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The Career Decision

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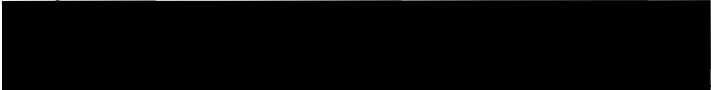
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AN ABSTRACT OF THE THESIS OF Donna Marie Klover for the Master of
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The career decision involves much more than merely deciding upon a
lifetime occupation. It actually embodies all of the major activities
that are of prime importance during one's lifetime. It can involve a
series of job experiences, avocations, and educational pursuits--what-
ever is important to the growth of the individual.

The purpose of this thesis is to define what is meant by the
"career decision", examine what life factors influence that decision,
how it is affected by one's self-concept and value system, and its
connection with one's needs, goals and life style.

This thesis is based upon a literature survey of articles and
books published over the past fifteen years, including relevant deci-
sion-making theories, and the author's personal counseling experience.

The conclusions reached are: counseling on the career decision should receive much more attention and emphasis, especially with people of college age; a career is not separate from one's personal and family constraints, but is inseparable and interacting in the total life process; one's career should continue to be evaluated at different stages in one's life as needs, values, etc. change; and courses in career development should be a part of the training curriculum for every masters graduate in counseling.

THE CAREER DECISION

by

Donna Marie Klover

A thesis submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE
in
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TO THE OFFICE OF GRADUATE STUDIES AND RESEARCH:

The members of the Committee approve the thesis of Donna Marie
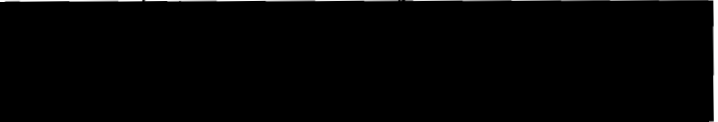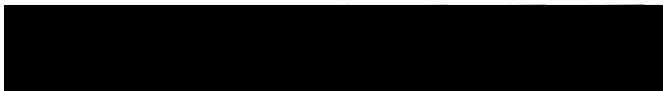Klover presented July 18, 1983.

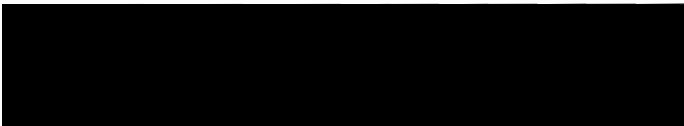Dave Capuzzi

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CHAPTER I

INTRODUCTION

The career decision involves more than just choice of occupation, although that choice forms the basis from which one's career evolves. Most of a person's waking hours are spent pursuing occupational activities which are connected with economic security as the means of survival. That occupation, however, becomes interlaced with one's self-image and self-respect, and has a bearing on one's social life and status. It influences friendships and life style as well as opinions and attitudes, and often determines where one lives. The career decision then embodies all of the major activities that are of prime importance during a person's life.

There is a great deal of pressure upon young people to decide what they want to pursue as a career so they can get on with their lives, yet not enough attention given to making that decision. A career shouldn't just "happen", although according to Max Ulrich (Morgan 1980, p. 233), "Blind fate accounts for at least 60% of what happens in careers."

It is well-known among counselors that a person's self-esteem and status within the family unit has an impact upon how that person functions in society and in the working world (Ginsberg, 1971). Much emphasis is placed upon improving marriage and family relationships and thus insuring a satisfying and fulfilling life. There has not been enough emphasis on the career decision and its significance for the person's total life satisfaction. The importance of the career decision needs greater emphasis for

in the training of those providing career counselling.

It has been the traditional assumption that if a person can re-
solve emotional problems, then other concerns such as family, marital,
vocational, etc. will all fall nicely into perspective. Since this does
not always happen, as counselors well know, it is encouraging to hear
the suggestion by Super (1964) that more general psychological disorders
can often be resolved if one is able to first resolve career dysfunc-
tion. Just as a problem-marriage can affect the person's job perfor-
mance, so also frustration and discontentment with the job can have
serious repercussions upon the marriage and family. Many people look at
a career as separate from personal or family life, but there is, in
actuality, an inseparable interaction that determines a person's life
satisfaction (Ginsberg, 1971).

Although numerous articles and books have been published on career
counseling, there have been few that view this inseparable interaction.
The tendency is to place the job and career in one category and the in-
dividual's personal life in another. According to Yeager (1974)

> Career planning officers and counseling psychologists in higher
> education have a mutual disdain for each other. Counselors
> treat vocational guidance as mundane, while career planning and
> placement officials tend to think that counseling primarily
> means finding work. (p. 38)

It is the author's suggestion that Masters counseling programs
should include classes in career development in equal proportion to
other special areas such as marriage counseling, family counseling, etc.
There is room for specialization according to individual interests and
preference, but all should receive equal emphasis in the counseling
curriculum.

Purpose

The purpose of this thesis is to pull together important concerns of career decision-making and to emphasize their importance to all counselors, thus enabling them to be more effective with many clients. The following questions will be explored:

1. What is meant by the career decision?

2. What life factors influence the career decision?

3. How is the career decision affected by one's self-concept and personal value system?

4. How does one proceed with goal-setting, both short-term and long-range, and move into actual career development.

5. What are the implications of the career decision for Masters graduates in counseling programs?

Procedure

A literature survey of career decision and development over the past fifteen years forms the basis for this thesis, as well as personal experience with R.A. Kevane and Associates, a private Portland career development firm. The major thrust is the importance of the career decision and the continuing life-long process it entails, and its significance to counselors. Most of the resources are from the Millar Library at Portland State University, and the remaining from Multnomah County Library, the University of Oregon Library, R.A. Kevane and Associates, and the author's private library.

The thesis consists of six chapters. Chapter I is the introduction. Chapter II defines what is meant by "career decision." Chapter

III examines the influences of life factors upon the decision. Chapter IV looks at self-concept and one's value system as influencing factors. Chapter V focuses upon goal setting and career development. Chapter VI indicates how the preceding process leads to the ultimate self-marketing. Chapter VII contains conclusions and recommendations, and the implications for school and agency counselors.

Limitations of the Study

. The study is limited to literature of the past fifteen years.

. The focus is on adults college age and older.

. There is greater applicability to the white collar, professional person, rather than the hourly wage earner.

. The research material is limited to the above listed libraries.

. The thesis is limited to showing the need to integrate required career counseling courses into counselor education programs, rather than setting up a model for implementation.

Definition of Terms

Career--a continuing life-long process of learning, living, and working experiences.

Career decision-making--weighing the apparent outcome against risks and costs, examining options, clarifying the relationships with personal needs and values, and formulating a plan of action.

Ego-identity--the accumulating meaning one forms about oneself in defining one's identity in relation to society.

Goals--aims or outcomes to be attained in one's lifetime, both short-term and long-range.

Job, occupation, or work--interchangeable words meaning a position one assumes as a means of economic survival.

Life factors--those situations that influence one's decisions such as economic and social status, educational opportunities, occupation of parents, sex-role differences, family or peer pressure, etc.

Life planning--one's plan for a lifetime of meaningful activity.

Needs--whatever is necessary to the happiness and well-being of a person.

Self-image or self-concept--one's view of self regarding interests, strengths, weaknesses, abilities, talents, needs and wants.

CHAPTER II

CAREER DECISION: DEFINITION AND THEORETICAL FOUNDATIONS

This chapter determines what is meant by the "career decision" by
first defining the word "career" and then by explaining the decision-
making process and some of the theories which are influencing career
development and research today. One's life plan should consist of
establishing a course of action toward making satisfactory economic and
personal choices. Though it can be an ever-changing process as one's
life situations change, this sense of direction will help the decision-
maker to know, "where one has been, where one is, and where one is
going" (Shingleton, 1977, p. 51). One can learn to control one's life
instead of leaving it to chance.

