

**Career Information, Career Counseling, and  
Career Development  
Eleventh Edition**

## Table of Contents

Introduction.....	1
Chapter 1 Introduction to the Global Economy, Social Justice, and Career Development.....	2
Chapter 2 Ethical and Legal Guidelines and the Competencies Needed for Career Development Practice.....	9
Chapter 3 Person-Environment Congruence (PEC) theories: Frank Parson, Theory of Work Adjustment, John Holland and a Values-Based Approach and their Application.....	14
Chapter 4 Developmental Theories and Their Applications: Donald Super and Linda Gottfredson.....	20
Chapter 5 Learning-Theory Based and Socioeconomic Theories and Their Application.....	25
Chapter 6 Contextualist and Chaos Theories and Their Applications: the Vancouver Group, Bloch, Pryor and Savickas.....	30
Chapter 7 Gender as an Issue in Career Counseling: Women, Men, and Sexual Orientation Minorities.....	35
Chapter 8 A Values-Based, Multicultural Approach to Career Counseling and Advocacy.....	39
Chapter 9 Career Counseling with Clients with Unique Concerns: Disabled, Economically Disadvantaged, Veterans and Older Workers.....	45
Chapter 10 Assessment in Career Counseling and Development.....	51
Chapter 11 Using Information to Facilitate Career Development.....	57
Chapter 12 Virtual and Brick and Mortar Career Exploration Centers: Design and Implementation.....	63
Chapter 13 Preparing for Work.....	67
Chapter 14 Facilitating the Global Job Search in a Digital Age.....	73
Chapter 15 Designing and Implementing K-12 Career Development Programs within the Framework of the ASCA National Model.....	79
Chapter 16 Career Development Programs in Post-Secondary Educational Institutions.....	85
Chapter 17 Career Counselors in Private Practice; Counseling, Coaching, Consulting and Beyond.....	91
Chapter 18 Career Development in Business Organizations.....	97
Chapter 19 Program Evaluation and Evidenced-Based Practice.....	103
Chapter 20 Trends in the Labor Market, Factors that Shape Them, and Issues for Decision Makers.....	108

## Introduction

To the Instructor:

This manual accompanies Career Information, Career Counseling and Career Development: Toward a Global Perspective is intended to provide both new and experienced professors with material that can be used either to develop a new course approach or to modify an existing course related to the topic. In most counselor education or counseling psychology programs the "career" area is introduced in the first year, often in the first semester. Consequently, the instructor usually can assume that the students' psychological background is limited to whatever basic courses were included in their undergraduate program. This manual is built on the assumptions that students have some familiarity with at least introductory concepts of human development, general and educational psychology, and general sociology, as encountered in undergraduate courses in these subjects.

Each chapter in this manual follows the same format. Each of the sections in the manual is intended to assist the instructor in focusing student attention on the rationale and content of the chapter, in broadening and enriching the learning process, and assisting in assessment of the learning process. The six sections are the following:

Learning Objectives -- These statements attempt to specify the knowledge and/or skill the student should be able to demonstrate with mastery of the chapter's content.

Key Terms/Concepts -- These terms, phrases, or titles are included in the chapter, and an understanding of them is necessary for full command of the content.

Suggested Exercises/Activities -- Practical application of ideas, materials, or techniques enhances the learning process and often turns vague concepts into realistic and useful tools.

Class Discussion Questions -- These items are intended for use in those classes where group discussion can be used to focus on broadening and deepening student grasp of the material.

Examination Questions -- This section includes suggested true-false, multiple choice, short essay, and long essay questions that can be used in whatever assessment approach the instructor prefers.

Suggested Additional Assignments -- Instructors who expect students to read beyond the textbook will find these items useful in directing students toward references that relate to the chapter content. Most items included are drawn from the references listed for each chapter.

# Chapter 1

## Introduction to Career Development in the Global Economy and Its Role in Social Justice

### Objectives

Students should be able to:

1. Articulate an understanding of the impact of the global economy on work in the U. S.
2. Explain how people view work as a part of their lives and the lives of others.
3. Form a personal view of their own career development.
4. Show familiarity with the basic terminology used in career development.
5. Demonstrate the role career development programs can play in the drive for social justice in the U. S.
6. Demonstrate knowledge of the historical roots of career development.

