret career information, skills to seek, obtain, maintain, and change jobs and ability to understand how the needs and functions of society influence the nature and structure of work

- **Career Planning** - skills to make decisions, ability to understand the impact of work on individual and family life, ability to understand the continuing changes in male-female roles, skills required to make career transitions

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**Mid-life crisis and career development**

- Decline in muscular coordination and restricted activity
- The awareness of aging and the passage of time thus learning to accept the psychological process of aging
- The ‘empty nest syndrome’ – the last child leaves home. The difficulty of adjustment for parent that might create issue at the workplace
- The unavailability of career program at the workplace or in community
- Many adult do not keep pace with the changing technologies, procedures and practices that characterize their occupational field.
- The opportunity for mid-career shifting becoming limited
c. There are different needs of individual according to their life span and psychological development. Career planning has to take in account factors that are most salient to these different groups.

References


UNIT 8:

GUIDANCE AND ADVISING AT THE WORKPLACE

Objectives
At the end of this Unit, students will be able to;

a. State the importance of guidance and advising at the workplace
b. Discuss job satisfaction and it’s relationship to workplace productivity
c. Demonstrate understanding of measuring job satisfaction

Introduction

Career development at the workplace includes developmental and remedial function of career counseling, adjustment in the workplace by workers, reentry or those who were transferred or promoted to new work environment. Other activities include human resource management, employee assistance programs and career development in the organizations.

Career development at workplace is important as the work organization such as culture, procedure and practices create career patterns for employee. One important phenomenon is the recognition of occupational stress contributed by the job and organization that will influence individual quality of life. Lastly, career guidance and advising are crucial at the workplace as the ever changing skills required by organizations such as lifelong learning, work in team and always be flexible might become a challenge or issue to some workers
8.1 Employee's expectation

- Workload
- Control over one's work
- Tangible and intrinsic rewards of work
- The relationship and sense of community among co-workers
- The perception of fairness in the workplace
- The role of personal and organizational values

Model of career stages (London and Stumpf, 1982)

- Stage 1 - exploration and trial
- Stage 2 - establishment and advancement
- Stage 3 - Midcareer: Growth, Maintenance, Decline
- Stage 4 - Disengagement

8.2 Job Satisfaction

Generally, job satisfaction indicates the overall attitude of liking or disliking a job, is a universal and essential aspect of adult career development. Job satisfaction is an important indicator of a person's psychology well being or mental health. As a matter of employee's welfare, individual's job satisfaction should be highly experience. Rather than that, it is often assumed that job satisfaction will lead to motivation and good work performance.
Job satisfaction is defined as the pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976).

The link between job satisfaction and work performance is an example of how attitude of an individual affect behaviors. These refers to variety of aspects of the job that influence a person’s level of satisfaction, that include attitudes toward pay, working conditions, colleagues and boss, career prospects and intrinsic aspect of the job itself. Taber and Alliger, Locke(1995) pointed that job satisfaction will depend partly on how well people’s tasks fit their long-term purposes, how much their self esteem depends on their job and which job are experiences are processed most thoroughly in their memory.

Job Satisfaction has to be emphasized to all people because an individual spend approximately 86,000 hours of their lives working and it is an important element of employees’ mental health (Reardon, Lenz, Sampson, & Peterson, 2000).

8.2.1 Measurement of job satisfaction

There are many methods using in measuring the job satisfaction. Generally, the Job in General index is an overall measurement of job satisfaction. It was an improvement to the Job descriptive Index (JDI) because the JDI focused too much of an individual facets and do not emphasizes enough on work satisfaction. Job Descriptive Index (JDI) measures pay, promotion, supervision, nature of the work and characteristics of co-workers.
Job Description Index (JDI; Smith et al., 1969), the Job Satisfaction Scale of Warr et al. (1979) and the job satisfaction scale of the Occupational Stress Indicator (OSI; Cooper et al., 1987) are the measures of job satisfaction the workplace.

