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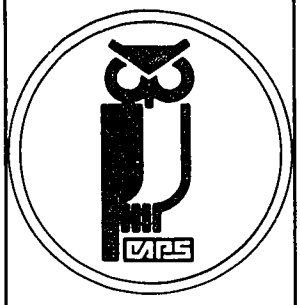
ABSTRACT

This monograph on career development begins with an examination of the antecedents of present day career initiatives. The evolution of the concepts of career and career development are reviewed and the rethinking and reformulating of these concepts that have occurred since 1900 are examined. The time period from 1900 to 1950 is reviewed as the formative years; the time from 1950 to 1980 as the transition years; and the time from 1980 and beyond as current formulations. Areas discussed include the industrial revolution, social protest and reform, vocational guidance, vocational development, career, and career development. The impact on counselors of this evolution of career development is discussed. The second half of this monograph looks at the career counseling process and discusses how the broader meanings of career and career development that have evolved over the years impact the career counseling process and its use. The document provides a framework of six possible phases of career counseling: (1) establishing the client-counselor relationship and responsibilities; (2) gathering client self-information and environmental information; (3) understanding client information; (4) drawing conclusions and making diagnoses; (5) taking action; and (6) evaluating the impact of intervention. The use of the Life Career Assessment to gather client information is explained. (NB)



CAREER DEVELOPMENT TODAY: AN OVERVIEW

Norman C. Gysbers

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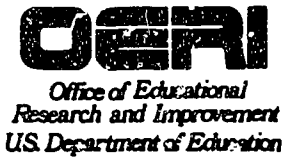

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PREFACE

Among all age levels in our society there is increasing interest in career development--the sequence of life roles, the settings in which those roles are played out, and the events which occur in the lives of individuals. Purposeful reflection and planning are assuming a greater importance among both young and old who wish to play an active role in shaping their life career, not just reacting to what happens to them.

In this paper, Norm Gysbers, with his usual adeptness at providing succinct analyses of important developments, looks at the antecedents of present day career initiatives by reviewing the evolution of the concepts of career and career development. He follows this with an analysis of how the broadened concepts of career and career development are affecting the delivery of career counseling. Included in his writing is a discussion of some perspectives/procedures for providing career counseling.

The person who reads this paper will gain a better understanding both of the events which have led to contemporary thinking and practices regarding career, and of ways to implement the new concepts in the delivery of career services.

In a subsequent volume, CAPS will focus more specifically on programs and practices which are built upon the new concepts in career and career development. We hope that you, the reader, will find this paper both a refresher of previously known concepts and a stimulant to fresh thinking about how we can effectively provide career services for persons of all ages.

Garry R. Walz
Director

THE EVOLUTION OF THE CONCEPTS OF CAREER AND CAREER DEVELOPMENT: THE IMPACT ON PRACTICE *

In the United States and many other countries, the concepts of career and career development are being rethought and reformulated. Career, instead of being defined as job or occupation, is being defined increasingly as the combinations and sequences of life roles, the settings in which life roles unfold, and the events (planned and unplanned) that occur in the lives of individuals. Career development is being defined increasingly as the unfolding and interaction of individuals' life roles, life settings, and life events all through the life span.

What is causing this rethinking and reformulating? First, vast and far-reaching changes are taking place in the nature and structure of the social and economic systems in which people live and the social and economic systems in which they work. Second, the values and beliefs individuals hold about themselves, about others, and about the world are changing. Third, more and more people are seeking meaning and coherence in their life roles.

Whatever the causes may be, the rethinking and reformulating process is changing the way we define and use the concepts of career and career development in theory building and career research and practice. This chapter reviews the rethinking and reformulating of these concepts that has occurred since the turn of the century. It briefly traces the changing usage of the concepts of vocation, occupation, career, vocational development, and career development. Then the impact of these changes on practice is identified and discussed.

Evolving Meanings of Career and Career Development

From 1900 to 1950: The Formative Years

By the beginning of the 20th century, the United States was deeply involved in the industrial revolution. It was a period of rapid industrial growth, social protest, social reform, and utopian idealism. Social protest and social reform were being carried out

* Parts of this section were adapted from a chapter titled "Major Trends in Career Development" by Norman C. Gysbers in *Designing Careers*, by Norman C. Gysbers and Associates, Jossey-Bass, 1984.

under the banner of the Progressive Movement, a movement which sought to change negative social conditions associated with industrial growth. Vocational guidance was born during the height of the Progressive Movement as "but one manifestation of the broader movement of progressive reform which occurred in this country in the late nineteenth and early twentieth centuries" (Stephens, 1970, p. 5).

The implementation of one of the first systematic conceptions of vocational guidance in the century took place in the Civic Service House, Boston, Massachusetts, when the Boston Vocation Bureau was established in January 1908 by Mrs. Quincy Agassiz Shaw based on plans drawn up by Frank Parsons. According to Davis (1969, p. 113), Parsons issued his first report of the Bureau on May 1, 1908. "This was an important report because the term 'vocational guidance' apparently appeared for the first time in print as the designation of an organized service."