### Key Terms/Concepts

Career coaching	NCDA/NVGA
Career counseling	Position
Career development	Career development programs
Technological change	Career information
Work	Historical roots
Career/Job/Occupation	Work ethic
Job satisfaction	Work force
Job sharing	Work place
Flattened world economy	Social Justice
Unemployment and Its Consequences	
Work ethic	Frank Parsons
O*NET	Vocation vs. job vs career
Off-shoring	

### Suggested Exercises/Activities

1. Interview two or three school principals on each school level to determine efforts made in each school to assist students in career development.
2. Interview two or three teachers at each school level to determine what aids their classroom and their school provides for career development.
3. Interview two or three school counselors to identify their viewpoint and activities in career development.
4. Visit the career counseling and placement service on your campus and discuss the services provided. Ask if they have seen increased interest in working abroad.
5. Interview two or three workers in different occupations about their jobs. Ask what they like and dislike, what led to their accepting the job, and what they would do if they could start over.
6. Interview several workers for information about how their job relates to early career plans, education, and family background.
7. Articulate the frustrations and psychological issues related to unemployment.

## **Class Discussion Questions**

1. What was work like at these historic points:
  - a. Ancient civilizations - Greece/Rome/Egypt
  - b. Middle Ages (500 - 1500 A.D.)
  - c. Pre-industrial revolution (1700s)
  - d. The 1930s in the United States
  - e. Post World War II
  - f. The 1990s until current time
  - g. Has work changed? How? For better or worse?
2. Discuss changes occurring in the work place as a result of the following:
  - a. Electric power
  - b. Internal combustion engine
  - c. Air-conditioning
  - d. Computers
  - e. Robotics
  - f. The Internet
3. What changes have occurred in women's work roles since 1960? Why do women earn less in the modern workplace?
4. Give at least four reasons why people work today.
5. Give examples of stereotypes of work roles based on gender, age, ethnicity, sexual orientation.
6. Contrast your career development process with that of your parents and grandparents for the same age span.

## Examination Questions for Chapter 1

### True/False

1. Volatile political and diplomatic relations among major world powers usually have little or no impact on the work force in the countries involved.
2. Experts agree on most of the terms used in to describe occupations and the career development process.
3. Increased use of robots and computers is expected to decrease competitiveness in the work force.
4. Historic periods such as the Protestant Reformation and the Industrial Revolution have had great influence on social structure, but only slight impact on the world of work.
5. New technological developments will continue to reduce employment in the manufacturing sector.
6. Population growth, food scarcity, and modernization in third world countries have great impact on employment in the United States.
7. Most people started in their present job either through family influence or job availability.
8. Positions are usually professional or clerical while jobs are usually skilled or semi-skilled.
9. About one-third of all young workers do not have the skills to perform semiskilled, entry-level jobs.
10. The concept of a global economy is more myth than reality.
11. Generally speaking, minorities express greater interest in getting more occupational information than do white, European Americans.
12. Career development in this country began primarily as an effort to reform education.
13. If one had to pick a city as the cradle of career development it would be San Francisco.
15. Career development practitioners concern about minorities' career development began with the civil rights movement in mid-twentieth century
16. Career school counselors who encounter illegal or undocumented students hands are tied because they have no right to be in schools and should be reported,

### Multiple Choice

1. The term career development refers to:
  - a. Training for a career.
  - b. An aspect of total development specifically involving career choice, planning, and knowledge
  - c. Advancement that one makes after starting to work.
  - d. The development of increased understanding of one's own abilities and values.
2. The use of job and vocations as synonyms may depend upon the
  - a. Type of job
  - b. The professional background of the person who is using the terms
  - c. The income of the worker
  - d. How long the job has been in existence
3. Using one's work as an opportunity for self-expression seems to be more important for which major occupational group?
  - a. Unskilled.
  - b. Skilled.
  - c. Professional
  - d. Sales and kindred.

4. A group of tasks performed by one person in one business is the definition for:
  - a. Position
  - b. Job.
  - c. Occupation.
  - d. Vocation.
  
