Career Development Interventions 5th edition Niles Test Bank

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Test Bank – Chapter 2

Essay Questions

1. You have a career counseling client whose Holland type is RIA. She is working in an environment that is classified as SEC. With regard to this client, what can you say about consistency and congruence?

2. List and briefly describe Super's 5 Life Span Stages.

3. List and briefly describe the four stages of cognitive development described by Gottfredson.

4. Describe worldview generalizations and how, according to Krumboltz, they impact career decision-making.

5. In the 21st century, individuals' personalities, abilities, behaviors, attitudes, are conceptualized as embedded within a specific context, to what degree does this challenge some of the assumptions of previous career developments? In what ways do those theories still remain relevant today?

Multiple Choice

1. The theory that focuses on the career development process as it relates to the types of compromises people make in forming their occupational aspirations was presented by
   A. Krumboltz.
   B. Holland.
   C. Gottfredson.
   D. Super.

2. The three parts of Super's segmental theory are life span, life space, and
   A. life time.
   B. life concept.
   C. life skills.
   D. self-concept.

3. In Super's theory, adolescents' readiness for career decision making is known as
   A. career adaptability.
   B. career maturity.
   C. social learning.
   D. decisiveness.

4. Self-concepts developed through comparison of the self with others are known as
   A. cognitive.
   B. developmental.
   C. subjective.
   D. objective.

5. One factor that influences life role salience is

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A. genetics.
B. circumscription.
C. educational aspirations.
D. the dominant culture.

6. According to Gottfredson, the ____ represents a person's conclusions as to their fit in society.
A. occupational choice.
B. compromise.
C. self-creation.
D. social space.

7. According to Super, methods used to guide and clarify vocational identities for clients are
A. cognitive behavioral.
B. developmental.
C. both of the above.
D. neither of the above.

8. In Gottfredson's model, the process of eliminating unacceptable occupational alternatives based primarily on gender and social class is labeled
A. circumscription.
B. compromise.
C. congruence.
D. salience.

9. According to Anne Roe's personality theory of career choice, people choose occupational fields based on their _____, which were influenced by the childhood environments that they experienced.
A. interests
B. parent's occupation
C. need structures
D. attachment to their parental figure

10. In terms of Holland's theory, congruence describes the degree of fit between an individual's personality type and that of his or her
A. parents.
B. current boss.
C. current or prospective work environment.
D. siblings.

11. In Holland's model, the degree of relatedness within types, such that similar types are located next to each other and have more in common, is a concept called

A. congruence.
B. circumscription.
C. adaptability.
D. consistency.

12. Social learning theory identifies four factors that influence decision making, including all of the following **except**
A. genetic endowment and special abilities.
B. environmental conditions and events.
C. instrumental and associative learning experiences.
D. self-observation generalizations.

13. According to Krumboltz, career concerns are least likely to arise from
A. the absence of a goal (career indecision).
B. expressed feelings of concern about high aspirations (unrealism).
C. conflict between equally appropriate alternatives (multipotentiality).
D. a presence of too many goals (indecisiveness).

14. Krumboltz proposes to use indecision in the counseling process as
A. a desirable quality that motivates clients to seek alternative jobs elsewhere.
B. a negative quality that motivates clients to engage in new learning experiences.
C. a desirable quality that motivates clients to engage in new learning experiences.
D. a negative quality that motivates clients to stick to their present situation .

15. The theory that has generated more research than any other seems to be that of
A. Super.
B. Krumboltz.
C. Holland.
D. Gottfredson.

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Text for PowerPoint Presentation
(available on website)

Questions to Ask About Theories

- How well does the theory
  - describe the career development process for diverse populations?
  - describe the career development process generally?
  - identify the factors involved in career choice?

Questions to Ask About Theories, continued

- How well does the theory
  - inform practice?
  - provide documentation of empirical support?
  - cover all aspects of career development?