Career

A career is sometimes referred to as a way of making a living, but
in the context of career counseling it is much more broad and long range
in scope. As defined in Chapter I, career is a continuing life-long
process of learning, living, and working experiences, or in the broadest
sense one could say that life is career. A career is sometimes referred
to as a single profession that lasts a lifetime, when in reality it can
include a series of positions or jobs that make use of an individual's
potential (Germann, 1980). It can encompass a series of occupations
that include a person's job experiences, leisure-time activities, avoca-
tions, and educational pursuits--whatever contributes to personal growth

and development in one's occupational life (Herr, 1970).

According to Shingleton (1977, p. 51), a career is an "ever-changing process of planning that involves coordinating interests, abilities, attitudes, economics, and decision-making." Economic and personal choices are involved so that both work and life-style can be increasingly satisfying and rewarding.

Decision-Making

Making good decisions takes knowledge, intelligence, thoughtfulness, and skill in determining and evaluating outcomes. People can control what happens to them by making wise decisions and not leaving the future to fate or chance. A person can blindly follow the path of least resistance, or can carefully choose a direction, but fate should play no part in good decision-making (Buskirk, 1976). If you don't decide, you have already made a choice, to put off a decision or be guided by chance.

Although a person cannot always control the outcome of a decision, and each person's individual circumstances at the time will determine the options and the needs, the chances of a satisfactory outcome will be greatly enhanced by a wise decision (Schulz, 1975). Some helpful guidelines for positive decision-making are suggested by Seligman (1980):

1. Define the decision to be made
2. Generate a list of options or possibilities
3. Gather information on each possible choice
4. Clarify relationship of options to one's own values, self-concepts, long and short-range goals and feelings
5. Assess the likelihood of success and the potential benefits of each option
6. Assess the risks and pitfalls of each option
7. Weigh the options, estimate their probable outcomes and assess their desirability

8. Narrow the options and develop compromises, if necessary
9. Formulate a tentative plan of action for implementing the selected option(s) and maximizing the likelihood of a possible outcome
10. Evaluate both the decision and the process of decision-making   (p. 224)

It is important to remember that just because a person chooses one option doesn't mean that there is no more chance to choose others as well. It may be possible to pursue more than one option, or to pursue another at a future time. According to Cammaert (1979, p. 105), "The process of deciding is a long and searching evolution", and the consequences of our decisions cannot always be controlled. Lowe (1968) suggests that compromise is often essential to choice since every situation cannot have all of the positive aspects a person would wish. In weighing the benefits and disadvantages one decides which elements have priority, and then compromises on those of lesser importance. It is better, however, not to compromise on those of vital importance to the individual.

The strategies that one uses in decision-making warrant an honest appraisal. Seligman (1980) lists four strategies that are predominant: 1) "wish strategy" which focuses on what the person wishes or prefers to do, 2) "safe strategy" which is choosing what seems to have the most potential for success, or the path of least resistance, 3) "escape strategy" which is making a choice simply to avoid another, or to move away from an undesirable situation, 4) or a combination of the above.

Career Decision Theories

A number of theories of decision-making and vocational development have influenced present career development concepts. The Trait-Factor

model is the oldest theoretical approach from the early 1900's developed by such people as Parsons, Hull and Kitson, and establishing a reference for present theories by Holland, Super, etc. (Herr, 1979). This model identifies a person's interests and aptitudes and then attempts to match that person's profile to an occupation or area of occupations which embodies the common traits. The criticism of this approach is that it leaves the individual out of the decision-making process. It does not account for changes in a person's nature or life situation. As Herr (1979, p. 18) says, "It is analogous to fitting round pegs in round holes with neither the pegs nor the holes remaining round for a consistent period of time." Aptitudes are important but should not exclude valuable personality traits such as values, perseverance, energy levels, etc.

More comprehensive and integrated are the theories that emphasize need and self-concept. "The major assumptions of these approaches is that because of differences in personality structure, individuals develop certain need predispositions, satisfaction of which is sought in occupational choices" (Herr, 1970, p. 23). Choices are more a process of self-categorization and tend to view the status of occupation as a way of life. John Holland and Anne Roe are two theorists who emphasize need theory and personality models. Donald Super and David Tiedeman emphasize the developmental aspects of self-concept (Super, 1969). A look at their approaches sets a foundation for the development of this thesis.

Holland assumes that in making the career decision "vocational satisfaction, stability, and achievement depend upon the extent to which the individual's personality and his work environment are compatable" (Isaacson, 1971, p. 33). He classifies individuals into a limited number of personality types and then classifies work situations or environments into the same categories: realistic, intellectual, social, conventional, enterprising and artistic. It is his belief that the congruent personality and environment will be the most happy person. Holland sees these six types as indicative of the needs felt by people and says they can be typed into these categories by the educational or vocational interests they express, by their employment or by scores on such tests as the Strong Interest Blank, Vocational Preference Inventory, Kuder Preference Record, or others (Isaacson, 1971).

Holland feels that when a person chooses a vocation that person is "a product of heredity and environment" (Herr, 1972, p. 48) and is expressing individual personality through that choice of vocation. He states that each individual holds stereotypes of various vocations that have "psychological and sociological relevance for that individual" and that "members of a vocation have similar personalities and therefore they will respond to many situations and problems in similar ways" (Isaacson 1971, p. 33).

As noted by Miller-Tiedeman (1979), the weaknesses in Holland's theory lie in his too neatly classified six categories and no real clue as to how the basic personality types develop. He offers little in the way of suggestions about specific procedures and techniques that counselors may use with clients and seems to give too much emphasis on

personality test results. These tests can be useful tools for a coun-
selor looking for insights into the individual client personality, and
to aid the client to some degree in a broader choice of vocations than
may have been perceived before testing (Norris, 1979), but they should
only be a tool and not set limitations. Individuals can change their
environments and themselves but Holland doesn't discuss that possibili-
ty.

Holland does emphasize the importance of self-knowledge and he
"makes more explicit than most of his contemporaries that occupations
are ways of life" (Herr, 1972, p. 48).

"Roe's theory is classified as a 'needs' theory in that primary
attention is given to the wants and desires that stimulate the indivi-
dual to have an occupational preference" (Norris, 1979. p. 111). Simi-
lar to Holland's belief, Roe sees heredity and early environment as
forming one's lifestyle as one is motivated by needs into a career-
seeking behavior. Since one's occupation is what one spends the most
time on, it has great potential for satisfying one's needs at all
levels. Needs will become motivation depending upon the degree to which
they are being satisfied (Isaacson, 1971).

Roe was influenced by Maslow's hierarchical needs theory which
states that the needs for hunger, thirst and oxygen are greater than
for the higher-order needs of love, affection, knowledge and self-
actualization. Before a higher order need can be expressed, the lower
needs have to be met (Norris, 1979). In this context she believes that,
"Increase in occupational level can only be within the limits of socio-

economic background and the genetic influence on intelligence (Norris, 1979, p. 112). Like Holland this doesn't allow for a person changing one's environment and oneself and reaching another level.

Roe puts importance on parent-child relationships and their ultimate effect upon personality. She subdivides these relationships into six categories: 1) loving, 2) overprotective, and 3) demanding, producing a major orientation towards persons, and 4) casual, 5) neglecting and 6) rejecting, resulting in orientation away from persons (Isaacson, 1971). The weakness here is that accurate evaluation would have to follow a child into maturity which makes early career counseling difficult if based on this principle, and also doesn't take into account parental behavior which can be inconsistent. Then too there are many other influences outside the home that Roe doesn't include.

Roe doesn't get into practical procedures for vocational counseling and gives little direction on techniques for counselors, but her pattern of development as influenced by the strength of one's various needs is the strong point of her theory.