5. George Merrill, Jesse Davis and Anna Reed had one thing in common. It was:
  - a. They founded the National Vocational Guidance Association
  - b. They initiated career development programs at the turn of the 20<sup>th</sup> century
  - c. They developed some of the tests used in the 1930s in career guidance programs
  - d. They successfully lobbied Congress for passage of the Merrill Act, which supported vocational education.
  
6. The first formal theory of career development was published by:
  - a. Super
  - b. Holland
  - c. Bordin and Associates
  - d. Ginzberg and Associates
  
7. The poverty rate for minorities is generally greater than that of white workers. Which of the following situations reflect recent research by the U. S. Department of Labor?
  - a. Hispanic have about the same level of poverty as whites.
  - b. Hispanic and African American poverty rates are approximately equal
  - c. The poverty rate among Asian Americans is about the same as that for Native Americans
  - d. Hispanics have the highest poverty rate of any group
  
8. By emphasizing social justice career development professionals are
  - a. Adopting a new goal
  - b. Renewing a goal first articulated in the 1960s
  - c. In keeping with the founders of the career development movement
  - d. Departing from the main theme of career development
  
9. In relative terms, women's earnings when compared to men's
  - a. Have stayed about the same for the past 25 years
  - b. Have lost ground, that is, women make relatively less today
  - c. Have gained ground, that is, they make relatively more today
  - d. Cannot be calculated because of differences in occupations entered.
  
10. The concept of career education is
  - a. Gaining in popularity because it emphasizes the relationship between career and academic performance
  - b. Rapidly being displaced by the term career guidance
  - c. Rapidly being displaced by the term career development programming
  - d. Is favored by vocational educators
  
11. The impact of the global economy on the workforce in the U. S.
  - a. Has had its greatest impact on unskilled worker to date
  - b. Will impact skilled and professional workers in the near future
  - c. Will slow in the long term as U. S. businesses reorient themselves
  - d. a & b above
  
12. Friedman identifies several forces and events that led to the linking of the major economies. The single factor that seemed most influential in the process according to Friedman was.
  - a. The Internet
  - b. Labor costs
  - c. The breakup of the Soviet Union
  - d. Immigrations

13. In the author's view one factor overlooked by Friedman in his discussion of the development of the global economy was
  - a. The influence of unions
  - b. The relative value of currency around the world
  - c. Worker productivity
  - d. The profit motive
  
14. Countries that seem best equipped to take advantage of the global economy
  - a. Have a well-developed infrastructure
  - b. Have an attractive tax structure that encourages new businesses
  - c. Have socialist governments
  - d. Have an abundant supply of cheap labor
  
15. The cost of labor is a major factor in the business decisions to businesses from this country to another country (offshore). If labor costs were the only consideration U. S. businesses would most likely move their businesses to which of the following countries
  - a. Germany
  - b. Canada
  - c. Australia
  - d. Spain
  
16. The first comprehensive source of information about careers was
  - a. O\*NET
  - b. The Dictionary of Careers in the U. S.
  - c. The Dictionary of Occupational Titles
  - d. The Career Advisor's Handbook
  
17. The ethnic group in America with the highest average family income is
  - a. Asian American
  - b. Hispanic
  - c. Caucasian
  - d. African America

### Answer key for Chapter 1

#### True/False

1. F
2. F
3. F
4. F
5. T
6. T
7. T
8. F
9. T
10. F
11. F
12. F
13. F
14. F
15. F
16. F

#### Multiple Choice

1. B
2. B
3. C
4. A
5. B
6. D

7. B
8. C
9. C
10. C
11. D
12. C
13. D
14. D
15. D
16. C
17. D

**Short Essay Questions: The answers to essay questions should be determined by the instructor and should be based both on the input from the instructor and the text. The questions and answers that follow are offered as models only. Questions only are offered for the following 19 chapters.**

1. Briefly identify and define three factors that are likely to have a major influence on work in the U. S. in the 21<sup>st</sup> century.
  - a. Technology – computers, robots, the world-wide web, etc.
  - b. Minorities coming into the workplace, particularly immigrants, legal and illegal
  - c. Global competition from low wage countries
  - d. Monetary policy
  - e. Quality of the infrastructure
  
2. What is the long-term impacts of the Internet on working Americans?  
It will become easier to offshore jobs that involve information. Communication will be easier and lower skilled jobs will be the most affected although professions will be impacted when costs for services become disproportionately high.
  