Parsons was concerned about assisting young people in making the transition from school to work:

> Yet there is no part of life where the need for guidance is more emphatic than in the transition from school to work--the choice of a vocation, adequate preparation for it, and the attainment of efficiency and success. The building of a career is quite as difficult a problem as the building of a house, yet few ever sit down with pencil and paper, with expert information and counsel, to plan a working career and deal with the life problem scientifically, as they would deal with the problem of building a house, taking the advice of an architect to help them. (Parsons, 1909, p. 4)

This is an interesting statement because Parsons (1909) uses the terms "vocation" and "career" in the same paragraph. Later in his book, Parsons uses the terms "working career" (p. 98), "scientific choice of occupation" (p. 99), "building up a successful career" (p. 100), and "building a career" (p. 101). It is unclear as to the meanings Parsons attached to the words "vocation," "career," and "occupation" in these contexts. It appears that he used them to mean the same thing. Whatever his meanings, however, one could read into his usage of the terms a glimmer of the broader meaning of career and the notion of career development that was to unfold later, beginning in the 1950s and 60s.

Following the work of Parsons, the terms used by others over the next few decades seemed to settle on vocation, occupation, and vocational. Occasional use of the term "career" occurred as in "the life-career motive," a phrase used by Charles Eliot (Bloomfield, 1915), and as in "life career classes" in schools that focused on the study of occupational opportunities and problems (Brewer, 1922). Even here, however, the term

"life-career" was defined by Brewer as "the occupation of a person; that which offers him opportunity for progress and satisfaction in his work" (Brewer, 1922, p. 290).

Vocational guidance during the 1920s, 30s, and 40s, following Parsons' lead, became the means or the process to assist individuals in choosing an occupation, prepare for it, enter it and make progress in it. Note the following definition of the National Vocational Guidance Association which was first issued in 1921, revised in 1924, in 1930, and again in 1937:

> Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career--decisions and choices necessary in effecting satisfactory vocational adjustment. (Myers, 1941, p. 3)

This is the mainline definition of vocational guidance that persisted during the 1920s. 30s, and 40s (with minor revisions during this span of time). Note in the body of the definition the reference to "building a career," the same phrase used by Parsons in his book *Choosing a Vocation* (1909). Another interesting glimmer of things to come?

From 1950 to 1980: The Transition Years

The beginnings of the current conceptions of career and career development began appearing in the literature during the early 1950s although, as we have seen, the precursors of these conceptions seemed to have been present in the work of Parsons and other professionals who followed him. During the 1950s, theorists began to emphasize a broader and more developmental view of occupation (vocation) and occupational (vocational) choice. This broader, more developmental view was exemplified by the work of Ginzberg and his associates (1951) and by the work of Roe. For example, Roe (1956) defined occupation:

> to mean whatever an adult spends most of his time doing. That may be what he does to earn a living or it may not. It may be a hobby, or it may refer to duties of one sort or another, paid or unpaid. Being a housewife, in this sense, is an occupation; so is being a mother. Being a father is not an occupation in this sense because it almost never happens that it occupies the major part of a man's time, or that it is the central focus of his activities. Stamp-collecting can be an occupation, and so can following the races. The occupation, then, is the major focus of a person's activities, and usually of his thoughts. (p. 3)

It was during this period of time that the term "vocational development" became popular as a way of describing the broadened view of occupational (vocational) choice and the many factors that influenced it (Super, 1957). At the same time the word career was being used with increasing frequency. In an interesting combination of concepts, a monograph titled *Vocational Development: A Framework for Research* (Super, Crites, Hummel, Moser, Overstreet, & Warnath, 1957) described the framework for the Career Pattern Study, the longitudinal research project in vocational development. In an article in the *Personnel and Guidance Journal* presenting a symposium on vocational development, Super (1961, p. 11) used the terms "vocational development" and "career development" synonymously. The term "career," he stated, was "the sequence of occupations, jobs, and positions in the life of an individual" (Super, 1961, p. 11).

During the 1960s and 1970s knowledge of human development in occupational, vocational, and career terms increased dramatically. Increasingly, the term "career" became more popular as a way of describing this knowledge. In 1966, the National Vocational Guidance Association undertook a study of the nature and status of contemporary vocational guidance. It was called Project Reconceptualization. Papers were prepared by Field (1966), Katz (1966), and Super (1966). One of the questions asked was "Should the term be vocational guidance or career guidance?" While a definitive answer was not forthcoming to this question in these papers and the discussions that followed, the fact that Project Reconceptualization was initiated and the question was asked, indicated that changes were underway.

In 1973, the National Vocational Guidance Association (NVGA) published a position paper (done jointly with the American Vocational Association) that defined career and career development. In essence, it defined career as "a time-extended working out of a purposeful life pattern through work undertaken by the individual" (National Vocational Guidance Association, 1973, p. 7). Career development was defined as "the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual" (p. 7).