Super's Life-Span, Life-Space Theory

- A differential-developmental-social-phenomenological career theory (Super, 1969)
- Super conceptualized career as "the life course of a person encountering series of developmental tasks and attempting to handle them in such a way as to become the kind of person he or she wants to become" (Super, 1990, pp.225-226).
- Asserts that career choice is a developmental process (rather than a single decisions) that spans across the life span
- Super's life span, life-space theory is segmented into three elements: life span, life space, and self-concept

Life Span

- The Life span component of Super's Life Span, Life-space theory addresses the longitudinal expression of career behavior and includes the stages of growth, exploration, establishment, maintenance, and disengagement.
- Each stage contains an age range and developmental tasks.
- *Career maturity*- the career decision-making readiness of children and adolescence
- *Career adaptability*- the career decision making readiness of adults

Life Span

- Growth (Childhood) - fantasy, interests, capacities
- Exploration (Adolescence) - crystallizing, specifying, implementing
- Establishment (Early Adulthood) - stabilizing, consolidating, advancing
- Maintenance (Middle Adulthood) - holding, updating, innovating
- Disengagement (Late Adulthood) - decelerating, retirement planning, retirement living

Life Space

- The life space segment of Super's theory acknowledges that people differ in the degree of importance they attach to work as it is expressed via different life roles (home, school, workplace, community).
- The simultaneous combination of life roles we play constitutes the life style; their

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sequential combination structures the life space and constitutes the life cycle; the total structure is the career pattern. (Super)

Life Space, continued

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

Life Roles

- People tend to play some or all of nine major roles:
  - Son or daughter
  - Student
  - Leisurite
  - Worker
  - Spouse (Partner)
  - Homemaker
  - Parent
  - Pensioner

Life Roles

- The theaters for these life roles are the:
  - home,
  - school,
  - workplace, and
  - community**.**

Self-Concept

- Career decisions reflect our attempts at translating our self-understanding into career terms (Super, 1984)
- Self-concepts contain both objective and subjective elements.
- Self-concepts continue to develop over time, making career choices and adjusting to them lifelong tasks**.**

Career Development and Assessment (C-DAC Model)

- Super and his colleagues translated the three segments of the theory into the C-DAC Model.
- Assessments used in the model include
  - Career Development Inventory
  - Adult Career Concerns Inventory
  - Salience Inventory
  - Values Scale
  - Self-Directed Search

Contextual Factors Influencing Life-Role Salience

- Life role self-concepts are shaped by:
  - the dominant culture

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    - the culture of one's origin
- Important to examine one's life-role participation holistically and can be clarified by using two different methods:
    - actuarial method
    - developmental method

Evaluating Super's Theory

- Super's framework has been "generally supported" from the research (Fitzgerald, 1996).
- Other authors (Salmone, 1996; Borgen, 1991; Brown, 1996) each assert that Super's theory has withstood the test of time over the past 40 years.

Anne Roe's Personality Theory of Career Choice

- Anne Roe (1904-1991), a clinical psychologist, considered the impact of children's early child-rearing environments on their later career choice
- Drawing upon Maslow's (1954) needs theory, Roe suggests that unmet needs become important motivators in the occupational choices people make

Roe's Theory of Career Choice (cont.)

- Roe identified three primary modes of child rearing environments:
    - emotional concentration (overprotection-overdemanding),
    - avoidance (neglecting needs)
    - acceptance (physical and psychological needs are met)
- Roe suggests individuals choose occupation fields based on their need structures.

Evaluating Roe's Theory

- Researchers have been challenged to validate Roe's theoretical assumptions due to the variability of parenting style and early life environments by members of same occupation
- Little empirical support for this theory given the inherent challenge of longitudinal causality studies

Linda Gottfredson's Theory of Circumscription, Compromise, and Self-Creation

- Offers a developmental, sociological perspective of career development
- Gottfredson's theory answers the question, "Why do children seem to re-create the social inequalities of their elders long before they themselves experience any barriers to pursuing their dreams**?**

Gottfredson's Theory, continued

- *Circumscription* - the process of eliminating unacceptable occupational alternatives based primarily on gender and social class
- *Compromise* - the process of modifying career choices due to limiting factors, such as availability of jobs