3. Differentiate among career counseling, career coaching, and career intervention.  
Career intervention is the broadest term and subsumes individual, small group, large group and organizational career development instruments.  
Career coaching is, usually a one on one intervention and is often initiated by managers to improve individual employees functioning, but some employees identify and employ career coaches.  
Career counseling occurs both individually and in groups and may deal both with personal issues and specific career problem. Career counseling is more likely to be regulated by codes of ethics and legislation at the state level.

### **Long Essay Questions**

1. Why do people work?  
For most people work pays the bills by which I mean the bills for housing, transportation leisure activities, education, etc. Work is an important to one's identity development and may be an important contributor to self-esteem. Just as importantly work is the basis of lifestyle options. Where one lives (geography) and the types of leisure activities one chooses are largely determined by the nature of one's occupations. Family activities and friendships are also influenced by work. Finally one's social status is also tied to the nature of one's employment.

### **Suggested Additional Assignments**

Blustein, D. L. (2006). The psychology of working. Mahwah, NJ: Lawrence Erlbaum.

Search BLS and Bureau of Census reports on unemployment, poverty, and the working poor

Do a Google search on employment, discrimination, and women. Also look at wage information for men and women.



## **Chapter 2**

### **Ethical and Legal Guidelines and the Competencies Needed for Career Development Practice**

#### **Learning Objectives**

Students should be able to:

1. Identify ethical principles that govern career development practitioners' work
2. Outline the requirements for the Master Career Counselor, Master Career Development Professional, and Career Development Facilitator credentials
3. Identify the major competencies needed by career development professionals.

#### **Key Terms/Concepts**

Ethical principles	Legal standards
MCC	Regulation of career counseling
MCDP	Career coaching process
CDF	
GCDF	
NCDA Career Counseling Competencies	
APA and ACA Codes of Ethics	

#### **Suggested Activities**

1. Invite a member of the state licensure board for counselors and psychologists to speak to the class about the ethical issues that confront these licensing boards.

#### **Class Discussion Questions**

1. Why are codes of ethics needed? Who benefits?
2. Advocacy has been included in the 2005 code of ethics? Is this needed? Why? Give several examples of times when career counselors in various settings might need to become advocates?
3. How could a career counselor do harm to his/her clients?
4. What aspects of career counseling practice might, if not properly done, result in a liability suit?

## Examination Questions for Chapter 2

### True/False

1. The Master Career Development Professional was developed by the National Career Development Association as a special membership category for people who have many of the same types of skills and a similar educational credentials as the Master Career Counselor, but are not as actively involved in career counseling
2. The Global Career Development Facilitator is a special category of Master Career Counselors
3. Professional organizations tend to issue ethical guidelines to cover new areas of practice not included in their current code of ethics
4. Because of the of relatively low level of concerns dealt with by Career Development Facilitators the issue of doing harm to their clients is essentially a non-issue
5. The newest code of ethics of the American Counseling Association makes no mention of the need for client advocacy.
6. The competencies needed by Master Career Counselors is essentially the same as those required for the Career Development Facilitator, but MCCs must study these areas in depth.

### Multiple Choice

1. Which of the following is not a prerequisite to becoming a Master Career Counselor?
  - a. A master's degree in career counseling or closely related field
  - b. Three years of experience in career counselor
  - c. NCDA membership
  - d. Certification as a National Certified Counselor
2. The Career Development Facilitator credential was developed as
  - a. A means of recognizing people who qualify to be a Master Career Counselor but are working in administration
  - b. Have completed a post-masters course of study
  - c. Have 5 years of supervised on-the-job experience
  - d. Have completed a prescribed course of study to become a paraprofessional
3. Online career counseling may not allow which of the following?
  - a. The use of personality inventories
  - b. The use of sophisticated occupational information
  - c. In depth exploration of the career related problem
  - d. None of the above
4. With regard to the ethical issues involved in Internet-based career counseling, it is probably most accurate to say
  - a. The ethical issues are about the same as those in typical career counseling.
  - b. The ethical concerns are less because the privacy of the client can be protected more easily
  - c. The ethical issues involving Internet based career counseling are greater due to communication problems that may arise
  - d. We have too little information to draw conclusions about potential ethical issues involving Internet career counseling.
5. The statement that best describes the extent to which clients who seek career counseling are protected from unethical practice is
  - a. They are well protected because all 50 states have licensing laws for psychologists and counselors who provide career counseling
  - b. Clients who see psychologists in public institutions such as colleges are probably better protected than those who see counselees because of differences in the licensing laws for the two groups