Other job satisfaction scales are Job Satisfaction Survey (JSS), Minnesota Satisfaction (MSQ) and the facets scale. The JSS includes 36 items questionnaire that measures 9 facets of job satisfaction. For the MSQ test, it measures job satisfaction in 20 facets and it includes long form questions (5 items from each facet) and short form with 20 questions (1 item for each facet). Last but not least, the facets Scale of job satisfaction measured overall job satisfaction with just one item which participants respond to by choosing a facets.

8.2.2 Causes That Lead To Job Satisfaction

There have many factors that can lead to job satisfaction. Many previous studies found has a meaningful relation of these variable with job satisfaction.

- Age
- happiness at work.
- comparison between the expectation of a job and what has in a job
- job stressors
- hygiene factors and motivator factors,
- job characteristics, and
- human basic needs.
Locke’s Range of Affect Theory (1976) predicts that satisfaction is determined by a difference between what one wants in a job and what one has in a job. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), weigh against to one who doesn’t value that facet.

8.2.3 Work stress

A number of other characteristics of work, generally called workplace and work role stressors have been shown to influence job satisfaction (Fairbrother & Warn, 2003). Job stressors can lead to short term (job dissatisfaction and boredom) and long term (poor physical and psychological health) consequences, typically called strain. This kind of strains can influence a person towards job satisfaction. For example, job can be stressful because of;

- Poor physical conditions, such as high levels of noise, lack of privacy and extreme temperatures.
- Role stressors include role ambiguity as a person lack of clear understanding of role expectations,
- role overload (having too much of work to do or having a difficult task) and
- role conflict (having an incompatible role expectations).
- Other stressors, including under-utilization of skills and lack of career development have also been examined.
8.2.4 Motivation and hygiene

Two Factor theory or Motivator Hygiene theory (Hezberg, 1966) states that satisfaction and dissatisfaction are driven by different factors which are motivation and hygiene factors, respectively.

- Motivator factors are based on an individual's need for personal growth. When they exist, motivator factors actively create job satisfaction. If they are effective, then they can motivate an individual to achieve above-average performance and effort. Motivator factors are intrinsic factors which include achievement in work, recognition, promotion opportunities.

- Hygiene factors are extrinsic factors based on the need to for a business to avoid unpleasantness of work. If these factors are considered inadequate by employees, then they are no satisfaction with work. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions, interpersonal relations. Job enrichment is an effort to expand the scope of the job to give employees a greater role in planning, performing, and evaluating their work. Job Enrichment can remove some management controls and make people accountable and responsible for their work. At the same time, it creates complete work units where possible, provide regular and continuous feedback and finally encourage employees to take on new tasks or become experts in old ones. The goals of job enrichment are to increase personal growth, fulfill needs for achievement and responsibility, and provide recognition.
Combining the hygiene and motivation factors results in four scenarios:

<table>
<thead>
<tr>
<th>High Hygiene + High Motivation</th>
<th>the ideal situation where employees are highly motivated and have few complaints.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Hygiene + Low Motivation</td>
<td>Employees have few complaints but are not highly motivated. This job is perceived as a paycheck</td>
</tr>
<tr>
<td>Low Hygiene + High Motivation</td>
<td>Employees are motivated but have a lots of complaints.</td>
</tr>
<tr>
<td>Low Hygiene + Low Motivation</td>
<td>Unmotivated employees with lots of complaints.</td>
</tr>
</tbody>
</table>

8.3 Job Characteristics Model

Job Characteristics Model is widely used as a framework to study how particular job characteristics impact on job outcomes. This model proposed by Hackman and Oldham (1976) which states that there are five core job characteristics:

- **Skill variety** - Skill variety describes the degree to which a job requires a number of different skills, abilities, or talents. Such activities must not merely be different, but distinct enough to require different skills.

- **Task identity** - defines the extent to which a job requires completion of a whole and identifiable piece of work.