Circumscription: Stages of Development

- Stage 1: Orientation to size and power
- Stage 2: Orientation to sex roles

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- Stage 3: Orientation to social valuation
- Stage 4: Orientation to the internal, unique self

Applying Gottfredson's Theory to Practice

- Programs should
    - be sensitive to the mental capabilities of the age group.
    - introduce students to the full breadth of options
    - display for youngsters their circumscription of alternatives
    - be sensitive to the dimensions of self and occupations along which circumscriptions and compromise take place so that their role can be explored

Gottfredson's Criteria for Determining a Counselee's Restriction of Options

- Able to name one or more occupational options
- Possesses interests and abilities adequate for the occupation(s) chosen
- Satisfied with the alternatives identified
- Has not unnecessarily restricted alternatives
- Is aware of opportunities and realistic about obstacles

Evaluating Gottfredson's Theory

- Overall, research related to Gottfredson's theory has not been extensive and existing research results have been equivocal.
- One research study did find that occupational aspirations, ability, and gender were significantly related to career achievement in later life and that adolescent girls achieved less career success in mid-life than adolescent boys.

John Holland's Theory of Types and Person-Environment Interactions

- Holland's theory has been described as structural-interactive because it provides an explicit link between various personality characteristics and corresponding job titles and because it organizes massive data about people and jobs (Weinrach, 1984, p. 63).

Theoretical Assumptions of Holland's Theory

- Individuals can be categorized as one of six types (investigative, artistic, social, enterprising, and conventional)
- People search for environments that will let them exercise their skills and abilities and express their attitudes and values;
- The more a person resembles any particular personality type, the more likely it is that the person will manifest the behaviors and traits associated with that type.
- Goal is to match a person's vocational personal type to a matching environment

Holland's Theory of Person-Environment Interactions

Most persons can be categorized as one of six types:

- Realistic
- Investigative
- Artistic
- Social

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- Enterprising
- Conventional

Holland's Theory, continued
There are six environments:
- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional

The Realistic Type
- Conforming
- Humble
- Frank
- Materialistic
- Persistent
- Genuine
- Practical
- Hardheaded
- Shy
- Honest
- Thrifty

The Investigative Type
- Analytical
- Independent
- Cautious
- Intellectual
- Pessimistic
- Introverted
- Precise
- Critical
- Rational
- Curious
- Reserved

The Artistic Type
- Imaginative
- Original
- Disorderly
- Impractical
- Intuitive

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- Emotional
- Impulsive
- Nonconforming
- Expressive
- Open

The Social Type

- Idealistic
- Helpful
- Cooperative
- Kind
- Sympathetic
- Friendly
- Patient
- Tactful
- Generous
- Responsible
- Understanding

The Enterprising Type

- Domineering
- Optimistic
- Adventurous
- Energetic
- Pleasure-seeking
- Extroverted
- Ambitious
- Impulsive
- Self-confident
- Sociable
- Popular

The Conventional Type

- Conforming
- Inhibited
- Persistent
- Conscientious
- Obedient
- Practical
- Careful
- Orderly
- Thrifty
- Efficient
- Unimaginative

The Realistic Environment

- Requires explicit, ordered, or systematic manipulation of objects, tools, machines, or animals
- Encourages people to view themselves as having mechanical ability
- Rewards people for displaying conventional values and encourages them to see the world in simple, tangible, and traditional terms

The Investigative Environment

- Requires the symbolic, systematic, and creative investigation of physical, biological or cultural phenomena
- Encourages scientific competencies and achievements and seeing the world in complex and unconventional ways
- Rewards people for displaying scientific values

The Artistic Environment

- Requires participation in ambiguous, free, and unsystematized activities to create art forms or products
- Encourages people to view themselves as having artistic abilities and to see themselves as expressive, nonconforming, independent, and intuitive
- Rewards people for the display of artistic values

The Social Environment

- Requires participation in activities that inform, train, develop, cure, or enlighten
- Requires people to see themselves as liking to help others, as being understanding of others, and of seeing the world in flexible ways
- Rewards people for the display of social values