Super has a vocational development theory that is the most comprehensive and widely accepted theory to date, and is stimulating the most research (Herr, 1970). He has fitted together the aspects of developmental psychology with self-concept theory and views people as having "multi-potentiality".

The ten propositions that Super stated in his 1953 theory of vocational development still serve as the basis for his research and wealth of research by others. They focus upon "four major elements:

vocational life stages; vocational maturity; translating the self-concept into a vocational self-concept; and career patterns" (Tolbert, 1974):

1. People differ in their abilities, interests and personalities.
2. They are qualified, by virtue of these circumstances, each for a number of occupations.
3. Each of these occupations requires a characteristic pattern of abilities, interests and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.
4. Vocational preferences and competencies, and situations in which people live and work, and hence their self-concepts, change with time and experience although self-concepts are generally fairly stable from late adolescence until later maturity), making choice and adjustment a continuous process.
5. This process may be summed up in a series of life stages, characterized as those of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) fantasy, tentative and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.
6. The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socio-economic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.
7. Development through the life stages can be guided partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self-concept.
8. The process of vocational development is essentially that of developing and implementing a self-concept; it is a compromise process in which the self-concept is a product of the interaction of inherited aptitudes, natural and endocrine make-up, opportunity to play various roles, and evaluation of the extent to which the results of role playing meet with the approval of superiors and fellows.
9. The process of compromise between individual and social factors, between self-concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part-time work, and entry

jobs.
10. Work satisfaction and life satisfaction depend upon the
extent to which the individual finds adequate outlets for
his abilities, interests, personality traits, and values;
they depend upon his establishment in a type of work, a
work situation, and a way of life in which he can play
the kind of role which his growth and exploratory experi-
ences have led him to consider congenial and appropriate.
(p. 31)

Super includes suggestions for counseling and goal-setting which
were missing in the theories of Roe and Holland. He suggests helping
people ascertain career alternatives and exposing them to appropriate
experiences and exploratory activities. In order to define the appro-
priate educational or counseling goals for an individual, it is first
necessary to realize that person's life stage and vocational maturity;
then appropriate decision-making and goal-setting can follow.

Tiedeman and O'Hara define career development as "the process of
building a vocational identity through differentiation and integration
as one confronts work" (Tolbert, 1974, p. 40). They view it as a
continuous process spanning a lifetime with a strong "relationship
between personality and career" (Isaacson, 1971, p. 55).

Tiedeman sees good decision-making as crucial in vocational devel-
opment, including decision on school, work, and daily activities. "The
decision-making process begins when one encounters a problem or experi-
ences a need, and realizes that a decision must be made" (Tolbert, 1974,
p. 40). Each decision includes two periods: first there is the phase
of Anticipation, consisting of four steps: exploration, crystalliza-
tion, choice, and clarification. After this phase the person is ready
to implement the choice made and move towards a goal in the phase of

Implementation, consisting of: induction, reformation, and integration (Tolbert, 1974).

The role of the counselor in Tiedeman's view is to be a "catalyst in freeing the person to make decisions and act upon them in relation to choices already made and those still possible" (Isaacson, 1971, p. 56). This involves facilitating the adequacy of the informational base for the decision, pointing out options and closely related occupations that may be possible, even at a later time, and finally some of the consequences that may result from the choice one has made (Norris, 1979).

Summary and Implications

In career decision-making a person goes from a wide range of career possibilities to a narrower one, and then attempts to strengthen those that remain. Strengthening the possibilities requires investigation and gathering knowledge to make an informed, realistic decision based on fact rather than supposition. People often have fixed ideas of various jobs or professions based upon feelings, outward appearances, or hearsay. The better way of deciding is to gather information from professional sources, especially from people who are successful and satisfied in their careers. "Exploratory experiences are critical to decision-making", says Heck (1978, p. 274). One needs to learn "the distinguishing feature of the various specialized opportunities within broad career categories." Besides the specific activities of the job itself, one should be knowledgeable about the different "world of work" environments and include this in the decision-making process (Ard, 1978).

An important observation for counselors is to use a non-directive approach to avoid manipulating the person who is involved in decision-making. The ultimate decision usually rests with the individual who is making the choice and no one else should assume the task. It is admissible to develop in a person the ability to identify and weigh alternatives and pertinent factors while remaining in the forefront of the decision-making process.

The skills of decision-making then can be used continuously as one examines different possible occupations and the resulting effects they will have upon personal needs and desired life-style, realizing that those needs and desired life-style may change over a lifetime. The career decision is one of the most important decisions a person will ever make and one of total involvement in learning, living and working.

CHAPTER III

INFLUENCE OF LIFE FACTORS

This chapter looks at the elements of influence (life factors) that affect the career decision. These include family, environment, economic and political climate, expectations, etc. Some of these factors one can control or change, while others may necessitate compromise.

In our culture there is a strong tendency for people to define themselves in terms of what they do for a living. This often forces people into situations that lead to bitterness and frustration as they try to live up to some unrealistic ideal of their own or one that will satisfy significant others (Buskirk, 1976). In many cases the choice is irreversible. Once a person goes through a certain time of commitment followed by training and experience, it becomes increasingly difficult to change. Then when personal responsibilities arise, especially a family, the risk of change can become too great. Nearly everyone is dependent upon someone's occupation—to supply personal needs such as food and shelter as well as self-fulfillment. That occupation becomes a "way of life" and plays an important part in determining a person's social status and style of living (Herr, 1970).

Tiedeman (1978, p. 132) noted, "forming a career identity becomes . . . a psychosocial problem extending from birth to death." People used to have a single role-identity of occupation for a lifetime, but now there is a tendency for flexibility so that the career can be re-

directed from time to time to meet the needs of the individual. Conditions may change as a result of experience, maturity, environment, social mores, etc., which make redirection necessary (Sovilla, 1970).

Social Factors--General

There are many factors that affect one's career development. They vary from person to person, and also vary in importance and influence at different stages of one's life. Herr (1970) notes the following factors:

1. Social class membership--e.g. occupation and income of parents, education of parents, place and type of residence, and ethnic background.
2. Home influences--e.g. parental goals for the individual, influence of siblings, family values and counselor's acceptance of them.
3. School--e.g. scholastic achievement, relationship with peers and faculty, values of the school.
4. Community--"the thing to do in the community", group goals and values, special career opportunities or influences.
5. Pressure groups--the degree to which an individual or his parents have come under any particular influence that leads him to value one occupation over another.
6. Role perception--the individual's perception of himself as a leader, follower, isolate, etc.; the degree to which his perception of himself is in accord with the way others perceive him.   (p. 32)

At the time of the career decision a person is actually a product of interaction of heredity along with personal and cultural forces. Awareness of these factors is valuable in helping us to understand individuals. This is an awareness the counselor needs to help people deal with problems of identification, their fears of failure, their many talents or lack of talents, and the family and societal pressures, before they can begin to set realistic goals. These factors also have a bearing on the self-concept and individual value system which will be

discussed further in Chapter IV.

Our social structure tends to lock people into compartments, to stereotype people according to certain cultural norms. Women's roles have been prescribed early in life and until very recently have been seen as only fitting into occupation roles of helper and assistant. "A study by second graders showed that, on the average, boys of this age could identify twice as many occupations as girls can" (Schlossberg 1979, p. 73). Girls have actually been restricted in both knowledge of occupations and in options for expansion. There has been recent federal legislation against sex discrimination which is beginning to change the status of women. Girls were actually limited in that they could not participate in certain sports, enter certain professional schools or be employed in certain jobs. Though many women are still struggling to be pioneers in these areas, at least the opportunities are more available and women aren't considered so unusual if they select non-traditional career options. The goal of the career counselor is to help people make career decisions based upon interests, abilities, and values rather than only upon the biased limitations of age, sex, social class, or ethnic background.