- **Task significance** - refers to the importance of the job; the extent to which the job has an impact on the lives of other people, the organization or the external environment.
- **Autonomy** - Autonomy is the degree to which the jobholder is free to schedule the pace of his or her work and determine the procedures to be used. It is the extent to which the worker has freedom within the job to decide how it should be done.

- **Feedback** - Feedback is the degree to which the individual doing a job obtains information about the effectiveness of the performance. In other word, the extent to which there is correct and precise information about how effectively the worker is performing.

### 8.4 Consequences Of Satisfied And Dissatisfied In Job

Job satisfaction is very important as it brings:

- positive effects to an individual, society as well as organization. When one obtain satisfaction in their job, they are more motivated and consequently performs better from getting additional responsibility assigned, may feel much better valued and encouraged to higher productivity if they are merely being listened to, or given some flexibility in work schedule. This will improve self-confidence of someone towards the job and they will be more happy and confidence to do well in their job.

- Greater job satisfaction has also been generally related to reduce intent to leave the organization (Mowday, Koberg, & McArthur, 1984).

- Job satisfaction has been shown to be strongly related to organizational commitment (Porter, Steers, & Mowday, 1974) and to organizational citizenship behaviors (Organ, 1988).

- Job satisfaction has a relationship to productivity on the job.
Job satisfaction not only lies in its relationship with performance but it also as stabilizing effects such as reducing tardiness, absenteeism, and turnover.

Job satisfaction mediate the effects of in-role performance, role conflict, and job-induced tension on intent to leave and extra-role performance.

1.3 Strategies To Improve Job Satisfaction

- Set new challenge is a strategy to maintain or increase individual’s satisfaction in job when individual is stuck in a job because of lack ability in handle the job.

- Individual should use positive thinking to reframe their thoughts about their job to improve their satisfaction. Individual need to stop negative thinking about their job and pay attention to the messages they give to themselves.

- To improve intrinsic motivation, self help program such as emotional control, coping stress and time management program are suggested to develop in organizations so it can benefit all the employees.

- Employers with feedback from individuals must look at appropriate extrinsic factors such as provide more opportunity of promotion, give them a comfortable place to work, salary or bonus for an individual is an effective way to improve or maintain a satisfied with their job.

- Career counselor also can help individuals to increase their job satisfaction which can identify near-term career search strategies that can be implemented with immediate
CONCLUSION

a. Job satisfaction is very important and has strong influence in human life. People always seek satisfaction in their job to make their life more successful and happiness.

b. Job satisfaction has an effect on job performance as well. It will promote employees organizational commitment when they feel that they are satisfied with their jobs. Therefore, we need to increase our job satisfaction and decrease the dissatisfaction in our job.

References


UNIT 9
CAREER EDUCATION AND CAREER PROGRAM

Objectives

At the end of this Unit, student will be able to;

c. describe the importance of career education in career development
d. associate curriculum and objectives of career education
e. prepare a comprehensive proposal of a career program

Introduction

As discuss earlier, career development is a lifelong process involving series of experience accumulated from variety of activities. One significant element of career development is a career program that entails career education. Consequently, career education is important so that development of self and career can be promoted through structured or non structured activities. It should be noted that career education is part of other type of education such as moral, economy and sciences. This unit will discuss career education and program development that complement career education.
9.1 What is career education?

Career education is a comprehensive and organized instructional program that enable students, in accordance with their interest and abilities to acquire the knowledge, skills and attribute necessary for developing viable personal plans for lifelong and for productive, personally rewarding employment in a rapidly changing society. In other words, career education encompasses all education in that it is a part of a learning experience that assists an individual to discover, define and refine his talents and use them optimally in pursuit of a career. Career education not only provides job information and skills development, but also helps students to develop attitudes about the personal, psychological, social and economic significance of work.