Before the NVGA position statement was presented in the above document, there was discussion of a variety of perspectives of career. At the one extreme some people equated occupation and career while, at the other extreme, career was described as a general life pattern that included virtually all activities. Then it was pointed out that some writers delimited this broad definition somewhat by focusing on the major life domains which engage the individual in multiple roles--e.g., worker, family member, community

participant and leisure-time participant. As we shall see, this is the focus that current definitions have embraced.

The expanded view of the career concept as embodied in the NVGA position statement was more appropriate than the traditional view of career as an occupational choice. It was more appropriate because it broke the time barrier that previously restricted the vision of career to only a cross-sectional view of an individual's life. As Super and Bohn (1970, p. 115) pointed out, "It is well . . . to keep clear the distinction between occupation (what one does) and career (the course pursued over a period of time)." It was more appropriate, too, because the career concept has become the basis for organizing and interpreting the impact that the role of work has on individuals over their lifetimes. Past, present, and possible future work (occupational) and related behaviors can be understood in the context of an individual's overall development. Thus, the expanded view of career placed emphasis on "vocational histories rather than on status at a single point in time, on career criteria rather than occupational criteria" (Jordaan, 1974, p. 264).

From 1980 On: Current Formulations

Although the expanded views of career and career development that evolved during the 1950s-1980s were broader than the traditional views, many still separated individuals' work roles, settings, and events from the other roles, settings, and events in their lives. Because of the increasing complexity and interrelatedness of all aspects of society today and into the forseeable future, it does not seem possible to clearly separate one role from another anymore, if it ever was possible. Just as the time barrier was broken in our understanding of career development during the early part of the 1950s, the work-oriented barrier that was inherent in some of the expanded definitions that emerged during the 1950s also was broken beginning in the 1970s. Work roles, work settings, and world-linked and related events were beginning to be seen in relationship to other life roles, settings, and events. Jones et al. (1972) suggested that the concept of career encompasses a variety of possible patterns of personal choice related to each individual's total lifestyle; its components are occupation, education, personal and social behavior, learning how to learn, social responsibility (i.e., citizenship and leisure time activities).

Building on the work of Cole (1972, 1973), Goldhammer and Taylor (1972), and Goldhammer (1975), Bailey (1976) identified four general life roles which he felt gave

operational meaning to Cole's (1973) concept of the educated person. These four roles included work, family, learning and self-development, and social-citizenship.

During this same period of time, Gysbers and Moore (1974, 1975, 1981) proposed the concept of life career development in an effort to expand and extend career development from the traditional occupational perspective to a life perspective in which occupation (and work) has meaning and place. They defined life career development as self-development over the life span through the interaction and integration of the roles, settings, and events of a person's life. The word "life" in life career development means that the focus is on the total person--the human career. The word "career" identifies and relates the roles in which individuals are involved (worker, learner, family, and citizen), and the settings where individuals find themselves (home, school, community, and workplace), and the events, planned and unplanned, that occur over their lifetimes (job entry, marriage, divorce, and retirement). Finally, the words "life-career-development" bring these separate meanings together, but at the same time a greater meaning emerges. Life career development describes people, unique people with their own lifestyles.

In 1976, Super defined career as:

> The sequence of major positions occupied by a person throughout his preoccupational, occupational and post-occupational life; includes work-related roles such as those of student, employee, and pensioner, together with complementary vocational, familial, and civic roles. Careers exist only as people pursue them; they are person-centered. (Super, 1976, p. 20)

The elements of this definition were displayed graphically using the concept of the life-career rainbow to describe the various aspects of a career throughout the life span (Super, 1976). In 1980, he elaborated upon and clarified his original idea of the life-career rainbow in an article titled "A Life-Span, Life Space Approach to Career Development" (Super, 1980). Minor (1986) made the same point when she stated that "the individual's occupational career is very much a part of the individual's life career. The interactions of occupational and life cycles, lifestyle, leisure and other issues cannot be separated" (p. 36).

Wolfe and Kolb (1980, pp. 1-2) summed up the life-centered view of career development when they defined career development as involving one's whole life.

> Career development involves one's whole life, not just occupation. As such, it concerns the whole person, needs and wants, capacities and potentials, excitements and anxieties, insights and blind spots, wants and all. More than that, it concerns him/her in the ever-changing contexts of

his/her life. The environmental pressures and constraints, the bonds that tie him/her to significant others, responsibilities to children and aging parents, the total structure of one's circumstances are also factors that must be understood and reckoned with. In these terms, career development and personal development converge. Self and circumstances--evolving, changing, unfolding in mutual interaction--constitute the focus and the drama of career development.

Thus, by the 1980s, the broader, more encompassing definitions of career and career development were in place. Correspondingly, the words "career," "career development," and "career guidance and counseling" had almost completely replaced the words "vocation," "vocational development," and "vocational guidance and counseling" in the literature and in use. One important piece of evidence of this occurred on July 1, 1985 when the National Vocational Guidance Association (NVGA) changed its name and became the National Career Development Association (NCDA). Another important piece of evidence occurred in September of 1986 when the *Vocational Guidance Quarterly* became the *Career Development Quarterly*.