The Enterprising Environment

- Requires participation in activities that involve the manipulation of others to attain organizational and self-interest goals
- Requires people to view themselves as aggressive, popular, self-confident, and sociable
- Encourages people to view the world in terms of power and status
- Rewards people for displaying enterprising goals and values

The Conventional Environment

- Requires participation in activities that involve the explicit, ordered, or systematic manipulation of data
- Requires people to view themselves as conforming, orderly, non-artistic, and as having clerical competencies
- Rewards people for viewing the world in stereotyped and conventional ways

Key Terms

- *Differentiation* - the degree of difference between a person's resemblance to one type and to other types; the shape of a profile of interests

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- *Congruence* **-** the degree of fit between an individual's personality type and current or prospective work environment

Key Terms, continued

- *Consistency* - degree of relatedness between types
- *Vocational identity* - possession of a clear and stable picture of one's goals, interests, and talent

Applying Holland's Theory

- Relies on assessment instruments used to measure congruence, differentiation, consistency, and vocational identity **-**
    - Self-Directed Search
    - Vocational Preference Inventory
    - My Vocational Situation
    - Position Classification Inventory

Applying Holland's Theory

- Code can be used to identify occupations, jobs, majors, and leisure activities
- Types can be used to organize curriculum, career fairs, and information about occupations, jobs, and majors

Evaluating Holland's Theory

- Holland's theory has been subjected to more empirical tests than any other career theory.
- Overall there is considerable support for his theory: personality types remain stable over time, interests are significant predictors of occupational choices; and the RIASEC model was related to better career decision making outcomes among college student.
- Using the SDS as a stand-alone intervention and found it is not effective for increasing career exploration in college students
- Sverko, Babarovic, and Medugorac (2014) validated that the Pictorial and Descriptive Interest Inventory (PDII) is a reliable measure of RIASEC types

Krumboltz' Learning Theory: Influential Factors

- Genetic endowment and special abilities - sex, race, physical appearance, intelligence, abilities, and talents
- Environmental conditions and events - cultural, social, political, and economic forces beyond our control
- Instrumental and associative learning experiences
- Task**-**approach skills

Outcomes of the Factors Influencing Career Decision Making

- Self-observation generalizations
- World-view generalizations
- Task approach skills
- Actions

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Reasons Why People Prefer a Particular Occupation

- They succeed at tasks they believe are like those performed in that occupation.
- They have observed a valued model being reinforced for activities like those performed by members of that occupation.
- A valued friend or relative stressed its advantages to them; they observed positive words and images associated with it.

The Learning Theory of Career Counseling (Mitchell & Krumboltz)

- Counselors must be prepared to help clients cope with career concerns in four ways:
    - Expand their capabilities and interests
    - Prepare them for changing work tasks
    - Empower them to take action
    - Play a major role in dealing with all career problems

Ways Career Counselors Need to Help Clients

- Correct faulty assumptions.
- Learn new skills and interests.
- Identify effective strategies for addressing issues emanating from interactions between work and other life roles.
- Learn skills for coping with changing work tasks.

Applying Learning Theory of Career Counseling (LTCC)

- Krumboltz (1996) divides career development in two categories: developmental/preventative and targeted/remedial
- Application of LTCC entails: goal clarification cognitive restructuring, cognitive rehearsal, narrative analysis, role playing, desensitization, paradoxical intention, and humor
- Career Beliefs Inventory is primary assessment used in LTCC

Evaluating LTCC

- While LTCC is relatively new and untested, there is extensive research supporting the general social learning theory from which the LTCC is derived.
- A strength of LTCC is that it addresses both environmental and intra-individual variables in career development.
- LTCC also can be used as a framework for understanding the development of interests leading to one's personal modal orientation as described by Holland's theory
- The development of the CBI and subsequent application of strategies such as cognitive restructuring and reframing provide useful applications of the theory

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ANSWER KEY

Chapter 2—

CORRECT ANSWERS:

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

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