**Pendidikan kerjaya (Sidek, 2002, p258)**

Ialah program pengajaran yang menyeluruh dan tersusun yang membolehkan pelajar memperoleh pengetahuan, kemahiran dan atribut-atribut lain bagi membina rancangan peribadi yang bersesuaian untuk pembelajaran jangkapanjang, produktif dan menguntungkan khususnya dalam masyarakat yang sentiasa berubah bersesuaian dengan minat dan kebolehan mereka

The Australian Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) defines career education as “The development of knowledge, skills and attitudes through a planned program of learning experiences that will assist students to make informed decisions about their study and/or work options and enable effective participation in working life".
9.2 Importance of Career Education

The main goals of career education is on developing self awareness, fostering career awareness, guiding individuals in career exploration and assisting them in career preparation. To be able to achieve these goals, career education need to encompass elements such as:

- learning about the world of work, its changing nature, the general expectations of employers, and the demands of the workplace
- developing self-awareness in relation to interests, abilities, competencies and values
- developing awareness and understanding of occupational information and career pathways
- developing skills in decision-making which can be applied to career choices
- acquiring the skills necessary to implement the career decisions made. (MCEETYA Career Education Taskforce, 1998).

### Tujuan Pendidikan kerjaya (Sidek, 2002)

- Bagi memotivasi, melatih, memberi kaunseling dan membaiki kehidupan berkaitan dengan pekerjaan
- menolong individu melibatkan diri, menyumbang dan memenuhi tuntutan sebagai warganegara
- Bermatlamatkan merangasang individu dalam pencarian maklumat, memproses dan mengintegrasikan maklumat, memperingkat keupayaan membuat keputusan
9.3 Concepts of career education

Sidek (2002) outlined three important concept of career education that is practiced in the U.S.

- Career education is part of academic curriculum to all students not to some of them
- Career education is a continuous process and activity starting from year one in primary school, continue to secondary school and then to the higher institution
- All student leaving the school must possess necessary knowledge and skill for their career undertakings

Komponen Pendidikan Kerjaya (Sidek 2002)

- Bilik darjah
- Perolehan kemahiran bekerja samada melalui bilik darjah atau pengalaman luar
- Program perkembangan kerjaya
- Interaksi institusi latihan, pekerjaan dan pertubuhan sekerja bagi menyediakan persekitaran pembelajaran yang lebih baik
- Rumah dan keluarga di mana individu membentuk sikap dan konsep awalan terhadap kerjaya
9.4 What are the components of a career education program?

According to Sidek (2002), components of career educations includes;

- The classrooms where all possible learning and articulation of knowledge and skills with regard to career development is substantially in action
- The acquiring of specific job skills whether hands on or in a structures classroom situation
- Career development programs that exposes individuals to career alternatives, formation of work ethics, set of works values that will enables individuals to make career decisions
- Interaction among training institutions, employee, labors organizations and maximizing learning to the individuals
- Home and family as a basic institutions where the individuals starts to develop and refine their attitude and self concepts


a. **Self awareness** activities typically involve students in:

- identifying their own personal attributes e.g. physical, intellectual, emotional characteristics, skills, interests and values
- exploring the relationship between their personal attributes and the skills required to be effective in different life/work situations
• evaluating strategies and conditions that affect their learning in different life and work situations.

b. **Opportunity awareness** activities involve students in investigating, exploring and experiencing the world of work and the various pathways within it. Activities might include:

- experiencing and researching different work environments
- investigating a range of occupations and educational and training opportunities
- analysing historical and projected changes in the world of work.

c. **Decision learning** is concerned with learning how to make decisions. Relevant activities involve students in:

- exploring how other people make decisions and understanding the influences on a person's decision-making
- identifying appropriate decision making styles and strategies
- generating a range of career related options for themselves.

d. **Transition learning** relates to the awareness and skills students need to cope with new situations, both desired and undesired. Typical activities include:

- identifying the range of planned and unplanned life/work transitions they may encounter during their lifetime
- exploring how people respond to transitions
- developing the skills to effectively manage a range of planned and unplanned transitions e.g. problem solving, identifying and using support networks.
Fasa Pendidikan Kerjaya, Sidek (2002),