The Impact on Practice

What is the impact on practice of the broader, more encompassing definitions of career and career development? Are the changes in meanings that have evolved of interest only to semanticists? Or, do these changes have direct and meaningful impact on practice? As we will see, they have direct and meaningful impact on practice. We will examine briefly the impact related to the changing environments and structures in which career and career development unfold, the programs, tools, and techniques that facilitate career and career development, and the expanding populations and settings requiring and using career development concepts, programs, and methods.

Changing Environments and Structures

The nature, shape, and substance of career development (broadly defined) and the practices of career guidance and counseling are not separate and independent from the economic, occupational, industrial, and social environments and structures in which career development unfolds. Our understanding of the broader concept of career development and how we practice it is closely related to what happens in these environments and the changes in them that have occurred and will occur in the future. Not only are the changes within

environments and structures important, but so are the interactive effects that occur across environments and structures as a result of change.

What are some of these changes? Since 1900, our country has undergone substantial change in its economic, occupational, industrial, and social environments and structures. Occupational and industrial specialization has increased dramatically and apparently will continue to do so. Social structures and social values have changed and will continue to change, becoming more complex and diverse. New and emerging social and political groups are challenging established groups, demanding equality. People are on the move from rural to urban areas and back again and from one region of the country to another in search of psychological, social, and economic security.

What is the impact of these trends for counselors? It is clear that counselors and other professionals who assist individuals with their career development will need to continue to expand and extend their knowledge of the changing environments and structures in which career development unfolds. This is not a new idea, of course. Parsons and the professionals who followed called attention to the importance of such knowledge. What is new is the sense of urgency that is upon us to gain and keep up-to-date because of the increasing complexity and diversity of such environments now and in the future.

Programs, Tools, and Techniques

The theory and research base of career psychology has been expanding continually since the 1950s, prompting, at least in part, the broadened definition of career and career development. Growth in the theory and research base for counseling psychology has been equally dramatic. One result has been an interesting convergence of ideas from career and counseling psychology concerning human growth and development and the interventions to facilitate it. This convergence of ideas has stimulated a new array of career development programs, tools, and techniques. These new programs, tools, and techniques are emerging from this convergence through the application in career guidance and counseling of concepts from marriage and family counseling (Zingaro, 1983) and cognitive-behavioral psychology (Keller, Biggs, & Gysbers, 1982). It also is being seen through the application of contemporary thinking about personal styles (Kunce & Cope, 1987; Pinkney, 1983), learning styles (Wolfe & Kolb, 1980), and hemispheric functioning to career guidance and counseling.

Correspondingly, there has been a resurgence of interest in career guidance and counseling assessment instruments and procedures. There are new and/or up-dated instruments in the traditional categories of interest and aptitude assessment. In addition, and partly because of the broadened view of career and career development, newer types of assessment instruments and procedures are emerging in the categories of career development/maturity, skills identification, card sorts, work values, work salience, and adult career concerns. For example, Super and Nevill (1985) are working on the development of two instruments, namely, "The Values Scale" and "The Salience Inventory." In addition, Super, Thompson, and Lindeman (1985) are developing the "Adult Career Concerns Inventory."

There are encouraging signs that delivery systems for career and labor market information using state-of-the-art technology are being put in place with increasing frequency. In 1979 the National Occupational Information Coordinating Committee (N.O.I.C.C.) assumed responsibility for assisting states in developing and implementing career information delivery systems. Commercial vendors, publishers, and others also have become very active in making such systems available for use in a broad array of settings with an equally broad array of people. A number of these systems have adopted the broader view of career and career development in their programming.

Finally, the broadened view of career and career development has provided a larger prism through which to see and understand client information and behavior in career counseling. Using the life roles, settings, and events concept as a template to overlay on a client's goal or concern provides a powerful new perspective to see the goal or concern singularly, and at the same time in relationship to other goals or concerns (life roles, settings, events). Such understandings are useful for the counselor and the client as well.

Expanding Populations and Settings

At the turn of the century, as we have noted already, career guidance and counseling (then called "vocational guidance") was designed to help young people in their transition from school to work to make occupational choices in line with their understandings about themselves and the work world through a process called "true reasoning" (Parsons, 1909). Today, young people are still the recipients of career guidance and counseling, and they will be in the future. Additional populations to be served by career guidance and counseling have been added over the years and have

included such groups as individuals with handicapping conditions, college students, the disadvantaged, and the unemployed. As the world in which we live and work continues to become more complex, the needs of people in these populations for career guidance and counseling will increase, not decrease.

As new concepts about career and career development began to appear and evolve, it became obvious that people of all ages and circumstances had career development needs and concerns and that they and society could and would benefit from comprehensive career development programs and services. Two such concepts, in particular, have had an impact. First was the shift from a point-in-time focus to a life-span focus for career development; second was the personalization of the concept of career (the human career), relating it to life roles, settings, and events. By introducing these two concepts, the door was opened for career guidance and counseling personnel to provide programs to a wide range of people of all ages in diverse settings.