Civil Rights Movement

> The whole upheaval of the 1960's—the civil rights movement—had
> a tremendous effect on our society. People began to question
> the routine paths their careers were expected to take. Just as
> women realized they had many new options, so men figured they
> could grow and develop in their work lives (Robbins, 1980, p.
> 86).

As more women enter the professional fields, another factor influencing career is the "I will follow him/her" choice. Professional men in the

past have usually put the demands of their own careers ahead of the
wife's or family needs. Though there are some changes and some consid-
erate employers, there will continue to be difficulties in making this
decision. Who shall follow whom? Shall one of us commute? These
questions are arising more often and will place greater strains upon the
individual, the marriage, and the family (Robbins, 1980).

These increased social pressures have led to a trend toward ser-
vice industries--psychiatrists, mental health clinics, sensitivity ses-
sions, religious cults--to meet the needs of this increased tension.
According to Greco (1980):

> The United States is the only country in the world where the
> majority of the labor force produces services instead of goods.
> Approximately two-thirds of our labor force provide services.
> Service organizations designed to keep society and its various
> mechanical devices working are increasing in number. Signifi-
> cant shift away from production employment is apparent because
> of increased automation. (p. 4)

This is a strong case for the increasing need of trained counselors in
total career development, integrating all aspects of a person's life --
personality, abilities, interests, vocational preferences, etc. At the
same time the counselor will help the person to recognize the restraints
that may be limiting in any way and to make realistic and satisfactory
compromise.

Economic Restrictions

There are people who do not have the option to plan for their
future. "The economic and social status of some families restricts the
opportunities for education and work available to their children"
(Ginsberg, 1971, p. 39). These conditions can often be overcome, but

with much more personal effort. As Ginsberg (1971, p. 87) says, "The fewer options people have, the less scope there is for guidance."

Though work is central to most people's lives, there are those who just view it as a necessary evil and have no interest in the planning and efforts that go into career development. Many people make a decision "not on what they want to do but on what they do not want to do" (Herr, 1970, p. 8). In this case they are moving away from an undesirable situation. If a person's work world is very unsatisfactory that person may seek compensation in leisure activity. They arrange their lives in such a way that they feel sufficiently rewarded even though there is little challenge (Heck, 1978). These individuals are generally not interested in developing their work situations, but may instead put much more effort into leisure-time activities or avocations. At management and professional levels a person is more apt to have a way of life that integrates work and leisure, making no clear-cut distinction (Allen, 1980).

Technology and Increased Longevity

Traditional work patterns are changing because of two social conditions: "changing technology and increased longevity" (Sheppard, 1971, p. 39). The population is increasing in the United States and education has increased so that the average worker now has more than a high school education--probably 90% by the year 2000--according to Greco (1980). He states that blue collar workers are becoming fewer in number while the supply of white collar workers is increasing. This is due to mechanization, and the fact "that the fund of available knowledge is

doubling every ten years" (Greco, 1980, p. 2). Many more opportunities exist today than a few years ago. New industries and new types of jobs are developing from dramatic technological progress. The computer and electronic data processing is opening avenues never explored before. New sources of energy and new technology are attempting to meet societies' needs, creating pressure for both employer and employee.

The 1970's brought a new phenomena to the work world, "that of large numbers of people in mid-life looking to change their jobs, work responsibilities, or educational levels" (Finnegan, 1981, p. 69). We find people retiring at earlier ages (late 50's and early 60's). "Around the turn of the century, the average person lived about 47 years. Today, that figure has gone up to the mid-70's" (Robbins, 1980, p. 86), so middle age is now covering a longer span. When people have their health and energy for many more years than previously, many seek to fill that time with productive activity. If a person is able to work longer the job may become boring so there is more need to change jobs, to be flexible. Even though several job changes may be involved in a person's lifetime, a career can still be developed. It may be easier to assist in career planning for the next five years while the nature of the job market and the kinds of skills a person has will be in demand. Later changes may need to be made along with more decisions (Gross, 1967). More people are reassessing their occupational situations every few years--taking another look at their wide range of abilities, present interests, their possibly changing values, the barriers that hold them to their present jobs, and the environment. Many executives, especially, are feeling the need to do something new or different. Economic

forces may cause some jobs to disappear--e.g. some highly skilled people may be forced out of their jobs when government contracts are terminated, or because of decreased enrollment in schools causing an oversupply of teachers. Then there are the people who after mid-life are no longer promotable, and should be prepared for a second career if they don't choose to retire full-time (Kevane, 1980).

Some companies are even willing to pay for this second career training to reward a faithful employee. Companies can in this way avoid mid-career plateauing and reduce obsolescence. Many factors can influence this need for change, from reorganization within the company to personal health problems or changes in family relationships (Morgan, 1980). A person can develop and further mature at mid-life, they can just maintain, or they can withdraw. The middle years can be a time of re-defining. "It is in fact a time to decide again what to do when one grows up, and in so doing to grow up a little more" (Tiedeman, 1978, p. 132).

Summary and Implications

Before the career decision is made all of these life factors can be studied so that the individual is aware of what have been past influences, of what changes are presently taking place that affect decision, and of the possibilities for the future.

It is evident that the career decision, discussed in the preceding chapter, is not an easy one to make. Career Development begins with awareness and study. One sees that development can be complicated by the fact that a person changes--experiences and education change people.

As one matures, values, needs and abilities develop and change;   marriage and family often change financial needs;   salary may lose importance once a level of security is reached;   society and social mores change.   But there are "career anchors"--abilities, needs, values, talents, etc.--that can keep the career stable.   They tend to pull a person back from involvements that will necessitate too much compromise (Morgan, 1980).   These will be explored further in the next chapter.

CHAPTER IV

SELF-CONCEPT AND VALUE SYSTEM

Knowledge of the decision-making process, and of the influencing
life factors would not be sufficient for career planning without also
developing well-defined self-concepts. This chapter looks at self-
concepts and value systems as influencing the kinds and qualities of
decisions one makes.

Making an occupational choice is looked upon in our society as an
expression of an individual's identity. It affects one's over-all
happiness as one is regarded as either a success or a failure by self or
others. Education and occupational success usually follows a good self-
image. It is an important element of career awareness and impacts one's
routines and activities. Miller-Tiedeman (1970) says,

> The more conscious students become of themselves in their deci-
> sions, the more conscious they become of the effects their deci-
> sions have on their ego development which in turn affects their
> priorities (values) and these two turn back on their decision-
> making strategy choice. (p. 91)

People gain in personal development and maturity by developing all three
processes simultaneously.

Self-Concept

"Self-concept refers to the belief held about an ability one has
and how successful one would be at an activity involving that ability"
(Wise, 1976, p. 51). A person's self-esteem comes from all of the posi-
tive and negative self-concepts that one has. Super (1969) stresses the

congruent integration of the development and implementation of the self-concept with vocational development. If one develops and accepts an adequate and integrated picture of one's self it is easier to realize one's role in the world of work. Since each person has many talents and abilities, that person will have varying self-concepts about each, according to the strengths or weaknesses involved. One's generalized self-esteem then will stem from the feelings one has about proficiencies and required skills (Wise, 1970).

People all develop certain self-concepts as they grow up, but these concepts may come from biased observations, from limited exposure, or from certain life circumstances that directed them, as described in the previous chapter. There are those who are pushed, pulled, or directed into occupations which may turn out to be satisfactory, but according to Kevane (1980, p. 6) 80-95% of the people in the work force are dissatisfied. Counseling can and does make a positive difference in career choice and satisfaction. There are three stages in Kevane's approach: self-analysis, objective-setting, and self-marketing. The first is most critical at the beginning before concrete objectives and career decisions can be made. "Any process of career selection should begin with self-knowledge." (Wiessman, 1976, p. 517) One can begin with a close look at personality development.

Miller-Tiedeman (1979) discusses the heirarchy of the stages of personality development. These stages move from a self-centeredness and a tendency to conform through a self-awareness stage with more concern for others, into a more autonomous, integrated stage.

"The Loevinger and Wessler Model of Ego Development is a structure for assessing psychological growth emphasizing the self as an object of study" (cited in Miller-Tiedeman, 1979):

1. Impulsive Stage

    Acting quickly without much thought. Individuals operating at this stage tend to class people as good or bad.

    "Good and bad at times are confused with nice-to-me."

    Present oriented.

2. Self-Protective Stage

    Don't get caught is major theme.

    Blame what happens to you on other people.

    "Self criticism is not characteristic" at this stage.

3. Conformist Stage

    Uncritically accepts a group identity and obeys rules just because they are the group accepted rules.

3/4. Self-Aware Level

    Individuals at this stage see alternatives. Individuals become aware of moving out of Conformist Stage in "not always living up to idealized portrait set by social norms."

4. Conscientious Stage

    Individuals at this stage think in "terms of polarities, but more complex ones: trivial versus important; love versus lust; dependent versus independent." There is an increased ability to see matters from other people's view.

4/5. Individualistic Level

    A heightened sense of individuality is experienced at this level. To move beyond the conscientious stage one must "become more tolerant of self and others."

5. Autonomous Stage

    In addition to respect for individuality, there is a "coping with conflicting inner needs, toleration."

6.   Integrated

> This level is represented by the conditions of Maslow's
> self-actualized person . . . One whose behavior is charac-
> terized by self-sufficiency, meaningfulness, playfulness,
> richness, simplicity, order, justice, completion, necessity,
> perfection, individuality, aliveness, beauty, goodness and
> truth.   (p. 86)

Advancing through these stages which is a matter of maturing and devel-

oping a good self-image or "ego-identity" (Miller-Tiedeman, 1979).

These stages may differ, depending upon situations and circumstances,

and they often overlap, but they can be used as a guide for measurement

in readiness for decision-making. Super (1964) proposes that one tries

to implement self-concept by choosing the occupation that offers the

best means of self-expression. He also suggests that the particular

behavior a person engages in to unite self-concept and vocation is an

indication of the individual's stage of life development. Counseling in

decision-making can fail if a person is pressured to take certain

actions while still stuck in one of the earlier stages (Roe, 1972).

The personality, and the interests and abilities of a person do

not necessarily become a criteria for choice of vocation, however. In

the past the idea that the closer a person paralleled those people in a

certain career, the better choice it would be. This does not take into

consideration individual needs and wants. In the last ten years more

emphasis has been placed on the choice process itself with a look at the

person's perception of the outcome of a particular choice and how that

will affect the needs and wants of the individual (Kevane, 1980).

According to Kevane (1980), if the choice of a vocation is consi-

dered just an expression of one's personality, then this denies self-

will. It is possible, and often happens, that a person denies one's own personality and chooses what seems to fit the personality of who society perceives one to be (e.g. the physician with a lucrative practice who deep down would really rather be spending all of the time in a research laboratory). This can be very destructive to the person who is suppressing real needs and wants. If that person can be helped to discover the real personality there may be a drastic change in the rest of that person's life and very often in career choice.

Individuals who have more positive self-images are more likely to have decided on their career goals than those with a less positive self-image. It is with the latter that counselors are usually concerned and will have to spend more time to build or rebuild self-confidence. Some people have had low self-concepts on a lifetime basis, while others lose self-esteem through various situations, i.e. a difficult job relationship, guilt at leaving a job at which a person has spent many years, wanting to make a change but doubting one's ability, unsuccessful job search, or going against family tradition or professional training (Kevane, 1980). So whether it involves life-long low self-concept, or temporary doubts with lowered self-esteem, it is necessary to aid the person who is a victim of under-assessment.

According to Kevane (1980) there are generally three reasons why people under-assess themselves:

1) Habitual self-effacement (false modesty, false humility), springing from two sources:

--Cultural: "Don't toot your own horn"--from pioneer spirit--accept fate in life--do your job well and you'll be noticed and promoted--nose to grindstone, shoulder to wheel, hang in.

--Religious: "Meek shall inherit earth"--be meek, humble, mild--don't take first place at table, take last place (not balanced with admonition to use talents--don't hide light under bushel but let it shine from house-top, etc.).

2) Emulation of others: many people have "heroes," i.e. others whom they particularly admire e.g. older brothers/sisters, parents, professors). If inordinate, this is very nega- tive--"keep up with the Jones'" syndrome.

3) Retention in memory of failures to measure up. This seems to be operative with everyone. Successes are taken for granted. Failures are painfully recalled from time to time. We are admonished to "learn from your mistakes"--no one ever says, "Learn from your successes." Result: unrealistic self-appraisal.   (p. 49)

Emotional Awareness and Communications Understanding

According to Kevane (1980, p. 49) "A person with deep insight into personal hopes, etc., will automatically develop a solid career goal; a person without a concrete goal lacks the depth of insight needed." Kevane goes on to say that people in this culture have a difficult time dealing with emotion and are embarrassed at revealing any but the most commonplace emotions. Often people use a great deal of energy hiding behind masks instead of trying to understand and deal with the feelings involved. Putting one's feelings into words, either orally or by wri- ting them can be the best means of beginning to deal with them. "We are controlled by the emotion we try to ignore, suppress or deny. But we control the emotion we consciously identify and define" (Kevane, 1980, p. 50). Regarding career decisions our cultural conditioning seems to question whether it is necessary to like what we do to make a living. It seems that if we are trained and can do it, then we are expected to be content. It is then difficult to take a different direction into something one has always wanted to do, because of one's own fears and

the ridicule of others. In contrast people often make decisions based strictly on the emotion (e.g. a decision to marry, to separate, etc.) at which time it can be difficult to consider rationally. "The best decisions we make are carefully based, in good balance, on both elements of our nature: the rational, and the volitive-emotional" (Kevane, 1980, p. 50.

How then does this awareness and understanding relate to the career decision? There is increasing evidence that one's career choice is an effort to implement the self-concept, which makes self exploration and a real knowledge of self vital (Kevane, 1980). If needs and wants aren't recognized or expressed in making the choice the results may prove to be destructive to the personality, i.e. the submissive house-wife who has been brought up to believe that her role is to be subservient to her husband and value his decisions always above her own. She may in reality be suppressing an aggressive competitive nature that, if it is allowed to surface, may cause what others will perceive to be a very drastic personality change. In reality she had been expressing self-will and being what she felt she or others expected that she should be. Another example is the company executive who has risen, because of ability and competence, to a high administrative level. That person may not recognize that strong feelings of dissatisfaction, in the face of apparent success, stem from the fact that the really enjoyable part of the career was in being closer to the general public in the capacity of salesman, rather than as administrator.

If people are not happy in their career choices, if they feel frustrated, disenchanted, underpaid or are really not proud to be doing

what they are doing, then it is necessary to look closely at the mental
blocks one has or the masks one has been hiding behind. Oftentimes
pent-up emotions, angry outbursts, etc. can stem from an unconscious job
dissatisfaction rather than from family or other relationship difficul-
ties. One unhappy situation can affect the other, but it is necessary
to candidly examine the real underlying causes.

Value System

Knowledge of self is important in making the career decision, and
realizing one's own value system is part of that self-knowledge (Wise,
1976). Every person's decision is evaluated on a different set of
values--what is it's value to this individual? Examining one's values,
where they come from, and where they are leading is an important step.

> "Value refers to the notion that an object such as a routine,
> requisite or return has worth. Values are distinguishable by
> the commitment placed on the object in question. That is a
> value represents a commitment to an object because it is good,
> right, or something one ought to do or believe as opposed to a
> simple 'feeling of attraction', for the object." (Wise, 1976,
> p. 50)

Values are internalized and become the base for the criterion of one's
judgement or actions. One's values can directly affect one's self-con-
cept, and can motivate action or an acquiring of knowledge.

One's values come from many of the same sources that produce one's
self-concepts and are closely connected--parents, church, peer group,
socio-economic status, etc. (Schulz, 1975). One's values may include
specific leisure activities, formal education, informal education, cer-
tain personal relationships, spiritual life, etc. Then there may be
values relating to work such as: independence, self-expression, ser-

vice, leadership, monetary reward, prestige-fame-recognition, security, variety, etc. One's total pattern of values are influential in decision-making and affect the career one pursues throughout life (Schulz, 1975).

Both men and women are experiencing conflict and stress as their roles merge or change. In the past the U.S. culture has tended to value women as nurturing of others, open to self-disclosure, cooperative, gentle, and subjective; men, on the other hand, have been viewed as aggressive, competitive, quick to make decisions, distant, and objective. It is more lately recognized that these qualities are not always restricted to male or female, but notions that have been instilled over the years are difficult to change or to merge. As men and women share more responsibilities in the home situation as well as in the world of work, the new actions and experiences may change some of the old values. Where the values of society as a whole change, we have more possible alternatives (Schulz, 1975).

Miller-Tiedeman (1979, p. 87) defines one's value system as the "mirror of one's priorities." These priorities can be organized in progressive stages of growth similar to the Model of Ego Development discussed earlier in this chapter; the two models generally parallel one another in levels of maturation. Graves Values Development Model (cited in Miller-Tiedeman, 1979) is as follows:

Reactive Values No awareness of self as a separate and distinct being. Pleasure is important. A person at this level does not judge or believe. He or she just reacts to his/her environment in ways that are most beneficial to him/her.

Traditionalistic Values A person at this level is concerned with safety through tradition. Things are valued because the

elders and ancestors seem to know what is best for people and what is not good. The theme for existence at this level is "one shall live according to the ways of one's elders."

Manipulative or Exploitive Values A person at this level begins to feel separate and distinct and no longer feels a need to do things a certain way because they have always been done that way. The need to foster one's individual survival becomes dominant at this level. Individuals at this level begin to manipulate things intentionally rather than passively accepting things.

Sacrificial Values A person at this level believes that "one should sacrifice earthly desires now in order to come to everlasting peace later. Earthly existence is only the means to salvation—sacrifice of desire in the here and now. Typical means values are denial, deference, piety, modesty, self-sacrifice, and harsh self-discipline. Rules are black and white and only the authority that he or she accepts (for instance, the church or political party) is proper in its definition of virtue and sin."

Materialistic Values A person at this level is interested in "accomplishing, getting, having, and possessing. He or she seeks control over the physical universe so as to provide for his/her material wants. He/she values gamesmanship, competition, the entrepreneurial attitude, efficiency, work simplification, the calculated risk."

Personalistic Values A person at this level "prizes interpersonal relationships, working with people rather than against them, persuasion rather than force, softness rather than cold rationality, sensitivity rather than objectivity, taste rather than wealth, personality more than things. Values at this level are getting along with more than getting ahead." A spiritual attitude is important at this level.

Survival for all men or Existential Values A person at this level is concerned with giving to society rather than being a parasite leeching upon the world. He or she is concerned with what he or she considers to be the most serious problem to date, "how the human species can survive." "Interests at this level arise not from selfish interests but from the recognition of the magnificence of existence and a desire to see that it shall continue to be."   (p. 87)

The levels at which a person falls on this developmental scales and the Loevinger and Wessler model of Ego Development, indicates how they see the world, and how they will usually act on their perceptions.

As one advances in ego development, one's values may change, and a change in values priorities may also alter the stage of ego development. The skill that one needs to advance up these stages in both models is that of decision making (Miller-Tiedeman, 1979).

As a person matures, as personality and values change, a career change may also become necessary. People may define themselves in a particular way in adolescence and young adulthood, but may be very different at mid-life, or again at retirement age. The early idealized image of self as one would like to be is most often in accordance with the values of one's parents. A crisis of self-definition may occur when some people suddenly realize that their values have changed and they aren't the same as they once were. With others it may be a gradual change and realization that it is time for reassessment and a closer look at one's accomplishments and achievements. There may be a need to compromise old values and establish new ones (Corrigan, 1981). Mid-life, then, can be a time of increasing preoccupation with self--and a turn inward to self-exploration. Values, interests and attitudes are often as important, or more important, than salary. This may be especially true at mid-life when one's family commitments often lessen financially. There are those people who enjoy change and desire a higher degree of positive mobility. If this entails a career change, then it is time to take another look at one's philosophy of life and scale of values; there may be a need to compromise old values or establish new ones at this point (Corrigan, 1981).

Summary and Implications

The integrating of career development and personal development deserves serious consideration by those involved in counseling, as an aspect of total personal development. Exploring feelings and emotions, self-concepts, and values that determine how people choose to lead their lives leads to a discovery of what relevancy it all has to career concerns:

> Work gives one the chance to be the person one wants to be
> and satisfaction in that work depends upon one's finding
> outlets for abilities, interests, personality traits, and
> values. (Super, 1969).

One can realize the life-long implications of developing a way of thinking about self and evaluating at different stages in one's life. Each person is totally unique and is being constantly influenced by the myriad of diverse life factors, personality traits, values, etc. A college-age person will be looking at different needs and influences than a person at middle-age. Everyone makes many decisions in the course of a lifetime as values and expectations change. One has to make decisions, carefully weighed, on how one views self and the world at that particular point in time. The concern is to use the available help to make the best possible choices at a given time in life, while still remaining open to future change.

CHAPTER V

GOAL-SETTING AND CAREER DEVELOPMENT

The preceding chapters have emphasized the need for a reflective and introspective look at oneself to set the stage for the practical aspect of career development--actual goal-setting--which will be covered in this chapter. The career counselor's task is one of guidance and interventions in ways that will enable people to take charge of their careers, rather than in directing them into certain fields or discouraging them from others. It is important that people control their own lives. Carl Rogers' client-centered view of human nature (Corey, 1977) exhibits a deep faith in people's ability to control and decide their own lives and controlling their careers is part of their total development. One should not be manipulated by circumstances or people. If fate plays a large part in careers, it is because people allow it, they have no plan; they don't choose their road but rather follow wherever the road leads them (Buskirk, 1976). This may work for some but others may prefer to make career decisions based on their interests, abilities, needs and values (Schlossberg, 1979). According to Gillis (1981) the function of a career counselor is:

> to help you define your long-term goals and guide you in a plan
> of action--a career path--to achieve them. The purpose is not
> to make decisions for you, but to help you learn enough about
> yourself to be able to make choices on your own. (p. 24)

Goals

Goals are statements of long-range outcomes, aims, or ideals to be attained. Short-range goals move from the generalized image of a field into specific areas of interest that will benefit immediate and short-range needs. Long-range goals are more general and open to revision, while still setting a direction for a person's life five, ten, or fifteen years from now.

To set a goal you need a clear path--to get rid of values conflicts, unnecessary or unknown hazards, personal or societal limitations, various fears and anxieties (Schulz, 1975). This is why there is a need for an increase in self-knowledge before taking this step into goal-setting. Questions a person can now ask are: What do I want to do? Where do I want to go? How best do I get there? Much soul-searching and introspection usually accompany the awareness of career and life planning. To decide what one wants to do for now, and beyond, a personal perception of one's mission, one's uniqueness and desired accomplishments requires commitment in time, thought, and investigation (Schulz, 1975). An inventory of skills--what one does well and enjoys-- is a good starting place. There are many assessment tests available to counselors that can be useful as aids: Interest-inventory tests, personality profiles, career ability analysis, identifying skills and experiences, etc. It is important to remember, however, that tests are not rigid indicators of what one should do, but are to be used as a base or starting point from which to explore career goals (Gillis, 1981). According to Kevane (1982):

It is the writer's very strong opinion that most vocational
testing devices. . .are not only for the most part ineffec-
tive, but some can be dangerously misleading to the tested
individual as he makes his career decision and implements
it. (p. 23)

Other things to consider are the time spans that may be built into
one's decisions, along with the risks. Out of the investigation of life
factors discussed in Chapter III, one has to decide who or what may be
in control--accident, circumstances, providence, God, family, other
people, or one's self (Bolles, 1977). Considerations that will influ-
ence the answers will be: the actual type of work one wants to do, the
environment desired, the social needs of the individual and any family
involved, the life-style desired, the amount of prestige required for
ego satisfaction, and the amount of security needed (Buskirk, 1976).
These, of course, will be different for each individual as no two people
will have all of the same needs and desires.

A factor that is common to people who are successful is that they
knew what they wanted and like what they are doing. This necessitates a
continual consciousness of purpose, maintaining an awareness of career
patterns and goals so as to take more right directions and have better
control of successes. A career objective is often in a state of flux
without actually changing the basic structure. New ideas can develop or
a different emphasis may emerge. It is important that the plan of ac-
tion be one's own--not someone else's--to insure a positive outcome
(Germann, 1980).

It may help to list one's career goals in order of importance so
that adjustments and compromises can be worked out while still maintain-
ing those of the utmost importance. Often a person's goals will con-

flict with each other (such as climate in one place, but a more secure position in another). Then there are decisions to be made as to which goal can be compromised to produce the most satisfactory over-all results. If a CPA, for example, is offered a position in the person's "ideal" city, but the person hates detail work, then that person will need to examine just how necessary living in that city is to the family and whether it is worth the tedious job restrictions. If the family has a seriously ill child that needs to be in that city for prolonged medical treatment, then that need would probably outweigh the job satisfaction. However, in that instance the person would be wise to set some long-range goals that would lead towards a more satisfactory job in the same city.

As Buskirk (1976, p. 20) says, "There is nothing sacred about your goals . . . . People mature, have experiences, learn things, and change their values, all of which affects their goals." He does, however, give three goal classifications that are helpful as guides when it is necessary to make decisions at specific times in one's life: "1) No-compromise 'must happen' goals. 2) Important but not essential goals. 3) Nice to have goals, but let us not get silly and go after these at the expense of 1 and 2." (Buskirk, 1976, p. 82) It is a question of facing honestly one's priorities.

Development

Career development is a generally continuous process of choice and adjustment which differs from person to person. It progresses in stages of growth and continuity from one milestone to the next. This develop-

ment involves an interaction of one's environment, one's experiences and
one's individual potential which leads to a clear self-concept and
desired life-style (Seligman, 1980).

According to Kevane (1980, p. 69), "The first thing for a person
to determine is the general direction that his career should take." One
may first need to wipe out pre-conceptions in one's own mind that may
prevent looking at certain areas that may otherwise be ruled out. Peo-
ple are generally brought up to be sensible and realistic about career
steps instead of investigating areas of appeal that may be what one
would really like to do. What one has already done as background should
not necessarily be a tie to the future. As Kevane continues (1980):

> The first essential step is for an individual to pay due honor
> to himself, abstract from considerations of background and
> training, and simply deal with some gut-level reactions. (p. 69)

Our culture tends to shy away from gut-level reactions and gives more
value to the intellectual, practical direction which sometimes prevents
people from taking that vital step towards a career.

Tiedeman (1978) talks about two stages of decision-making, antici-
pation and implementation, that have an effect on this process of goal-
setting. During the anticipatory stage a person should consider and
evaluate numerous alternatives. People are often caught in situations
where their goals are somewhat set by cultural norms—certain behaviors
and career choices may receive more group approval and reward than
others. Rather than being influenced by these cultural biases people
should be encouraged, according to Schlossberg (1979),

> to widen their horizons, explore their potentialities. . . .If
> you have never dreamed about being a chemist, you will never
> become one; if an entire group limits its fantasies to certain

careers, those are the careers they will end up in. (p. 72)
The career counselor can encourage this brainstorming, considering dreams and possibilities. The more options a person has, the more likely the final choice will be a happy one. A small, restricted range of choices can leave one feeling restricted.

It takes a lot of courage for a person to explore beyond actual training and experience. A person can start by looking at the market, at the things that have appeal, and then doing some investigating-- talking with peers, questioning people who like what they are doing, considering internship experiences, field trips, individual counseling, group counseling, or assertive training. Many actions that might be taken are avoided because people don't feel they are qualified, skilled, or experienced enough. Why not explore those areas of appeal even though they seem unrealistic or impossible? It is entirely possible for a person to develop new skills and qualifications, or to apply abilities and talents gained in one career to an entirely new career.

A person needs to check career progress periodically and may have to revise objectives after gaining new insights. Is one making progress, or does one need more challenge? Job satisfaction seldom comes from settling into a rut and just enduring; it necessitates periodic evaluation and sometimes a revision of goals. People are seeing goals of personal satisfaction in careers now more than in the past (Dreyfus, 1980), and the phenomena of second careers is becoming more commonplace. It is unfortunate, however, when a second career has to follow years of unhappiness in a career one has disliked. One wonders if these people couldn't have spared themselves unhappiness if they'd concentrated more

on what goals they wanted to achieve when they started out (Buskirk, 1976).

Summary and Implications

There is a real need to help the young, the middle-aged and the older person to select jobs, to change jobs and to attain satisfaction in that choice. Career development involves one's total maturation process and needs to contain elements conducive to growth in self-concept and forward movement (Holland, 1973).

Since a career objective can often be in a state of flux without actually changing the basic structure, one can expect to develop new ideas and perhaps a different emphasis (Germann, 1980). One should recognize the planning function as a dynamic activity rather than a one-time decision that will remain static. This does not mean that one changes goals as often as the weather, but rather one enhances existing goals, changes the emphasis or makes some personal adjustments that brings the nature of the job into accordance with one's way of life at any given time (Kirts, 1973).

Career and life planning would be useless if one just continued to explore and change directions constantly. In the career development progression suggested in these chapters, the process should lead to definite decisions about what one wants to do—for now and for years to come. As Buskirk (1976) so aptly suggests,

> A programmatic approach to planning a career embraces goals based upon personal interests and values while allowing flexibility for assessment and realignment as circumstances, conditions, and needs change. (p. xiv)

CHAPTER VI

SELF-MARKETING: THE JOB CAMPAIGN

Although it is not the aim of this thesis to get into the actual
process of self-marketing, it does seem appropriate here to discuss
briefly the ultimate objective of the "career decision"--to establish
oneself in a self-directed career which will result in self-fulfillment
and meet one's needs and desired life-style. Rinella (1980) talks about
the need to "research, package and market yourself." The way to do this
successfully has been described in the preceding chapters--to work
through the self-evaluation process to a thorough understanding of self,
to define one's needs and priorities, to establish goals and then to
proceed into action (self-marketing). Another way of looking at this
process is described by Mitchell (1976):

> Three levels of clients' functional operation are: the
> awareness level, the internalization level, and the action
> level . . . . Many counseling failures can be traced to a
> counselor's pressing a client to take action while still at
> the awareness level, or in other words, to demonstrate re-
> sponsible decision-making without having experienced the
> sequences of stages from exploration through crystalliza-
> tion, choice and clarification. (p. 95)

If one rushes through any of the stages, or skips any, without first
coming to the proper understanding, the chances of a satisfying outcome
can be greatly limited. Adams (1974) warns that attempting to place
people in jobs without first following a systematic career planning
program is unrealistic and self-defeating.

People's attitudes need to change regarding help in career coun-

seling (Kevane, 1980). If a person goes to a placement agency, employment agency, or any of the many agencies both private and government that offer to place people, there is usually little consideration given to the person seeking the job. Actually, the employer is usually the favored one and the one given the most consideration. The job hunter is usually advised to adjust expectations and conform to fit the offer. According to Bolles (1974), "More and more career counselors are arguing that the job can no longer be the given." The career counselor should be the advocate for the job hunter and should say so. Rather than just offering services, the counselor should be helping that person to develop the personal skills to take charge and to be in control of the process. As Bolles (1974, p. 26) says, "Both the goal and the acknowledged result are that the client becomes stronger and more in control of his or her life, rather than being merely grateful but dependent."

Before making a job decision it is important for each person to examine job attributes and make a list of those of importance to oneself. Then when a job offer is made these attributes can be measured against the job to determine if it will be acceptable to the applicant. Examples of some attributes of importance might be: I can make use of my skills; salary is based on performance rather than seniority; I will be treated as an individual, etc. If not all of these attributes are present in a job offer, the applicant may then decide which ones he'd be willing to substitute if one were lacking. This would necessitate ranking the attributes in their order of importance to make sure the most important would be met before accepting the job (Swinth, 1976).

A person has many factors to consider, such as advantages and disadvantages of large versus small employers, government versus private industry, service versus technical, geographical area and travel requirements, philosophy and practices of certain jobs (Sovilla, 1970). You can expand your range of possibilities by doing a market research. Besides your own familiar work environments, take stock of what you know about other jobs through contact as a client, or customer or through your avocations. Don't write off things if your information is based on pre-judgement or lack of information. Look at numerous possibilities even within one profession, if you've already decided that. An example of this would be the typical graduate of an engineering college who has the talents and capabilities for many different types of work within the broad field. He may prefer research, development, design, production, construction, operations, sales, maintenance, testing, teaching, consulting, management, etc. Which type of work within the broad field of engineering that this person chooses will depend upon all of the things this person has learned about personal needs, values, abilities, desired life style, etc. (Bolles, 1977).

Once a person has decided upon a field of pursuit and an area of interest, it is time for resume preparation, development of a letter of introduction and preparation for interviews. Professional counseling help in these areas can be invaluable if the client's welfare and interests are placed first by the counselor. A resume should reflect the person's objectives and support them, but it is important not to rely heavily upon that resume or to allow the employer to rely upon it--what is important is whether one is capable of doing the job rather than what

the person has done in the past. It isn't the resume that gets the job but rather the person (Germann, 1980).

It will be helpful to explore some of the different environments to see further if they may be of interest--to broaden one's knowledge of the world of work. A good way is to set up interviews. These interviews should serve the purpose of the person doing the job search rather than the interviewer or company representative. In these interviews one should seek to find out more about the organization and what it would be like to work there (Herriot, 1980). The job-seeker should not go for an interview thinking, "I hope they want me", but rather with the attitude, "I will find out all I can about the organization and then decide whether I would like to work there." If the outcome is positive, then further interviews can follow and the real possibility of a job pursued. This type of interviewing enriches one's relationships and provides valuable information which raises one's morale and excitement. This becomes visible in one's attitude and physical appearance which produce a positive effect in further interviews, and increases one's chances of job offers. Self-marketing demands a positive attitude to assure success.

CHAPTER VII

IMPLICATIONS AND RECOMMENDATIONS

The purpose of this thesis was to examine all that is involved in
making the "career decision." It has emphasized the importance of
looking at one's career and family life as inseparable and interacting
in a life-long development process. The need exists for systematic
career planning and development in the total context of a person's
living, learning, and working experiences in an effective natural pro-
gression from self-evaluation to objective-setting and leading into
self-marketing. As Buskirk (1976, p. 7) says, "You control your destiny
by the wisdom with which you make decisions . . . . You cannot build a
permanent career on luck. It takes skill."

There is much need for practical application of career develop-
ment, especially at college age, and research studies to support the
results of the most effective programs. Counselors need to be trained
to be able to aid clients of any age and stage of development to enter
into the self-directed career. The goal for counselor training programs
is well stated by Bolles (1974, p. 33),

> Someday there may be a master's degree in career counseling
> that will mean the person is a master at this process, and is
> teaching others out of his mastery.

The counselor can make a difference with clients pursuing careers
if the procedures discussed in this thesis are developed in a systema-
tic way with the client gradually taking charge of the process and
learning to continue in a self-directed manner throughout a lifetime.

Counselors are often non-directive when getting at people's feelings, but become directive in telling them what to do--egos get in the way, making the counselor prone to giving advice. It would be more to the point to do the opposite, to be confrontive in getting at people's real feelings--making them face these feelings--and then to be non-directive in the decision process. It is especially important in career counseling for the client to make all of the decisions without being directed or allowing someone else to take control.

Some people resolve their career decisions satisfactorily with little or no help from guidance personnel; they go on to set objectives, pursue the necessary training and education and are happy with the outcome. Career counseling is not necessary for everyone. This, however, does not refer to the majority of people, who are not aware of available counseling help, who do not recognize their needs, or who are unable to avail themselves of the help because of economic reasons or because there is not enough adequate career counseling available (Kevane, 1981). An awareness of the value of career counseling and development is necessary before people will seek it.

As recently as 1980 research by Hornak (1980, p. 252) revealed that "nearly half the nation's college-bound students continue to express a need for assistance in career decision-making." Their fears intensify the longer they avoid the process, but they can be made to see that indecision is common and can be helpful if they use the time to pursue further education to develop their minds and options. College age should be a time of exploring and making tentative choices. A college student is exposed to more fields than at any previous time, so

it is normal that they may be undecided for a time. In a study by Adams (1974) on the effectiveness of a career planning program, he found that those in the program were able to function on a higher academic level. They were given the chance to sort out their value structures, to have very needed support, and to learn how to integrate their interests and abilities into a meaningful career pattern. College freshmen especially have a dilema in deciding upon a career and setting a direction for their lives because they lack in-depth knowledge about different careers. They often become afraid and want others to make their decisions. By looking for someone else to provide the answers they avoid the process of self-examination and just become confused. The longer they avoid the process the more afraid they become and they begin to rationalize their indecision by becoming more discouraged, losing self-confidence, falling behind their peers, missing opportunities, actually becoming ill, etc. (Hornak, 1980).

Most occupational literature that has been available to students has contained little about the over-all life-style associated with an occupation and this is an area in which many students have mistaken beliefs. The literature will usually tell about the history of an occupation, the nature of the workforce and type of work, the administrative work setting, training requirements, earnings, pension plans, etc. What they really need to know is what the work involved will imply for their way of life as a whole. This would help them to make a more informed choice and decision and help them avoid later disillusionment with the job, the employer, and the effects on personal life-style.

It is the author's opinion that the proper career counseling at college age would produce startling results and increasing numbers of people who are happy in their career choices. College counselors would have the advantage of working with the students over a period of years, thus enabling them to work through the process of development discussed in this thesis. They could incorporate exploratory experiences which are related to the individual's personal values, abilities, and needs and really help to form a solid basis for career decisions. There is little written about efforts to "integrate decision strategies and information resources into continuing programs for career development among college students" (Evans, 1978, p. 19). It is an important area, however, for educational institutions to broaden their curriculums and to involve more students in active participation as a continuing process of career development.

The implications for agency counselors, or others outside of the educational field, are also directed at the integration of personal and vocational counseling, of family life and career at any stage of one's life. No longer does society hold the view of "one life, one career". Counselors should be prepared to help clients through the lifetime process of career development, or life planning, as they mature and see their values, needs, and abilities develop and change.

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