10 langkah dalam melaksanakan pendidikan kerjaya. Ianya dibahagi kepada 4 fasa

**FASA 1**
- Sususn jaringan interaktif individu dan kumpulan yang bermimat
- Wujudkan konsep pendidikan kerjaya dan bina objektif pembelajaran yang diingini

**FASA 2**
- Kaji sistem pendidikan sediaada
- Senarai dan sususn segala sumber yang ada
- Mulakan perancangan satu sistem pendidikan kerjaya yang sesuai

**FASA 3**
- Dapatkan kerjasama dari organisasi dan orang perseorangan
- Laksanakan sistem
- Buat penilaian sistem

**FASA 4**
- Bentuk sistem maklumbalas bagi menggunakan dapan penilai untuk mengubahsuai program dirancang
- Buat penyelenggaraan untuk mengekalkan bahagian yang baik dan mengubungkan dengan jaringan interakatif yang ada
9.5 Principles for best practice career education programs

Best practice career education programs:

- are client focused
- are mainstream
- are endorsed by management
- involve all stakeholders
- use up-to-date information
- use a variety of curriculum resources
- use appropriately trained personnel
- are coordinated, monitored and evaluated

9.6 Career Program Planning

Program for career development like the career itself must be planned. A plan is a map of how to reach a chosen goal by specifying a series of goal-directed activities that take place over time, from a starting point in or near the present to an end point in the future (Yost and Corbishley, 1992).

Program planning is the process of creating a design by which to make a concept like a career guidance and advising or career services program operational, or it may be directed to a subset of a program (e.g., development of a course in career decision making, a series of workshops on job search techniques or Program Minggu Kerjaya).
Planned program can serve as a bridge to translate conceptual models, theory, and research into practice. Planned programs not only emphasize important content, but are useful in describing the likely results. When a planned program has a clear set of outcomes to be achieved, there are likely to be many processes or intervention that can be implemented to achieve selected individual outcomes. Planned program need to include time for unplanned activities.

**Planning skills**

Nowadays workers at all levels need three distinct types of skills:

1. Technical skill - the ability to produce the organization’s goals or services.
2. Human skill - the ability to work in groups as a leader or member.
3. Conceptual skill - the ability to see how organizational units and functions are integrated.

9.6.1 Process of systematic program planning

A systematic approach to program planning rests on the concept of systems analysis, which, in turn, is concerned with the examination of the interrelationships among the parts of a system to formulate goals and objectives. Systematic planning can be defined in term of five stages as described in table 1 and it is fundamentally a process of answering such a basic questions of organizational management as the following:

1. Who are we?
2. What is our purpose?
3. On what will we focus?
4. What are we able to do?
5. What is absolutely necessary?
6. What will we operate?
7. What have we achieved?
Kurpius, Burrello, and Rozecki (1990) have proposed the steps of Strategic planning model for practitioners in human service organizations that summarize many elements common to comprehensive planning models. The steps are:

- Articulating the foundation
  - Beliefs
  - Creating a vision
  - Defining vision
- Assessing the forces
  - Analyzing external and internal factors
  - Generating and assessing essential policies
- Formulating the plan
  - Specifying objectives
  - Generating strategies
  - Implementing action plans
  - Recycling

In essence, the steps of strategic planning program or a systematic approach to career guidance or career intervention is to produce result in a particular type of employee, student, or client knowledge, skills or behavior such as career maturity, self-understanding, decision-making skills. Thus, career practitioner need to build toward that goal by comprehensively taking into consideration the functional relations between elements and people who effect such a goal. In conceiving such a system, the career practitioner needs to take into account:

- Learner, worker, or client characteristics
- Resources characteristics available in a school, employment, or community setting (such as budgets, materials available, referral sources, exploratory sites, personnel who can be involved)
- Helper or counselor characteristics
- Effectiveness of various career interventions for different purpose (e.g. evidence-based best practices)
• Administrative or management requirements, policies, and mission goals.
• Community or intuitional expectations.