These newer concepts of career and career development emerged as a result of and in response to the continuing changes that are taking place in our social, industrial, economic, and occupational environments and structures. Because of these changes, adults and adult career development became a focal point for an increasing number of career development theorists and practitioners in the 1970s (Campbell & Cellini, 1981). This focus persisted into the 1980s and, in all probability, will continue into the foreseeable future. As a result, institutions and agencies that traditionally served adults have added career development components. New agencies and organizations were also established to provide adults with career development programs and services where none had existed before.

Career development programs and services in business and industry also became a focal point in the 1970s and 1980s. This trend, too, will continue and probably be intensified into the foreseeable future. More businesses and industries, as well as many other organizations, are realizing the benefits of career development programs and services for their employees. And if employees benefit, then the organizations benefit also.

The Future

Although it is clear that broad definitions of career and career development open up more possibilities and opportunities for programs and services for individuals and groups than narrow definitions, it is equally clear that other variables are involved. The changing economic, occupational, industrial, and social environments and structures in which people

live and work have created conditions and needs not previously present that require more attention by individuals to their career development. In addition, a more complete understanding of human growth and development from counseling and career psychology and the corresponding improvement of intervention strategies and resources have helped in the expansion and extension of career development programs and services for more people in more settings than ever before.

As these trends converge, they have begun to shape a new focus for career development programs and services for the future. What will that focus be? Will future programs and services be remedial, emphasize crises, and deal with immediate concerns and issues in people's lives? Will they be developmental and emphasize growth experiences and longer-range planning activities? Or will they do both? The sense of the trends discussed in this chapter and in the literature in general clearly indicates that career development programs and services of the future will respond to people's developmental, longer-term career needs as well as to their more immediate career crisis needs.

Traditionally, career development programs and services focused on immediate problems and concerns. Personal crises, lack of information, a particular occupational choice, and ineffective relationships with spouses, children, fellow employees, or supervisors are examples of the immediate problems and concerns of people to which counselors are asked to respond. This focus for career development programs and services will continue, and new and more effective ways of helping people with their problems and concerns will continue to emerge. However, to help people meet the challenges they may face in the future, this focus for programs and services is not sufficient. What is needed is a developmental focus.

The developmental focus for career development programs and services is not new. It has been part of the professional literature for a number of years. Gordon (1974), for example, pointed out that traditional practices had tended to overemphasize selection and placement instead of nurturing interests and aptitudes. Tennyson (1970, p. 262) made the same point when he stated that "guidance personnel have been inclined to capitalize upon aptitudes already developed rather than cultivating new talents" in their clients. What is new is the sense of urgency about the importance of helping people toward the goal of becoming competent, achieving individuals--of helping people focus on their competencies (skills) rather than only on their deficits as they are involved in their career development over the life span.

What began at the turn of the century under the term vocational guidance, with a selection and placement focus, and then shifted in the 1920s and 1930s to a focus on personal adjustment, has now assumed a developmental focus. Selection, placement, and adjustment remain but are encompassed in the concept of career development over the life span. Societal conditions interacting with our more complete knowledge of human growth and development in career terms, as well as with the broader array of tools and techniques, have brought us to the realization that career development is a life-span phenomenon and that all individuals can benefit from career development programs and services whatever their age or circumstance.

THE CAREER COUNSELING PROCESS: A VIEW FROM THE BROADENED CONCEPTS OF CAREER AND CAREER DEVELOPMENT*

In an article that reviewed the issues and problems of research in career counseling, Osipow (1982) suggested that "the absence of process emphasis in career counseling has made career counseling very different from other kinds of counseling modalities. It has caused career counselors to focus on outcomes and on methods rather than interactions between client and counselor" (p. 33). Do counselors who do career counseling neglect the process involved in career counseling and concentrate instead on outcomes and methods? Or do they assume that "the same dynamics and concepts applied to other types of counseling relationships would seem to hold true" (Osipow, 1982, p. 32)? Also, what impact, if any, do the broader meanings of career and career development have on the structure and use of the career counseling process?

This section focuses on the process of career counseling. A framework is provided that describes possible phases for this process. Interwoven is a discussion of how the broader meanings of career and career development that have evolved over the years impact on the process and its use.

Career Counseling

A number of writers have described what is involved in the career counseling process beginning with Parsons (1909) and Williamson (1939, 1965) up to the present (Brooks, 1984; Crites, 1981; Kinnier & Krumboltz, 1984; Reardon, 1984; Super, 1983, 1984). Of the contemporary writers, Crites, Kinnier and Krumboltz, and Super, in particular, have provided descriptions of the phases of this process.

Crites (1981) described the process of career counseling as involving diagnoses, problem clarification, problem specification, and problem resolution. He suggested that making a career choice, the acquisition of decisional skills, and enhanced general adjustment are often seen as the goals of career counseling. He pointed out that to reach

* Parts of this section were adapted from sections of several chapters in *Career Counseling: Skills and Techniques for Practitioners* by Norman C. Gysbers and Earl J. Moore, published by Prentice-Hall, 1987.

these goals, interview techniques, test interpretation, and occupational information are the methods generally used as the career counseling process unfolds.

