

The Merrill Counseling Series

6TH EDITION

CAREER DEVELOPMENT INTERVENTIONS

SPENCER G. NILES JOANN HARRIS-BOWLSBEY



CAREER DEVELOPMENT INTERVENTIONS

SIXTH EDITION

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About the Authors

JoAnn Harris-Bowlsbey While a high school counselor and then director of guidance in a large suburban high school west of Chicago, I became interested in the phenomenon of career choice. I read about the early work of John Holland, who was Vice- President of Research at ACT (then the American College Testing Company). Simultaneous with absorbing Holland's theory, I was learning about mainframe computers and noting how they were being used by large school districts, primarily for student scheduling. When IBM released the first cathode ray tube in 1966, it became obvious that the added capability for interactive dialogue between a person and a computer could be harnessed to develop systems that could help young people and adults with career exploration and decision making.

Given that realization, members of my guidance staff and I wrote a proposal to the Illinois Board of Vocational Education asking for funding to develop a system that would serve students for career exploration and counselors for record keeping and course scheduling. The proposal was funded and provided sufficient budget for us to conceptualize, operationalize, evaluate, and distribute the *Computerized Vocational Information System (CVIS)*. That system was distributed free of charge to about 200 school districts. This caught the attention of the IBM Corporation, especially since the system operated on IBM equipment. The result was that IBM offered to contribute staff and other kinds of support for a more advanced product if I could acquire more funding. That funding came from the U.S. Department of Education and supported the development of a more comprehensive system, both in guidance content and technical sophistication. Involvement in this new era of career guidance put me in contact with Dr. Donald Super, who became a significant mentor in my professional life.

I left my position as director of guidance at the large Illinois high school and was accepted for pursuit of a doctoral degree at Northern Illinois University. Meanwhile, the distribution of the new system, called *DISCOVER*, caught the attention of ACT Inc., which offered me and my small staff the opportunity to merge into ACT for the purpose of further development and maintenance of the product. All of this established my reputation as a leader in the new field of computer-assisted career guidance. I completed my doctorate and accepted the offer by ACT.

Although the development of a series of computer-assisted career guidance systems dominated the next 16 years of my life, I also developed skill and experience as a college professor and college career counselor. Just prior to joining ACT I worked at Towson University as a career counselor. I also taught evening courses in career development theory and practice at Northern Illinois University, the Johns Hopkins University, and Loyola University in Baltimore. I immersed myself in work for our professional organizations, especially the American Counseling Association (ACA) and the National Career Development Association (NCDA). I served on the Board of NCDA for many years and served as president in 1998–1999. I also wrote articles and book chapters, and I authored a college-level course in career exploration and choice called *Take Hold of Your Future*.

In 1998, when I reached the age of 65, it seemed appropriate to retire, and so I did retire from ACT in the fall of that year. However, I had not yet completed my life plan. Upon retiring, I worked with Dr. Barbara Suddarth and Dr. David Reile to update the curriculum for the training of Career Development Facilitators (CDF) in the United States. Then we modified that curriculum for the Japan Career Development Association, which has used the curriculum to train 20,000 Career Advisors. That work led to a contract for development of the Offender Workforce Development Specialist (OWDS) curriculum, which is offered to staff who work with offenders and ex-offenders.

With a sigh of relief, I attempted retirement again. However, in 2005 the CEO and owner of Kuder, Inc., offered me a position of leadership in the development of the Kuder systems, which are widely used in the United States and in a number of other countries. And, by the way, somewhere along this continuum of activities, Dr. Spencer Niles sought me out to assist him with this textbook, and here we are in the sixth edition! I'm 87 years old now, live near Baltimore, Maryland, and winter in Fort Myers, FL. I am going to attempt once more to retire!

Spencer G. Niles I am a Professor of Counselor Education at the College of William & Mary in Williamsburg, Virginia, where I also serve as the co-director of the THRIVE Research and Intervention Center. I am currently the Editor of *Counselor Education and Supervision*. Previously, I served as Dean of the School of Education at William & Mary; Distinguished Professor and Department Head of Educational Psychology, Counseling, and Special Education at Penn State; and Professor at the University of Virginia. I am honored to have served as the only two-time President in the more than 100-year history of the National Career Development Association and to be the recipient of the National Career Development Association's Eminent Career Award (like Dr. Bowsbey, who received the award prior to me). I am also an NCDA and ACA Fellow and have served as a Fulbright Senior Specialist, Finnish Institute for Educational Research; Editor, *Journal of Counseling & Development*; President of Chi Sigma Iota; and Editor of *The Career Development Quarterly*.

I have received the following awards from the ACA: Thomas Hohenshil Publication Award; Thomas J. Sweeney Award for Visionary Leadership and Advocacy; President's Award; Extended Research Award; David Brooks Distinguished Mentor Award; and I have been appointed a Fellow by the ACA. I am an Honorary Member of the Japanese Career Development Association; Honorary Member, Italian Association for Educational and Vocational Guidance; Lifetime Honorary Member, Ohio Career Development Association; and the recipient of the Noted Scholar Award from the University of British Columbia. I have authored or co-authored approximately 145 publications and delivered over 150 presentations at international, national, and regional conferences. My highest honor and privilege as a career development scholar is having the opportunity to co-author this book with Dr. JoAnn Harris-Bowsbey, who is a true pioneer in the career development field and my dear friend.