- c. They are well protected because of codes of ethics and licensing laws
  - d. None of the above reflect the current situation
6. The code of ethics most likely to be followed by career practitioners in private practice was developed by
- a. ACA and APA
  - b. NCDA
  - c. ASCA
  - d. NBCC
7. Sub-sections of state level licensing laws for counselors and psychologist
- a. Identify career counselors as a specialty but do not regulate them
  - b. Identify career counseling within the broad context of practice
  - c. Regulate career counseling as a specialty
  - d. Generally fail to regulate career counseling per s
8. Career counseling via the Internet is a relatively new idea. As a result
- a. Few guidelines for practicing web-counseling are available.
  - b. Practice guidelines are available but ethical guidelines are not available
  - c. Practice guidelines have emerged from research in this area
  - d. None of the above
9. The situation that best describes the status of licensing laws for counselors is that \_\_\_\_\_ states have enacted these laws.
- a. 30
  - b. 40
  - c. 49
  - d. 50
10. The author identifies conflicts in cultural values as potentially doing harm to the client. Assuming that the counselor is a white person with traditional Eurocentric values, what conflicts might they encounter with a Hispanic client?
- a. Meeting on time
  - b. Importance of self-direction
  - c. Disclosure of pertinent material
  - d. a & b above
11. Which of the following should not appear in advertisements offering career counseling services.
- a. Licenses and certifications
  - b. Degrees unrelated to the practice of career counseling
  - c. Years of experience
  - d. Consultations with business and industry.
12. The ultimate aim of advocacy as it pertains to career counseling is
- a. Problem solving
  - b. Making a statement about social justice
  - c. Representing the client
  - d. Empowering the client
13. FERPA is a federal law that sets forth rules and regulations regarding
- a. Group test scores
  - b. Verbal communication
  - c. The maintenance of records
  - d. All of the above
14. If you were asked to offer advice to a counselor who wished to avoid a successful liability suite it should be
- a. Stay within the limits of your skills
  - b. Follow your code of ethics
  - c. Be aware of the laws that regulate your practice
  - d. All of the above

15. In the simplest terms possible privileged communication laws are
  - a. Guarantees to our clients that their information will be protected from disclosure
  - b. Guarantees to career counselors that they cannot be forced to disclose confidential information
  - c. protection for counselors so long as they follow the law.
  - d. The same as ethical guidelines about confidentiality
  
16. In today's litigious society ethical and legal principles are most likely to conflict on the matter of
  - a. Sexual misconduct
  - b. Confidentiality
  - c. The general area of relationships to clients
  - d. The duty to warn parents and authorities of potential harm to others.

### **Answer Key for Chapter 2**

#### **True/False**

1. T
2. F
3. T
4. F
5. F
6. F

#### **Multiple Choice**

1. D
2. D
3. D
4. C
5. B
6. A
7. D
8. D
9. D
10. D
11. B
12. D
13. C
14. A
15. A
16. C

### **Short Answer Essay Questions**

1. Outline the major ethical principles that should govern the work of career development practitioners.
2. Tell why career coaches as described in Chapter 4 are often viewed as unprofessional by career counselors.
3. Identify and describe the different types of licensing laws
4. Identify times when career counselors might not follow their codes of ethics.
5. What are the conditions under which a successful liability suit might be lodged against a career counselor?

### **Long Answer Essay Questions**

1. Identify the similarities and differences between the MCC and the MCDP

2. Identify the major competencies needed by MCCs.

### **Suggested Additional Assignments**

American Counseling Association (2005) American Counseling Association code of ethics and standards of practice. Alexandria, VA: Author

Visit the NCDA website (NCDA.org) and study the requirements for the MCC and MCCDP