In systematic planning, one must begin with a statement of what is to be achieved in career guidance and counseling:
• What goals are to be accomplished?
• What student, employee, or client development is be facilitated.

9.6.2 System Approach to Career Education

Ryan (1994) explains six functions necessary to a systems approach to career education where program can be developed and organizes:

• Establish a conceptual framework
  Determine the rationale, define the basic concepts, and specify the basic assumptions on which the program will be based.

• Process Information
  Gather, evaluate, and store data about community or targeted group, available resources including past program, facilities, and the population to be served. Determine what other information is necessary.

• Assess needs
  Compare the ideal program as built from the rationale, assumptions, and concepts of step 1 with the existing situation in the setting where this program is to be installed. Determine the difference between what the program should be and what it is now is. Assess the perceptions of parents, employers, managers, employees, teachers, students, or other consumers, administrators, and community representatives about what priorities the program should meet; these
could be described as the assessed needs to which the program will be directed.

- **Formulate the management plan**
  Specifying programs goals and performance objectives for participant, employees, or clients. Identify the process that will be related to program goals. Specify the resources and constraints that need to be considered in putting the plan together.

- **Implement the program**
  Put the program plan into action. Provide in-serve training to staff involved, order materials or resources necessary, offer the experience or process related to program goals.

- **Evaluate the system**
  Monitoring the ongoing operations as well as the changes in knowledge, skills, and attitudes of the participants. Determine whether the program is meeting its goals and whether individual elements are effective.

### 9.6.3 Five-stage Planning Model

Herr, Cramer and Niles (2004) suggested a five stages model in planning for and implementing a Career Guidance Program. The stages are:

- **Stage 1: Developing a Program Rationale and Philosophy:**
  **Specifying the Mission**
  - Developing a mission statement, including a program philosophy, legislation or regulations requiring services, the outcomes expected, and for whom.
  - Collect comprehensive data on what consumers and others believe should be program priorities.
  - Collect data on the current program-goals, resources.
  - Identify where the target population
• Determine discrepancies between what current program is and what it should be.
• Specify program rationale or vision.
• Describe theoretical and philosophical bases for the program.
   State assumption and define concepts

• **Stage 2: Stating Program Goals and Behavioral Objectives**
  • Specifying program goals
    • Program goal – described in broad, general terms that may not be tied to specific time constraints.
    • Program objective – describe desired performance, stated in objective, measurable term and related to a time frame (SMART).
  • Specifying individual/group behavioral objectives to be achieved

  **Program Goal and Priorities**
  • Develop based on Need Assessment
  • Simple listing of goals
  • Reordered – verified by immediate support population
  • Reordered – with feedback from secondary sources
  • Tentative prioritizing of needs
  • Final reordering – eliminate irrelevant needs
  • Final goals

• **Stage 3: Selecting Alternative Program Processes**
  • Select alternative program processes
  • Relate program processes to problem goals or specific behavioral objectives
  • Identify resources necessary to implement various program processes.
• Identify personnel (teachers, counselors, human resource specialists, administrators, community representatives, first line supervisors, parents, employers) who have contribution to make to various program processes.

• Stages 4: Developing an Evaluation Design
  • Describe evaluation procedures.
  • Perform summative evaluation to assess whether total program goals are being met.
  • Perform formative evaluation to assess whether program elements are contributing effectively to program goals.
  • Identifying evaluative data to be secured, from whom, and by whom
  • Build or secure data collection instruments
  • Decide on the form of data analysis and who will be responsible
  • Identify persons or groups to whom evaluative data will be provided and in what form.

• Stage 5: Milestones
  • Identify milestones (crucial events) that must occur for program.
    • When staff in-service will occur
    • When information about the program must be prepared and sent to consumers
    • When materials and resources for the program must be ordered
    • When base-line data on participants will be collected.
    • When program will be introduced.
Conclusion

a. Career and advising can be in the forms of program
b. Program planning consists of several activities and need to include all parties involved
c. Objectives of career program must complement the career development goals.

References:


