
INTRODUCTION TO CAREER COUNSELING

The field of career counseling is all about coming up with answers to these questions:

- How did you learn about various jobs and careers? Why have you worked the jobs you have? Have you ever been unhappy in a job and why, and what was the impact of this on you?
- Have you ever changed a job or career and why? And most importantly, why do you want to do what you want to do?
- Most importantly, why do we work and what do we get from working?

The field is all about what's the role of work in people's lives. It's a major part of our social identity, our status and how we get gratification. For most of us, career choice impacts nearly all aspects of our lives, of our personal lives. In a lifetime, we spend, typically, more time at work than any other activity except for sleep. And so work is a major focus of our lives for most of us and a major determinant of many aspects of our lives.

Determinants of Career Choice - Reasons we work

- **Economic Needs:** Most common response--we work because we need money to live. Work is an important determinant of what resources we have access to, what needs we get satisfied, where we can live, what vacations we can take.
- **Social Needs:** Work allows us to build relationships, friendships with people that we have things in common with. Those relationships give us a sense of status and feeling of importance. It is sociological
- **Psychological Needs:** Work is something where we can go and implement who we think we are, what we want to accomplish in life, what type of legacy we want to live and give to our children. It allows us to feel a sense of self-esteem, a sense of mastery. It can give us a psychological boost or a sense of accomplishment.

Retirement:

- People retire because they don't need to work anymore or they have to retire because of their age and they are economically sound
- Oftentimes people report that they are unhappy with retirement because the social or psychological needs that were getting met by working or through working are no longer getting met.

Research on Determinants: Our job as career counselors is to help people to see that there are various and multiple reasons why we work and to examine whether or not current work, career choices satisfy all of these needs. In addition to sorting out what we get out of working in these three areas-- social, economic, and psychological-- we can also research work from these three areas.

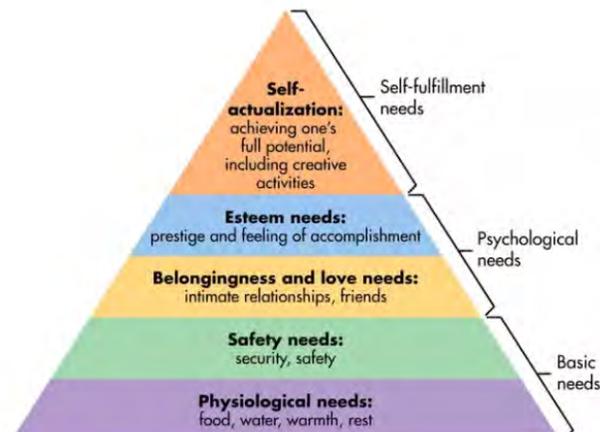
social contexts. In some cases, options are not provided or are limited. The individual can fail to commit or will commit without the opportunity to explore various options. So this identity crisis or exploration phase is normal. It is absolutely essential that we all have to go through it.

- **DEFINITION : Identity Achievement-** Once we've completed the search for an identity and figured out who we are and who we want to be and commit to that identity, we develop a sense of who we are and that's labelled then an identity achievement.
- **DEFINITION: Identity Foreclosure-** have committed to an identity without having explored the options. individuals who did have a sense of who they were but for never really went through a moratorium stage This happens because they've adopted the identity that their parents said they should adopt. Considered "false identity achievement" or when they've achieved an identity that's actually not their own. Counselors have to break connections or build relationships to help them overcome which is very difficult to do.
- **DEFINITION : Identity Diffusion-** is a status that characterizes those who have neither explored the options nor made a commitment to an identity. This can result from Having little connection to parents or role models. Counselors have to help individuals get to the moratorium stage by creating a connection (to interests, self, or others).

		Committed to an Identity? Is this individual personally involved in expressing and exploring their own aspirations, goals, values, beliefs and educational/career options?	
		No	Yes
Searching /Searched for Identity? -Is/has this person questioning/questioned their parentally defined values, goals or beliefs? -Is/has this person identifying/identified personal alternatives for career options, goals, values beliefs	Yes	Identity Moratorium • Exploration of alternatives	Identity Achievement • Commitment made: Acceptance of role or value
	No	Identity Diffusion • Ambiguous belief systems; no vocational commitment	Identity Foreclosure • Commitment predetermined by parents or political, social or religious affiliation

THEORIST: Abraham Maslow

DEFINITION : Hierarchy of Needs- is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. From the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem, and self-actualization. Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up.



you start to get promotions. So you get more responsibilities and pay. This can also be a point where individuals then question their choice because they may not advance as quickly as they like or they may not get the money that they like. So here you can also see evidence of dissatisfaction. Now, when there's evidence of dissatisfaction at this stage, it's often not because the individual has made the wrong choice in the specific stage as far as the career that they've chosen. Here, you might see is dissatisfaction with the company or organization with which they work. And so here sometimes individuals start to think, maybe I need to leave this company, not leave the field that they're in, and switch organizations.

DEFINITION : Maintenance Stage - (ages 46 to 65). At this stage, you're likely maintaining your existing career and taking part in career development activities that keep you up to date in your job. However, as many **jobs become less secure**, this stage is less common than it was when Super developed his model. We are holding, updating, and innovating can really be very condensed and be happening simultaneously. The middle adult stage, this maintenance stage, is probably the least explored and researched of Super's stages.

- **DEFINITION : Holding (Substage)-** holding stage is actually adapting to changes in the position. And so we're holding on but we're also adapting.
- **DEFINITION : Updating (Substage)-** this is where we're learning new knowledge or we're holding on and adapting and having to learn new knowledge. I think the holding and adapting substages are really intertwined. They go hand in hand.
- **DEFINITION : Innovating (Substage)-** last substage is in maintenance is innovating. And that's where we then create new ways of doing things. So we're making novel contributions to the field. We've mastered our craft. We've mastered the position. We see ways of improving it. We create new ideas and implement those new ideas and people will listen to us.

DEFINITION : Disengagement Stage- (ages 65 and upward)- Here, you may choose to slow down and **retire** from your career, if you are able to do so. Your emphasis moves away from paid work and leaves you with more time for other roles, such as Leisurite, Homemaker and Citizen.

- **DEFINITION Decelerating (Subgroup)-** start to think about retirement, start planning for retirement, start decreasing responsibilities.
- **DEFINITION : Retirement Planning (Subgroup)-** is actually where you're now going to plan for imminent retirement, where you're going to live.
- **DEFINITION : Retirement Living (Subgroup)-** implement that retirement plan and you retire and you live in retirement. Super said that this is actually quite difficult for many people because work has become, for many people, a defining concept, aspect of their self-concept. And so Super was one of the first people to identify that retirement isn't this bed of roses that everyone thinks it is. People actually retire and are unhappy. Research has actually shown-- and we'll talk more about this later in the semester-- that many men actually die early because they don't really feel like they have a sense of purpose. So these are Super's life stages. They're incredibly well-researched. Super was not just some armchair theorist that was postulating these ideas. He was collecting data. He was following individuals and seeing what they were going through.

Lent, Brown, & Hackett Social Cognitive Career Theory

Self-efficacy
Answers:
"Can I do this?"

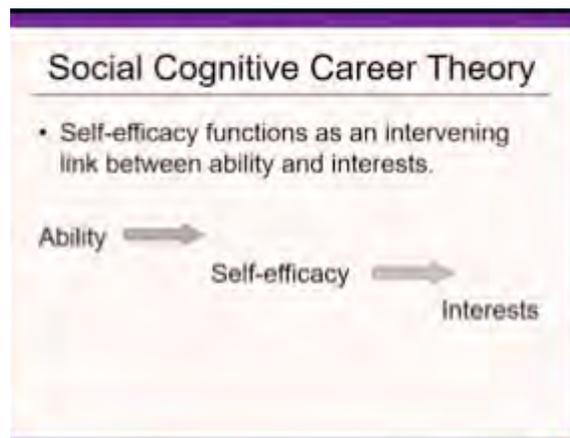
Outcome expectations
Answers:
"Can I do this, NOW?"

Social Cognitive Career Theory

Self-efficacy is developed through:

- personal accomplishment
- vicarious learning (watching others; role models)
- social persuasion (feedback from others)
- outcome expectations (expected rewards)

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THEORIST : Mark Savickas

Mark Savickas is the author of Career Construction Theory. Allows us to see the emphasis on this aspect that has been ignored or not paid attention to, the unique qualities of the individual and the impact that these unique qualities have on the career decision-making process, the career development process. For Savickas, individuals construct their careers by imposing meaning on their vocational behavior and occupational experiences. Career construction is based upon narrative theory. What Savickas has done is build upon Donald Super's work in saying, yes, that is true, but the self-concept is implemented through

- **DEFINITION: General Aptitude Test Battery (GATB)**- put out by the Department of Labor and it also is free and it also assesses how well, how accurate we are in various areas and is useful in placing of individuals into specific careers to see if they're going to be successful in those careers.

Values Assessment

DEFINITION : Values- What we get from working? What makes us feel accomplished? Values are incredibly important and have an incredible motivational effect on us. Only recently added into the equation. Can trump interests in importance in that sequence. Have to be discussed. Unlike interest, values tend to change over time. depending upon the context of our lives. Very temporal in that time really impacts what's important to us at this stage of our life, the stage of the context of our lives. Can consist of financial security. Values are highly subjective. Values are influenced by our family, our culture, our community. Can be very dependent upon our upbringing, the social context in which we live, or lived.

Personality Assessments

Personality Tests - the least important of these four variables. Personality is our default position. It is how we characteristically react and handle our lives. It's a way that we characteristically respond to situations. Personality-work fit is important because if our personality fits the work environment, we're not going to experience that energy drain. Helps us determine between two similar interests when needed. It's important to understand the difference between state and trait here.

- Traits are internal default characteristics. So that's what we mean by personality. And so, remember, we just talked about the big five. The big five are our internal personality traits, our default personality traits, the way we characteristically respond.
- States are changeable. It depends upon the context/time. Straying away from traits.

Tests used are the Myers-Briggs, the MBTI. Myers-Briggs is widely used in business and industry. It's widely used for counseling. We also use Big-Five Personality Factor Instrument, which is known as the NEO-FFF.

Additional Formal Assessments Middle & High School	
<p>Ability Achievement and Aptitude</p> <ul style="list-style-type: none"> • ACT Aspire: College Readiness; grades 3 - 10 • Armed Services Vocational Aptitude Battery (ASVAB): Military Occupations; grades 10 - 12 • Campbell Interest and Skill Survey (CISS): Self-reported Interests & Skills; ages 15+ • Differential Aptitude Test (DAT): Aptitudes; Different forms for grades 7-9 and grades 10-12 	<p>Attitudes, Beliefs, and Readiness</p> <ul style="list-style-type: none"> • Career Beliefs Inventory (CBI): Beliefs in 5 Categories; grades 8-12 • Career Decision Making Self-Efficacy Scale (CDSE): Confidence in Career Decisions; grades 9 - 12 • College-Going Self-Efficacy (CGSES): Beliefs re: Attendance & Persistence; middle-school • My Vocational Situation (MVS): Career Decision Making; high-school
<p>Interest Inventories</p> <ul style="list-style-type: none"> • Pictorial Inventory of Careers (PIC): Identify Occupations of Interest; middle and high school & individuals w/ disabilities and limited English 	<p>Personality Assessment</p> <ul style="list-style-type: none"> • The Myers-Briggs Type Indicator (MBTI): Personality Traits; high-school