Preface/About This Book

Drs. Niles and Harris Bowlsbey have taught career courses for a combined total of nearly 90 years to students in numerous universities in the United States as well as in Argentina, Australia, China, New Zealand, Italy, India, Finland, Portugal, Japan, United Arab Emirates, Ireland, Turkey, South Africa, Canada, Qatar, Sweden, Spain, Belgium, England, Rwanda, Scotland, Switzerland, Singapore, Taiwan, Denmark, and Estonia. Wherever students are interested in learning about career development theory and practice, we are eager to go—in person or online! In each instance, however, not only are we teaching students about career development interventions, but students also teach us. The idea for this book began in response to student requests (pleas) for a textbook that was readable, practical, and interesting. These are high but reasonable expectations which have served as our guiding principles as we initially wrote and continue to update and improve these chapters and their extensive resource materials.

New to This Edition

This textbook has become an authoritative source for referencing important literature from the career development field. In addition to consistently updating this textbook to reflect the most cutting-edge research, trends, and pedagogy, we have made the following changes to this edition:

- Greater use of case studies representing clients from diverse contexts in all chapters
- Updates of current literature applying to each chapter
- Updated statistics related to demographic trends, labor market participation, and an expanded discussion of the implications of these trends for career development interventions
- Expanded discussion of the changing landscape of career development interventions, in elementary, middle, and high school as well as higher education and community settings.
- Expansion of the research and work of recent theorists, with an eye toward their applicability for diverse populations
- Expanded coverage of diversity, equity, and inclusion topics included in a rewrite of Chapter 4 with important contributions from Dr. Diandra Prescod

- Predictions about the future uses of technology in career guidance intervention
- Implications of COVID-19 and related economic outcomes on career choice and development in Chapters 1, 4, and 8.
- Continued use of student assignments based upon video content we created for this book and on Pearson's extensive resources

The availability of career-counseling videos continues to be a special feature of this career development text. The videos provide outstanding examples of how leading career development experts conduct career counseling with diverse career-counseling clients. The career counseling videos accessible through the Pearson website were created and produced by Niles and Harris-Bowlsbey. The clients are real clients with genuine career concerns. The career counseling sessions were not scripted, rehearsed, or edited in any way. The career counselors had very little information, and in some cases none, about their clients prior to their career counseling sessions. Thus, the videos offer a realistic view of how nationally recognized career-counseling experts conduct career counseling. We also provide video interviews with leading career development theorists and/or representatives of the leading theories who were close collaborators with the theorists they represent. These videos are designed to show how theory translates to practice and can be accessed through the eText. (See below for more information about the eText.)

One important goal of this text is to convey to our readers the deep respect and long-term commitment we have for career development theory and practice. We emphasize this goal in Chapter 1. As we note in the book, few things are more personal than career choice, and we remained cognizant of this fact as we updated each chapter. Making career decisions involves deciding how we will spend one of the most precious commodities we have—our time on Earth. We realize that these decisions are often difficult and overwhelming. Thus, we draw upon the work of our colleagues in the field to present readers with state-of-the-art career theory and practice. We acknowledge their important foundational contributions in Chapters 1, 2, and 3.

We also acknowledge the impact of the COVID-19 pandemic throughout the book. Moving from less than 300,000 to more than 45 million unemployed workers in a matter of a few months is unprecedented. Its impact is affecting how we view work, employment security, and life. The pandemic created trauma for everyone, and we will be recovering from the experience for some time to come.

Although we cover a wide variety of theoretical perspectives in the book (especially in Chapters 2 and 3), we emphasize that careers develop over time. A decision point in one's career development is just that: a point in time at which one makes decisions based on previous and current career development experiences. Although knowing how to help people at these important points in their career development is crucial, career practitioners can also intervene proactively in the lives of children, adolescents, and adults in ways that facilitate positive career development prior to the occurrence of career crises. Being able to provide assistance in both instances is critical.

We are especially concerned that career development theory and practice be inclusive. Constructing culturally inclusive career development interventions should be standard practice within the field. Unfortunately, this has not traditionally been the case. In part because of their historical context, career theories and practices have focused primarily on the career experiences of European American middle-class males. Although we devote a chapter to providing culturally responsive career development interventions (Chapter 4), throughout the book we also address the need for inclusive career interventions. Our case studies highlight the career experiences of

clients from diverse backgrounds. We think both approaches (having a single chapter devoted to the topic and infusing diversity throughout the book) are needed to begin to more adequately address the career development needs of all people.

The need to provide clients with culturally responsive career interventions provides an important foundation for discussing career counseling interventions in Chapter 8 and career-assessment approaches in Chapter 5. The career-counseling process and outcomes information provided here reflect the most recent work within the field. We also provide career information, resources, and website references (Chapters 6 and 7) that represent important aspects of the career development process. We highlight the essential considerations in designing and implementing career development programs in Chapter 9. We also emphasize in Chapter 9 the importance of engaging in the ongoing evaluation of career services. This is important for improving service delivery. However, when resources are limited, as they are in many situations, the need for both accountability and the ability to demonstrate effectiveness is great. Finally, we highlight developmental approaches to providing career assistance in the schools (elementary, middle, and high), higher education, and community settings in Chapters 10 through 14. In Chapters 10, 11, and 12 we provide numerous sample activities that professional counselors in the schools can use to provide career development interventions to their students.

Of course, the requirement to engage in ethical practice is a standard in our field. However, there are many challenges confronting career practitioners. Web-based services such as career counseling and career assessment, the possibility of dual relationships, the potential that clients will be exposed to assessments that have no psychometric support, and theories with deeply rooted value sets present challenges to practitioners as they engage in ethical practice. Thus, we address many of these current ethical challenges in Chapter 15 using the 2015 National Career Development Association (NCDA) Code of Ethics. This is the first, and still one of the few, career development texts with a chapter devoted to ethical practice.

To make the book even more useful to readers, we use a framework developed by the NCDA. Specifically, we use the NCDA's career-counseling competencies and the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards to guide us in the identification of chapter topics. These competencies and standards appear in the appendices at the end of the book.

Please note that printed on page xxi of Front matter is a grid identifying the chapters that are most relevant to each competency category and the 2016 CACREP standards. For readers focused on career interventions in K–12 settings, we also incorporate the National Career Development Guidelines into Chapters 10 (elementary school), 11 (middle school), and 12 (high school).

We hope that we have accomplished the goals that motivated us to write this book. We also hope that we have fulfilled our students' expectations. In teaching our career courses, we consider it high praise when students tell us that they have a new respect and appreciation for career development interventions as a result of the class experience. This is what we hope occurs with this book. We invite readers to send us their feedback directly (sgniles@wm.edu; bowlsbeyj@kuder.com). We are committed to improving the book in any way that we can. Although collectively we have devoted nearly a century to the study and practice of career development, we have much yet to learn and we are eager to do so. Your comments will guide us in the revisions that we make. We are also happy to speak (either in person or virtually) to classes that are using our text. Simply contact us with such requests, and we will arrange for a time to make this happen. Finally, we wish you the very best as you embark on an exciting adventure with regard to your ongoing professional development.

Key Content Updates by Chapter

Chapter 1: Introduction to Career Development Interventions

- Addition of desired learning outcomes related to text content
- Addition of a section on the impact of the fourth industrial revolution on career development
- Update of the information on employment statistics, including those related to the pandemic
- Discussion of “technostress” and work
- Addition of a section addressing antiracism and the importance of Black Lives Matter

Chapter 2: Understanding and Applying Theories of Career Development

- Addition of desired learning outcomes related to text content
- Update of the literature related to the classic career development theories
- Highlight of the use of theories in career development interventions
- Strengthening of the integration of case studies throughout the chapter

Chapter 3: Understanding and Applying Recent Theories of Career Development

- Addition of desired learning outcomes related to text content
- Update of the literature related to more recent career development theories
- Emphasis of the application of recent theories to career development practice
- Strengthening of the integration of case studies throughout the chapter

Chapter 4: Providing Culturally Competent Career Development Interventions

- Addition of desired learning outcomes related to text content
- Highlight of the demographic shifts in work
- Highlight of the implication of discriminatory behavior in school and work
- Discussion of the importance of intersectionality in career development

Chapter 5: Assessment and Career Planning

- Addition of desired learning outcomes related to text content
- Addition of case studies and more emphasis on diversity in these
- Update of websites and publications offering assessment
- Linkage from chapter content to additional resources, including videos, from Pearson’s Counseling Lab

Chapter 6: Career Information and Resources

- Addition of desired learning outcomes related to text content
- Addition of four decision-making models: the model of Frank Parsons, the values-based model of Martin Katz, the cognitive information processing model of James Sampson and colleagues, and the hope-centered model of Spencer Niles and colleagues
- Addition of case studies and more emphasis on diversity in these
- Update of websites and publications offering career information

- Linkage from chapter content to additional resources, including videos, from Pearson's Counseling Lab

Chapter 7: Using Information and Communication Technologies to Support Career Counseling and Planning

- Addition of desired learning outcomes related to text content
- Addition of case studies and more emphasis on diversity in these
- Update of website addresses
- Linkage from chapter content to additional resources, including videos, from Pearson's Counseling Lab

Chapter 8: Career Counseling Strategies and Techniques

- Addition of desired learning outcomes related to text content
- Update of review of key career counseling research
- Discussion of the impact of the COVID-19 pandemic (and its related traumatization of workers) in career counseling interventions
- Update on career practitioner credentials

Chapter 9: Designing, Implementing, and Evaluating Career Development Programs and Services

- Addition of desired learning outcomes related to text content
- Update of website addresses
- Update of research studies
- Linkage from chapter content to additional resources, including videos, from Pearson's Counseling Lab

Chapter 10: Career Development Interventions in Elementary Schools

- Addition of desired learning outcomes related to text content
- Update of research literature related to career development in childhood
- Integration of American School Counselor Association *Mindsets and Behaviors for Student Success*

Chapter 11: Career Development Interventions in Middle Schools

- Addition of desired learning outcomes related to text content
- Update of research literature related to early adolescent career development
- Integration of American School Counselor Association *Mindsets and Behaviors for Student Success*

Chapter 12: Career Development Interventions in High Schools

- Addition of desired learning outcomes related to text content
- Integration of American School Counselor Association *Mindsets and Behaviors for Student Success*

Chapter 13: Career Development Interventions in Higher Education

- Addition of desired learning outcomes related to text content
- Update of higher education enrollment statistics
- Update of research literature related to career development interventions in higher education

Chapter 14: Career Development Interventions in Community Settings

- Addition of desired learning outcomes related to text content
- Update of website addresses
- Update of research studies
- Update of divisions of the American Counseling Association and of the requirements for counselor certification
- Linkage from chapter content to additional resources, including videos, from Pearson's Counseling Lab

Chapter 15: Ethical Issues in Career Development Interventions

- Addition of desired learning outcomes related to text content
- Update of literature related to ethical challenges in career development interventions

Pedagogical Features

Although there are many features of this text that enhance student learning, by use of this text, three stand out:

- The addition in this edition of expected learning outcomes. These are stated for each chapter at its beginning and are then repeated within the chapter text where appropriate. The purpose is to help both instructors and students obtain the hoped-for results of engaging in the text and its related resources.
- The large number of case studies and examples throughout the text, all of which are designed to help students translate the content of the chapter into real-life practice.
- The extensive external resources linked to the text. These include the videos described in the previous section and many other resources provided by Pearson. These resources are described in detail in the following section.

Pearson eText, Learning Management System (LMS)–Compatible Assessment Bank, and Other Instructor Resources

Pearson eText (9780135842539)

The Pearson eText is a simple-to-use, mobile-optimized, personalized reading experience. It allows you to easily highlight, take notes, and review key vocabulary all in one place—even when offline. Seamlessly integrated videos and other rich media will engage you and give you access to the help you need, when you need it. To gain access or to sign in to your Pearson eText, visit: <https://www.pearson.com/pearson-etext>.

Video Examples Each chapter includes *Video Examples* that illustrate principles or concepts aligned pedagogically with the chapter and include captions that ask you to consider how you would respond to situations depicted in the video.

LMS-Compatible Assessment Bank

With this new edition, all assessment types—quizzes, application exercises, and chapter tests—are included in LMS-compatible banks for the following learning management systems: Blackboard (9780137358267), Canvas (9780137358298), D2L (9780137358311), and Moodle (9780137358274). These packaged files allow maximum flexibility to instructors when it comes to importing, assigning, and grading. Assessment types include:

- **Learning Outcome Quizzes:** Each chapter learning outcome is the focus of a *Learning Outcome Quiz* that is available for instructors to assign through their Learning Management System. Learning outcomes identify chapter content that is most important for learners and serve as the organizational framework for each chapter. The higher-order, multiple-choice questions in each quiz will measure learners' understanding of chapter content, guide the expectations for student learning, and inform the accountability and the applications of learners' new knowledge. When used in the LMS environment, these multiple-choice questions are automatically graded and include feedback for the correct answer and for each distractor to help guide students' learning.
- **Application Exercises:** Each chapter provides opportunities to apply what students have learned through *Application Exercises*. These exercises are usually short-answer format and can be based on Pearson eText video examples or written cases. When used in the LMS environment, a model response written by experts is provided after students submit the exercise. This feedback helps guide student learning and can assist the instructor in grading.
- **Chapter Tests:** Suggested test items are provided for each chapter and may include questions in various formats: true/false, multiple choice, and short answer/essay. When used in the LMS environment, true/false and multiple-choice questions are automatically graded, and model responses are provided for short answer and essay questions.

Instructor's Resource Manual and Test Bank (9780135842621):

The Instructor's Resource Manual and Test Bank includes an overview of chapter content and related instructional activities for the college classroom and for practice in the field as well as a robust collection of chapter-by-chapter test items.

PowerPoint® Slides (9780135842553)

PowerPoint® slides are provided for each chapter and highlight key concepts and summarize the content of the text to make it more meaningful for students.

Note: All instructor resources—LMS-compatible assessment bank, instructor's manual, and PowerPoint slides—are available for download at www.pearsonhighered.com. Use one of the following methods:

- From the main page, use the search function to look up the lead author or the title. Select the desired search result; then access the "Resources" tab to view and download all available resources.
- From the main page, use the search function to look up the ISBN (provided above) of the specific instructor resource you would like to download. When the product page loads, access the "Downloadable Resources" tab.

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2016 CACREP STANDARDS RELATED TO CAREER DEVELOPMENT

Career Development—studies that provide an understanding of career development and related life factors, including all of the following:

Book Chapter	CACREP Standard
2, 3	a. theories and models of career development, counseling, and decision-making;
1, 2, 3, 8	b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors;
6, 7	c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems;
1, 2, 3, 4	d. approaches for assessing the conditions of the work environment on clients' life experiences;
1, 2, 3, 5, 7, 8, 9	e. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development;
10, 11, 12, 13, 14	f. strategies for career development program planning, organization, implementation, administration, and evaluation;
1, 4	g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy;
8, 9, 10, 11, 12, 13, 14	h. strategies for facilitating client skill development for career, educational, and life-work planning and management;
1, 8	i. methods of identifying and using assessment tools and techniques relevant to career planning and decision-making;
4, 15	j. ethical and culturally relevant strategies for addressing career development.

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INTRODUCTION TO CAREER DEVELOPMENT INTERVENTIONS

Like it or not, what we do for pay is a big part of our lives. In many ways it defines who we are, and it's how most people provide for the basic needs of day-to-day living, such as food, shelter, and transportation. In time, if we are lucky, our job can provide more: quality leisure time, investments for the education of our children, a home, and so on. Every day we get up and go to work. There's no getting out of it, so it's imperative to choose a field or endeavor that will enrich our lives. It adds a certain quality not only to our personal worlds but also to the world around us, not with great bursts of genius, but rather with a slow, steady infusion of our knowledge and skills.

Regarding the many complexities of work, I believe one of the most important aspects of any job is the finished product. Whether we are contractors building a house, doctors repairing a heart, or teachers educating a student, from the very onset we need to focus on the finished product and take pride in the process that achieves that finished product. We should never settle for anything less than our best effort, because it matters. It matters to the homeowner, the patient, and the student, and it most certainly should matter to us. Pride in our work, our accomplishments, and the diligence we put into them can and will make all the difference in the world.

David H., Contractor

Work is something that I do because I have to. If I won the lottery, I wouldn't work. As a single parent of two young children, I have to be responsible. I do it for them. Can work be "meaningful"? I hope to experience that someday. Right now, it's how my family and I get by—that's the most important thing and most days it's not fun.

Ann D., Food service worker

My work means everything to me (well, almost everything). As an oncologist, I am dedicated to my work and my patients. I feel a tremendous responsibility to be the best physician that I can be. I also feel a responsibility to be the best I can be as a representative of my family and the African American community. I have dedicated much of my life to this activity. It is what gives me meaning and purpose. I feel fortunate to do the work that I do.

Camille S., Physician

LEARNING OUTCOMES

- 1.1** Understand how the meaning of work evolves over time.
- 1.2** Learn key career development terms.
- 1.3** Learn about key historical events in the history of career development interventions.
- 1.4** Identify future trends in career development interventions.
- 1.5** Identify ways career development interventions will evolve to address trends in the field.

As Stephanie and her classmates discussed their lives as graduate students in the counseling field, their attention turned toward their required career development course. They wondered why they needed to take this course. José confidently declared that he had no interest in providing career counseling and that he was not likely ever to need to know much about the topics they would cover in class. Jonathan agreed and stated that he found the prospect of giving people tests to be rather boring. Beth was clear that she was headed toward private practice and that she would probably just refer clients with career concerns to other practitioners interested in that sort of work. Chandra did not agree, but her peers seemed so clearly negative about this class that she was reluctant to say so. She had witnessed the influence that work had on her family and she knew it was an important topic to understand. Her father had been laid off from his job as an engineer when the company he worked for moved overseas. Her family had struggled to make ends meet as Chandra's father searched for new employment. Her mother struggled to keep her full-time job while also taking care of Chandra and her two younger brothers. When her father was forced to settle for a job that provided far less pay, challenge, and satisfaction than his previous one, she watched as her father became more depressed and the tension between her parents increased. Even her brothers were behaving differently and getting into more trouble at school. Chandra worried about her family and she knew that their future was being influenced significantly by her parents' career development. Chandra saw connections between work and life through the experience of her own family, and she hoped that the career development course would help her understand how to help people in similar situations.

The introductory quotes from David H., Ann D., and Camille S. each communicate the diverse values, purposes, and goals that people attach to work. When they can, many people view work as an outlet for self-expression and a vehicle for creating meaning and purpose in life. Other people work to provide for their families and, often due to circumstances beyond their control, approach work as a means to an end. Some, like Camille, the physician, see work as a way to fulfill their responsibility to an ethnic or cultural group. Still others struggle simply to find work. COVID-19 drove the unemployment rate in the United States in May 2020 to 13.3% (Bureau of Labor Statistics, 2020) significantly higher than the January 2019 level of 3.2% (Bureau of Labor Statistics, 2019). The May 2020 percentage translates into more than 46 million workers unemployed in the United States. That is a large number and it is likely that you know someone who is struggling with unemployment and working hard to find work. Actual unemployment numbers can often be misleading, however. For example, if you are unemployed and have given up looking for work for a period of one month, then you would not be counted in the unemployment numbers- and there are significant numbers of people whom have simply given up trying to find work. Unemployment calculations also do not distinguish part-time jobs from full-time jobs or reveal anything about the quality of those jobs. In fact, the unemployment rate ignores millions of underemployed Americans whose jobs do not match their skill level, education, or availability to work. *Underemployment* is a broad term that generally refers to three types of

workers: high-skilled employees with low-skilled jobs, part-time workers who want full-time jobs, and skilled workers with low-paying jobs. Although these workers technically have jobs, they don't have the opportunity to contribute as much as they can to society. For example, someone with a law degree is underemployed if she can't find a job at a law firm and she is forced to work as a shoe salesperson. What's more, underemployment seems to be worst among workers with the least education. The Economic Policy Institute looked at Bureau of Labor Statistics (BLS) data and reported that the underemployment rate for workers without a high school degree was 18.8% in 2016. No doubt this number is much higher today,

Unfortunately, the experience Chandra described is not unusual today. Adults strive to cope effectively with their careers in uncertain times. Recent college graduates struggle to land their first postgraduate job. Adolescents feel the pressure to succeed but often wonder how their daily experiences in high school connect to their future educational and career opportunities. Children are constantly exposed to occupational stereotypes that influence their perceptions of which future opportunities are open to them and which are not. Thus, we state with emphatic emphasis that the need to provide career assistance exists in every setting in which counselors work! Counselors in school, higher education, and community settings will, to varying degrees and at various times, encounter clients confronting career development issues. It is for good reason, for instance, that the American School Counselor Association has historically identified career development as a key area essential to the work of school counselors. Positive engagement in career and educational planning fosters student engagement, which in turn fosters academic success. It is also the case that survey results examining the concerns expressed by college students consistently identify the need for career assistance as their greatest need. Employers downsize frequently, making career issues a constant worry for adult workers. The COVID-19 pandemic, in which unemployment rose from 281,000 to nearly more than 46 million unemployed workers within a several-month time period, provided a tragic and stark reminder of the fragility of anyone's employment situation.

Despite the prevalence of career issues in contemporary society, many students in counseling and related educational programs are similar to José, Jonathan, and Beth in that they react less than enthusiastically to enrolling in the required "career information" course (Heppner, O'Brien, Hinkelman, & Flores, 1996). Perhaps some students imagine course requirements as forcing them to memorize sections of occupational information books or spending hours learning how to administer and interpret tests to advise clients as to which occupations they should choose. Perhaps they view career development interventions as separate from more general counseling interventions, with the skills requirements of the former involving information dissemination, advising, and test administration, and the skills of the latter involving more "sophisticated" therapeutic techniques. Maybe they envision career development interventions that resemble mechanistic processes in which the counselor acts in directive ways and takes complete responsibility for career intervention outcomes. Or, perhaps, like Beth, they view career development interventions as irrelevant to their future work as counselors. Whatever the reasons for the lack

of enthusiasm many students feel toward courses related to career development, we challenge such views and assumptions.

We believe (and we think that Chandra would agree!) that competent career practitioners must possess expertise in a broad and challenging array of counseling-related competencies. The knowledge and skills required for providing career assistance effectively encompass and go beyond those required in more general counseling (Blustein & Spengler, 1995; Gysbers, Heppner, & Johnston, 2009; Herr, Cramer, & Niles, 2004). For example, the career-counseling competencies identified by the National Career Development Association (NCDA, 2009) indicate that career counselors need knowledge and skills in career development theory; individual and group counseling; individual/group assessment; career information/resources; program promotion, management, and implementation; career coaching/consultation; multicultural counseling; supervision; ethical/legal issues; and using technology effectively in the career intervention process. These skill areas obviously extend far beyond those limited to career advising and test administration!

Moreover, the topics related to career development interventions are exciting and challenging. In many ways, career development interventions connect with recent emphases in psychology on optimizing human functioning, maximizing happiness, and fulfilling human potential (Niles, Amundson, & Neault 2011; Savickas, 2009, Yoon et al., 2015). Career counselors meet their clients at the intersection between what has been and what could be in their lives. At their core, career development interventions focus on helping people consider how they will develop and use their talents as they live their lives. Career development practitioners also seek to empower people to construct meaning out of their unique life experiences and then translate that derived meaning into appropriate occupational and other life-role choices. Translating life experiences into career choices requires people to possess a relatively high level of self-awareness. Accordingly, career practitioners provide interventions to help their clients clarify and articulate their self-concepts. These interventions can include formal, standardized assessments as well as informal, nonstandardized assessment activities that actively and creatively engage clients in the career intervention process (Amundson, 2019). Because sorting through career concerns and engaging in career planning are complex processes, competent career practice requires counselors to be skilled at developing effective working alliances with their clients (Amundson, 2019; Anderson & Niles, 2000; Brott, 2019; Multon, Heppner, Gysbers, Zook, & Ellis-Kalton, 2001; Perrone, 2005). When career counselors work collaboratively and innovatively with their clients to construct a clear career direction, both the client and the counselor experience the intervention process as exciting and positive (Anderson & Niles, 2019).

We also realize that multiple challenges confront career practitioners in the career intervention process. Career decision-making is rarely a simple task and, therefore, good career counseling is never mechanistic and routine. When we consider the fact that decisions about work are made within a life context that connects intimately with other life roles and responsibilities, the complex and often stressful nature of career decision-making becomes clear (Perrone, Webb, & Blalock, 2005). What might, on the surface, seem to be a relatively straightforward process of making a decision about work can quickly become overwhelming, frustrating, and complicated when important factors such as family expectations, limited occupational opportunities, financial limitations, and multiple life-role commitments are considered. Clearly, Chandra had already learned this fact as a result of her parents' career development experiences. The opening quote from Ann D. also reinforces the complexity of career challenges.

Given the complexity of career decision-making, there should be little surprise that many clients seeking career counseling experience substantial levels of psychological distress (Multon et al., 2001). Obviously, career counselors must address their clients' distress as they also help them clarify their values, skills, life-role salience, interests, and motivations. When clients also experience low self-esteem, weak self-efficacy, and little hope that the future can be more satisfying than the past, the career counselor's task becomes even more challenging (Niles, Amundson, Neault, & Yoon, 2021). Clients coping with such issues require more assistance in resolving their career dilemmas than a test battery can provide. Given this fact, it is not surprising that career counseling clients describe the support and the experience of an effective therapeutic alliance with their career counselors as one of the most helpful aspects of their career counseling experience (Anderson & Niles, 2000; Multon et al., 2001). Obviously, skills found to be essential counseling skills (e.g., establishing rapport, reflective listening, expressing empathic understanding) are also essential career counseling skills.

Working collaboratively and effectively with clients also requires career practitioners to possess multicultural competencies at an advanced level (National Career Development Association, 2009). For instance, clients operating from a collectivistic orientation engage in the career planning process in important ways that differ from clients operating from an individualistic orientation. Working with the client's cultural context is essential to providing effective career assistance. For example, Kim, Li, and Liang (2002) found that career counselors focusing on the expression of emotion were perceived as having greater cross-cultural competence than were counselors focusing on the expression of cognition when working with Asian American college students with high adherence to Asian values. Leong (2002) found acculturation to be positively related to job satisfaction and negatively related to occupational stress and strain. Gomez and colleagues (2001) found that Latina career development is strongly influenced by sociopolitical, cultural, contextual, and personal variables. Specifically, factors such as socioeconomic status, family, cultural identity, and the existence of a support network all helped to shape the course of career development for the Latinas participating in the study conducted by Gomez and colleagues. Madonna, Miville, Warren, Gainor, and Lewis-Coles (2006) highlight the importance of understanding the client's religious orientation within the career development experience. Paul (2008) describes the use of a constructive-developmental approach to career counseling that incorporates a client's sexual identity into the career counseling process. Pepper and Lorah (2008) discuss the importance of workplace considerations and career concerns for transsexual individuals. Powell et al. (2017) offer a career counseling framework that factors family influences into the career decision-making process. The client's constellation of cultural/contextual variables clearly matters in the career intervention process. Thus, similar to general counseling interventions, the career development intervention process is a dynamic, complex, and challenging one that requires career practitioners to draw upon multicultural counseling skills to effectively help their clients move forward in their career development (and, like general counseling, all career counseling is also multicultural counseling).

Additionally, indications are that the career development process will become more, rather than less, complex in the near future. Change, transition, and instability dominate the career development landscape, and this has only accelerated due to COVID-19 (Niles, Amundson, Neault, & Yoon, 2021). For example, the Bureau of Labor Statistics (2014) reports that one in four workers has been with his or her current employer for less than a year. Also, in 2014, the median number of years that workers had been with their current employer was 4.6 years (4.7 for men and 4.5 for women). This was prior to the pandemic of 2020, which led to almost

30 million unemployed workers. Career recovery in the time of COVID-19 is incredibly challenging at best. This level of transition involves costs to companies and to society as new workers must be trained, and transitioning workers often require social benefits such as unemployment insurance and Temporary Assistance to Needy Families as they experience periods of unemployment between jobs.

In addition to decreased longevity with a single employer, workers today are operating within a globalized economy. Thomas Friedman described this phenomenon in his book titled *The World Is Flat: A Brief History of the 21st Century* (Friedman, 2005). Friedman noted that technological advances have created a more level economic playing field, with previously disadvantaged countries rising in knowledge and wealth to rival that of the United States and other world powers. Computer and communications technologies, previously a stronghold of developed countries, have been accessed and mastered by countries such as China and India, making these nations more economically competitive. This leveling or “flattening” of access and opportunity has had a major impact on the nature of work throughout the world. For one thing, it has accelerated economic globalization or the economic interdependence of national economies so that what happens economically in one country has an impact on the economy of another country. The global unemployment rates of the past several years provide clear evidence of this fact.

Another impact of economic globalization is the outsourcing of jobs from one country to other countries. When viewed in the most positive light, reallocation of jobs from one to another country raises the receiving country’s economy and standard of living. The company that outsources the work enjoys the benefit of lower costs because the wages in developing countries are lower than those of developed countries. Workers in the developing countries have greater employment opportunities, and developing countries get access to the latest technology. Because globalization also results in increased competition, companies are forced to lower the prices of their products, thereby resulting in benefits to the consumer. In Friedman’s view, these developments will continue until world economies are lateral; that is, show a flat line. A flat world means we are mutually economically dependent and in more communication with each other.

What are the practical implications of the trends Friedman identifies? To compete effectively in a “flat” world, Friedman proposes the following as being necessary for 21st-century workers. First, there is the need to be constantly engaged in learning. It is essential that workers learn new ways of doing old things as well as new ways of doing new things. Second, it is essential to develop a sense of passion for, and curiosity about, life. Passion and curiosity are powerful forces that bring energy, innovation, and new ideas to the workplace. Third, the capacity to work collaboratively is a requisite skill for addressing the complex challenges in the 21st century. Interpersonal skills contribute to someone being viewed as a valued team member who contributes positively to any workplace challenge. Finally, being able to balance analytical thinking with creativity provides a valuable perspective to solving problems that companies encounter. Friedman’s list of effective career self-management skills for the 21st century can be expanded to include (a) the capacity to cope with change and tolerate ambiguity, (b) the ability to acquire and use occupational information effectively, (c) the ability to adjust quickly to changing work demands, and (d) the skills to use technology effectively. Developing these capacities with specific job content skills will enable workers to stay current in today’s global economy.

Before leaving our discussion of globalization, however, it is important to note that the globalization scenario is not altogether positive. There are substantial and undeniable negative outcomes of a flattening world. For example, workers in manufacturing and white-collar jobs have fewer employment opportunities in nations where this work has been outsourced to

other countries. Those employed as programmers, editors, engineers, and accountants represent examples of workers who have experienced fewer opportunities in developed countries due to the outsourcing of their work to developing countries. Globalization has also led to the increased exploitation of workers in developing countries. A report by the United Nations (UN) (2000) indicates that globalization has increased inequality and discrimination while also widening the economic gap between the “haves” and the “have-nots.” Safety standards are often ignored to produce goods less expensively. It is also the case that many developing countries do not have child labor laws and, in such countries, child workers are often placed in inhumane working conditions. Many companies have established factories in countries that are lacking in environmental regulations and that take advantage of this by discharging pollutants into the soil and nearby waterways. There has also been an increase in human trafficking related to globalization. Finally, the UN report notes that multinational companies have become increasingly influential in political decisions about legislation and public policies that often benefit companies but not those who work within them.

Clearly, globalization presents a mixture of positive benefits for us to enjoy and negative outcomes for us to address. The negative outcomes listed above can be added to the long-existing income disparities between men and women; differences in income levels and employment opportunities between majority and nonmajority workers; economic inequity and employment discrimination experienced by workers with disabilities; disparities between those who have access to quality education and the opportunities that education provides and those for whom those opportunities are currently closed; employment discrimination experienced by sexual minorities; and the list goes on.

In an article addressing the impact of accelerating digitalization and automation of work, known as the fourth industrial revolution, Hirschi (2018) notes that estimates regarding the degree to which automation will eliminate jobs are both significant and exaggerated. Hirschi states that in many instances the impact is likely to be more task-specific, rather than a situation that impacts the existence of an entire occupation. That is, portions of many jobs may be automated while other aspects of the same occupation may not be as susceptible to automation. For example, certain aspects of diagnosis in mental health counseling may be automated and digitized, however, whether technology can establish an effective working alliance with a client that is as effective as a highly skilled counselor remains to be seen! Typically, workers with higher skills and higher educational levels are less likely to be impacted by automation than workers with lower skills and less education.

Hirschi (2018) also identifies structural changes in work occurring in the fourth industrial revolution, which includes an increase in lower skilled (custodian, security guards, etc.) and higher skilled jobs (teachers, managers, etc.) accompanied by a “hollowing out” of middle skilled jobs (machine operators, office administrators due to their vulnerability to automation. Concurrently the rise of the gig economy has led to many workers working independently in on-demand work in which they are employed to complete specific projects and when the projects end, their work on a particular project ends. Uber is an excellent example of an independent work option involving a high degree of autonomy in which the worker decided when to work and whether to take on a specific assignment, and in which the worker is paid by each task completed.

Atanasoff and Venable (2017) have highlighted the fact that all workers are likely to be exposed to “technostress.” Technostress reflects a person’s inability to cope effectively with the demands emerging when new technologies are introduced into his job requirements. Technostress

can impact a person's mental and physical health, as well as his job satisfaction. When new technologies are implemented in the workplace without adequate worker preparation and employer support, then the probability of workers experiencing technostress is increased. Worker satisfaction and productivity are likely to decrease in such instances. It is surprisingly common that employers are insensitive to worker susceptibility to technostress.

Collectively, the impact of globalization and the fourth industrial revolution highlight the need career practitioners to help their clients change with change. To accomplish this, workers need support in maintaining self-awareness relative to how their life experiences influence their evolving sense of self. Moreover, they need to stay vigilant in understanding how work is evolving so they are aware of the fact that as work changes over time, they need to continuously consider how changes in work may influence their need to consider new training and emerging work opportunities. Finally, becoming more accepting of change (more adaptable) is a 21st-century requirement for all persons. The prevalence of ambiguity relative to the long-term stability of any situation makes change a constant and the capacity to adapt to change an essential requirement.

These developments within the nature of work and the opportunity to find work indicate a need for public policies supporting workers. For example, historically in the United States the federal government has sponsored worker training programs (e.g., the Job Training Partnership Act, the Comprehensive Employment and Training Act) so that those workers who lack relevant job skills can pursue low- to no-cost training opportunities intended to provide workers with relevant skills for employment. Such issues highlight the need for career practitioners to engage in social justice and advocacy. In fact, we contend that being able to engage effectively in social justice and advocacy has become essential for competent career practitioners in the 21st century.

Among other things, engaging in social justice and advocacy requires career development practitioners to learn about legislation and public policies that support workers and provide for the provision of career development services (e.g., the Workforce Investment Act, the Americans with Disabilities Act) across the life span. Related to this, Friedman identifies the need for legislation that makes it easier to switch jobs by making retirement benefits and health insurance less dependent on one's employer and by providing insurance that would partly cover a possible drop in income when changing jobs. Friedman also believes there should be more inspiration for youth to aspire to occupations in science, technology, engineering, and math (STEM) fields due to a decrease in the percentage of these professionals. Such recommendations provide implicit support for infusing career development language into the reauthorization of the next iteration of the Elementary and Secondary Education Act (most recently referred to as the Every Student Succeeds Act). Knowing how to impact policy and legislation is an important skill for career development practitioners. For example, corresponding with legislators regarding the importance of career services for all people and informing legislators of the benefits of career services for the individual and community are important advocacy actions that career practitioners can take. Being a multiculturally competent career practitioner is also an essential component of providing effective career interventions. Throughout this text we highlight these skills and connect them to career development interventions. We also emphasize that because children, adolescents, and adults are all required to cope successfully with career development tasks to manage their careers effectively, all counselors must be skilled at providing career interventions and must understand the career development process, regardless of their work setting.

THE MEANING OF WORK ACROSS TIME

Learning Outcome 1.1 Understand how the meaning of work evolves over time.

Obviously, understanding the career development process and being able to provide holistic, comprehensive, and systematic career development interventions across the lifespan requires career practitioners to appreciate the role that work plays in people's lives. There is substantial evidence indicating that the meaning of work for people across the globe is changing in the 21st century (e.g., Ardichvili & Kuchinke, 2009; Borchert & Landherr, 2009; Ferrar, Nota, Soresi, Blustein, Murphy, & Kenna, 2009; Hirschi, 2018). Unfortunately, many of the shifts occurring in work patterns are not positive for workers. For example, most workers in industrialized countries now enjoy the benefits of substantial periods of paid annual leave (typically about three weeks per year) and paid parental leave. Currently, 134 countries have laws establishing a maximum length to the workweek. The exception to these trends is the United States. According to the International Labour Organization, Americans work 137 more hours per year than Japanese workers, 260 more hours per year than British workers, and 499 more hours per year than French workers. Currently, 85.8% of men and 66.5% of all women in the United States work more than 40 hours per week. It should come as no surprise, therefore, that Americans report sharply higher levels of work-family conflict than do citizens of other industrialized countries. Fully 90% of American mothers and 95% of American fathers report work-family conflict (Williams & Boushey, 2010).

By standards that existed in the 1800s, when the average American worked 70 hours per week, the centrality of work in the identities of many Americans has arguably lessened, but by current standards the data indicate that work continues to dominate the identities of many Americans. This is not surprising given that the work you choose influences the persons with whom you will associate for a major portion of your daily life; it also affects how much vacation you take and when it will occur, the types of continuing education and training that you will engage in, the type of supervision you will have, the degree of autonomy you will experience, and the lifestyle you will enjoy. Thus, it is no surprise that one of the first questions people ask each other when first meeting is, "What do you do?" Although on the surface this is a rather open question and people could respond by describing a wide variety of life activities, they seldom do. There is the implicit (if not explicit) understanding that the query relates to what one does to earn a living. Such interactions reinforce the contention that in a fluid industrial society, occupation is one of the principal determinants of social status (Super, 1976). Such interactions also support Sigmund Freud's statement that "work is the individual's link to reality." For better or worse, our choice of work colors the perceptual lens through which others often view us and through which we often view ourselves. No doubt we make differing assumptions about people who tell us they are neurosurgeons as compared with those who tell us they are employed at a local fast-food restaurant. In many countries, occupational title tends to be used, correctly or incorrectly, to identify a person more than does any other single characteristic.

It is important to note, however, that in some contexts, and at different periods of history, one's choice of work was not as closely connected to one's identity as it is today. Other characteristics, such as one's surname or residence, provided a primary means for self-identification. How is it that work has become such a core component of one's identity? Obviously, in primitive societies, work was taken for granted. One worked to survive. In the classical societies, work was viewed as a curse insofar as it involved manual labor as opposed to intellectual labor. (It is