Kinnier and Krumboltz (1984) focused on three basic phases in their model of career counseling: assessment, intervention, and evaluation. During the assessment phases the counselor and client work on relationship development, agreement about the structure of the counseling sessions, and agreement about the goals of counseling. Exploration and identification of problems are part of the assessment phase. Part of the counseling sessions involves identifying obstacles that clients need to overcome. The intervention phase consists of activities that counselors and clients think will help alleviate clients' concerns or reach clients' goals. Finally, during the last phase, evaluation, clients and counselors evaluate how well the interventions worked.

In an article published in 1983, Super made the point that career assessment, based on traditional methodology, was useful but not sufficient to encourage, support, and help people become active career planners and decision makers. To counteract the insufficiencies found in traditional models, Super (1983) recommended that we consider a new model he called the developmental assessment model. In it, Super encompassed traditional methodology but also brought into focus work salience and career maturity. In addition, he clarified the need to assist individuals in the assimilation of self and environmental information. His model was published first in 1983 and then again in 1984 in an expanded version (Super, 1983, 1984).

A Career Counseling Framework

For the purposes of this section the career counseling process is envisioned as having a number of phases. In outline form, the phases of the career counseling process appear as follows:

A. Establishing a client-counselor relationship including client-counselor responsibilities.

B. Gathering client self- and environmental information to understand the client's goal or problem.
   1. Who is the client?
      a. How does the client view himself or herself, others, and his or her world?

b. What language does the client use to represent these views?

c. What themes does the client use to organize and direct his or her behavior based on these views?

2. What is the client's current status and environment like?

a. Client's life roles, settings, and events.

b. Relationship to client's goal or problem.

C. Understanding client self- and environmental information by sorting, analyzing, and relating such information to client's goal or problem through the use of:

1. Career development theories.
2. Counseling theories.
3. Classification systems.

D. Drawing conclusions; making diagnoses.

E. Taking action; interventions selected on the basis of diagnoses. Some examples of interventions include counseling techniques, testing, personal styles analyses, career and labor market information, individual career plans, occupational card sorts, and computerized information and decision systems.

F. Evaluating the impact of the interventions used; did interventions resolve the client's goal or problem?

1. If goal or problem was not resolved, recycle.
2. If goal or problem was resolved, close counseling relationship.

Keep in mind that these phases may take place during one interview or may unfold over two or more interviews with clients. Also keep in mind that while these phases logically follow one another on paper, in actual practice they may not. There often is a back-and-forth flow to the process and the phases involved.

Establishing the Client-Counselor Relationship and Responsibilities

If there is a single concept that is generally agreed on in counseling literature, it is that a positive, productive relationship between client and counselor is a basic and necessary condition if counseling is to be effective. Because much has been written about the characteristics of such a relationship and the skills counselors need to bring it about, these characteristics and skills are not discussed here (see, for example, Ivey & Simek-Downing, 1980, and Brammer & Shostrom, 1982). It is important to remember, however, that

listening and empathizing skills are especially important, as is the need to show interest in clients' needs, concerns, and possibilities. It also is important to remember that once positive, productive relationships are established, they need to be nurtured throughout the duration of the career counseling process.

Finally, this is the time when the nature, structure, and possible results of the career counseling process are discussed with clients. What are the client's expectations? In what time frame is the client working? What can be expected realistically? What responsibility does the client have in the relationship? These and similar questions need to be raised and addressed so that counselor and client can reach a common understanding concerning the nature, structure, and expected results of career counseling.

Gathering Client Self- and Environmental Information

At the same time that a relationship is being established, the task of gathering information begins. This is necessary to understand the goal or problem the client wants to work on or for which the client is being referred. Kinnier and Krumboltz (1984) pointed out that although the way this is done varies with counselor style and theoretical orientation, the opening questions are similar: "Who are you? What is troubling you? Why have you decided to seek counseling now? Tell me more about yourself and what you want?" and, "What do you want to gain from counseling?" (p. 308). These are typical opening questions that all counselors ask in one form or another.

Gathering client self- and environmental information can be done in many ways using a variety of perspectives. One approach to accomplish this task is the use of the Life Career Assessment (LCA). The LCA is a structured interview that yields insights into clients' levels of functioning. It is based, in part, on the work of Adler (Dinkmeyer, Pew, & Dinkmeyer, 1979), who divided individuals' relations to the world into three parts, (a) work, (b) social relations, and (c) love. These three ties which individuals have to the outside world pose three corresponding problems. Solving these three problems is a life-long task. They cannot be solved separately, for they are intertwined. A change in one problem influences the others as well. Difficulty with one part of life implies comparable difficulties in the rest of one's life.

The LCA structure is as follows:

1. Work experience (part/full-time, paid/unpaid)

   * last job
     liked best about
     disliked most about
   * same procedure with another job

2. Educational progress and problems

   * general appraisal
   * likes best about
   * dislikes most about
   * repeat for levels

3. Recreational area

   * leisure time activities
   * social life (within leisure context)
   * friends (within leisure context)

Typical Day

1. Dependency/independence

   * relies on others
   * insists on someone else making decisions

2. Systematic/spontaneous

   * stable routine
   * persistent and attentive

Strengths and Obstacles

1. Three main strengths

   * resources at own disposal
   * what do resources do for them

2. Three main weaknesses

   * related to strengths
   * related to themes

Summary

1. Agree on life themes
2. Use client's own words
3. Relate to goal setting

The LCA does not take much time to do. It can be completed all at once within 30 to 45 minutes. If necessary, it can be divided into three to four 10- to 15-minute sections and used over several contacts with clients.

In the Career Assessment section what is liked best and least about clients' last jobs is explored. This can be done for other recent jobs as well. The same questions are used for the educational arena and for the recreational activities and the friendships in which clients may be involved. The Typical Day section of the LCA focuses on a day in the lives of clients. Questions posed revolve around what happens during their day. Weekends also can be included. Finally, clients' perceptions of their strengths and obstacles are explored.

The goal of these three sections of the LCA is to identify, discuss, and understand clients' life career themes--the ways clients express (think about) their ideas, values, attitudes, and beliefs about themselves, about others, and about the world. This is important because such understandings provide ways to understand the thought processes or representational systems that clients use to guide and direct their behavior. The final section of the LCA provides an opportunity for counselors and clients to summarize their findings on the first three parts of the LCA.

The broadened view of career and career development that has evolved over the past decades provides an invaluable prism through which to hear and understand client information and behavior that surfaces during the use of the LCA. The concept of individuals' careers and career development as an unfolding interaction of life roles, settings, and events (Gysbers & Moore, 1975, 1981; Super, 1975, 1984) is directly relatable to Adler's three-part concept of work, social relations, and love. It can be used as a template to lay over the LCA structure allowing counselors to listen for and surface information about how clients think and feel about their current and future life roles, life settings, and life events and the life career themes that guide and direct their behavior. Gathering information through the structure of the LCA and the prism of the broadened view of career and career development not only helps counselors understand clients better, but also helps clients better understand themselves.

Through the use of the LCA structure, counselors can "begin to perceive . . . patterns [life career themes] while they still [may] remain meaningless to their 'owners'. . . . [and] in the subsequent course of the relationship [counselors can] teach [clients] about these behavioral patterns" (Field, 1966, p. 9). "The essential point," Field suggested, was "that persons who consciously recognize more of their behavioral patterns [life career themes] and emotional reactions possess greater freedom of choice; they can evaluate more alternatives and they can evaluate them more effectively" (p. 9).

The LCA is useful with clients of all ages, but it is particularly useful to help gather self- and environmental information with older clients. Sinick (1984) pointed out that in working with older clients greater reliance should be placed on work history and life history (life roles, settings, and events), interests and activities outside of work, and functional abilities. "Interviews can elicit most of this information and can surpass interest inventories, for example, in tapping duration, intensity, and underlying values. Longitudinal information is, in general, more useful with older persons than cross-sectional test data" (pp. 550-51).

Thus, the LCA supports and reinforces a holistic approach to career counseling. It helps begin a discussion of such life roles as worker, learner, family, and the relationships among them. It also helps focus on the settings in which people live and work and the planned and unplanned events that occur to them over their lifetimes. As Berman and Munson (1981) pointed out, "significant career involvements do not exist in isolation of, nor can they be understood apart from, other life ventures. People can be helped to identify areas of meaningful individual-environmental dialogue and to examine their worklife experiences in conjunction with family, community, school, and other important roles" (p. 96).

In addition, the LCA provides a structure for the key processes of listening, understanding, and interpreting to unfold in career counseling. This is important because whatever techniques the counselor uses in career goal or problem identification, clarification, and specification, the ability to systematically gather, understand, and interpret the information clients share and the behavior they exhibit is basic to the entire process. Listening skills are important but more is involved. Listening must be done with understanding so that the information clients present and the behavior they exhibit during client goal or identification, clarification, and specification can be analyzed and interpreted.

How is such understanding achieved? It is achieved through the knowledge of theories of human behavior, growth, and development. Theories provide the constructs

and language to help explain the behavior exhibited by clients. Theories become the lenses through which the counselor examines client behavior to help form hypotheses about the meanings of that behavior; these, in turn, may help the counselor to better identify and understand clients' goals or problems. The broadened view of career and career development also provides constructs and language to help explain client information and behavior. Having such constructs and language provides ways to understand and interpret client self- and environmental information that may not have been possible without them.

Drawing Conclusions: Making Diagnoses

As counselors and clients are gathering, understanding, and interpreting client information and behavior, these tentative conclusions are often called diagnoses. Conclusions or diagnoses made initially are not labels applied for all time. They are, instead, more like hypotheses to be substantiated, modified, or discarded, as the career counseling process unfolds.

Crites (1981) suggested that there are three types of diagnoses to consider making: differential, dynamic, and decisional. Differential diagnosis is the identification and categorization of client goals or problems. Categories such as undecided, indecisive, and incongruent are often used. Differential diagnosis answers the question, "What is the client's problem or goal?" Dynamic diagnosis focuses on why, on determining the causes or reasons for the client's problem or goal. For example, a client, differentially diagnosed as undecided, may lack information, whereas a client diagnosed as indecisive may have anxiety and self-doubts and hold a number of irrational beliefs. In the latter case, the use of information alone may not be sufficient. In decisional diagnosis, attention turns to clients' approaches to decision making. It focuses on understanding the processes and sequences clients use to arrive at choices. In this type of diagnosis, clients are assessed as to their use, or lack of use, of decision-making strategies.

Taking Action

The reason for identifying, clarifying, and specifying clients' goals or problems is to find ways to resolve them through appropriate interventions. Once clients become aware of the nature of their goals or problems, the focus of career counseling turns to the active involvement of counselors and clients in goal or problem solutions (Crites, 1981). Here the keys are the diagnoses or tentative conclusions about the nature and structure of the

goals or problems, because the diagnoses determine the choices of interventions that are to be used. How does the connection between diagnoses and interventions work? Let us look at an example.

Remember that Crites (1981) identified and described three types of diagnoses. He also suggested three broad outcomes for career counseling: making a choice, acquisition of decisional skills, and enhanced general adjustment. With these elements in mind, suppose a client's problem was identified as difficulty in making a career choice. Also suppose that the diagnoses were that the client was (1) undecided (differential diagnosis); (2) had not been exposed to much in the way of information about occupations while growing up, and as a result, had a very limited view of the occupational alternatives available (dynamic diagnosis); and (3) lacked some basic skills about how to gather and analyze information (decisional diagnosis). To reach a resolution of the client's problem, now clarified and specified through the above diagnoses, Crites (1981) suggested that, used separately or in combination, interview techniques, test interpretation, and career and labor market information are possible intervention strategies. On the basis of the above diagnoses, career and labor market information can be used to inform and instruct the client about the realities and possibilities of the work world. The client may be motivated to explore new options as information opens up new possibilities. Interest inventories and aptitude tests can help provide comparisons with people in occupations. Counseling (listening, reflecting, providing information, confronting, and teaching) can help the client sort out career and labor market information and the results of tests and styles analyses, and bring them together into a meaningful gestalt so that a decision can be made about a career choice.

At this point in carer counseling, clients may need a way to organize and relate the self-environmental information and the career and labor market information they have gathered. Using the broadened concept of career, one approach may be to use a life career plan organized around the following life roles:

Worker role
Consumer and citizen role
Learner role
Personal role
Family member role

Worker role. In this section individuals record information about the worker role competencies they possess. A listing of interest and aptitude data also can be included. In

addition, tasks performed around home or school and the jobs individuals have had can be recorded.

Consumer/Citizen role. This section of a plan includes individuals' competencies identified in this role. Special attention is given to listings of community resources used or those that are available to be used. Depending on the age of the persons involved, information is recorded concerning the purchase and maintenance of housing, the investment of money, and legal transactions, including the establishment of funds and wills.

Learner role. In this section a complete record of individuals' educational experiences and achievements are recorded and maintained. Official transcripts, listings of learner competencies acquired, listings of informal learning experiences, and extracurricular activities are just a few of the types of learner role information that can be included.

Personal role. This section could be used by individuals to record and maintain information about themselves in such areas as their personal appearance, values, friendships, and leisure-time pursuits. In addition, this is the section to record and maintain complete health records. This can include immunizations received, medication taken, doctor or hospital visits, childhood diseases, and past illnesses.

Family member role. The family member role section is used to record and maintain such information as family background, data about family members and relatives, and possible family crises and what was done to handle them. Other information that can be recorded and maintained are data about family milestones or important family-related occurrences such as marriages, divorces, illnesses, and birthdays. Short anecdotes about such occurrences also can be included.

Once clients begin gathering and organizing information in plain form, it can become a vehicle for them to relate and apply the information they have gathered and organized to their career planning and decision making. They may find that by putting information together in certain ways and in certain categories, relationships become apparent that were not apparent before. Self-appraisal information and experience auditing and cataloging often can be translated directly into job-related knowledge, attitudes, and skills. When these relationships are seen, client self-confidence and self-worth may be increased.

Evaluating the Impact of the Interventions

The final phase of goal or problem resolution is assessing changes that may have occurred and evaluating the impact of the interventions used. One way to accomplish this is to have the client review and summarize what has taken place during the career counseling process. Then the counselor can add his/her own review and summary.

During the summary, the counselor and client may find that some unfinished business remains. The client may need more information or more time to consider and reflect on the information already available. As a result, the counselor may recycle back to the same interventions to allow more time for consideration and reflection, or the counselor may try other interventions.

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