

## **Ten Ideas that Changed Career Development**

Mark L. Savickas, Editor

A Monograph to Celebrate the Centennial of the National Career  
Development Association (1913-2013)

### **APPENDIX 1: 37 Ideas that Changed Career Development**

#### **Matching / Parsons 1909**

In the wise choice of a vocation there are three broad factors: 1) a clear understanding of yourself, your attitudes, abilities, interests, ambitions, resources, limitations and their causes, 2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensations, opportunities and prospects in different lines of work, 3) true reasoning in the relations of these two groups.

#### **Individual Differences / Thorndike 1911**

Individuals differ in intellect and character.

#### **School-to-Work Transition/ Bloomfield 1915**

To bridge the gap between school and work requires making school life more interesting and purposeful and working life more educative and productive.

#### **Guidance / NVGA 1921**

Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it.

#### **Interest Inventories / Strong 1927**

Interest scores measure a complex of liked and disliked activities selected so as to differentiate members of an occupation from non-members.

#### **Interests / Fryer 1931**

Interest is present when we are aware of an object or, better still, when we are aware of our disposition toward the object.

### **Congruence / Brewer 1936**

Probable success in entering an occupation depends on the correspondence between the requirements of an occupation and the qualifications an individual possesses for that particular occupation.

### **Case Conceptualization / Williamson and Bordin 1941**

What counseling technique and conditions will produce what types of results with what types of clients.

### **Occupational Self-Concept / Bordin 1943**

Vocational interests express the individual's view of self in terms of occupational stereotypes.

### **Work Values / Hoppock and Super 1950**

Work values are the general goals or satisfactions sought from work.

### **Career Counseling / Super 1951**

The process of helping people to develop an integrated and adequate picture of themselves and of their role in the world of work, to test this concept against reality and to convert it into a reality, with satisfaction to themselves and benefits to society.

### **Vocational Development / Ginzberg, 1951**

Occupational choice is a developmental process which typically takes place over a period of ten years.

### **Vocational Maturity / Super 1954**

Counselors help students to look ahead (planfulness) and look around (exploration) to increase career choice readiness.

### **Parental Status / Blau, Gustad, Jessor, Parnes, and Wilcock 1956**

A sociological perspective on occupational choice in which parental status affects occupational attainment of offspring.

### **Occupational Classification / Roe 1956**

Occupations can be classified by eight interest fields and six ability levels.

### **Career Stages / Super 1957**

Careers develop over the life course through a predictable series of stages and tasks.

### **Types / Holland 1959**

Vocational personalities and work environments can both be described in terms of resemblance to six prototypes.

### **Project TALENT / Flanagan 1961**

Over time, individuals change their career plans to fit their abilities and interests.

### **Career Consciousness / Tiedeman 1964**

Career is the imposition of meaning on vocational behavior.

### **Opportunity Structure / Roberts 1968**

Individuals are more or less constrained in their choice of occupations by social variables outside their control e.g. gender, ethnicity and social class.

### **Decision-Making Difficulties /Osipow, 1976**

Individuals may face many different difficulties in making a career choice.

### **Social Learning Theory / Krumboltz 1976**

Teach clients career decision techniques and examine four basic factors to understand why people choose the work they do (i.e., genetic endowment, environmental conditions, learning experiences, and task approach skills).

### **Career Education / Hoyt 1977**

An effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living.

### **Vocational Identity / Holland 1980**

Vocational identity is a clear and stable picture of one's interests, talents, and goals.

### **Transitions / Schlossberg 1981**

A model for assessing and facilitation of an individual's adaption to transitions in terms of self, support, and strategies.

### **Circumscribed Aspirations / Gottfredson 1981**

Most youngsters circumscribe their vocational aspirations according to sex-type and prestige by age 13.

### **Career Self-Efficacy / Betz and Hackett 1981**

Differential background experiences associated with gender role socialization may lead to gender differences in self-efficacy and confidence with respect to specific domains of career behavior, especially those associated with traditionally male dominated career fields.

### **Career as Story / Jepsen 1990**

Career is a narrative told by a working person.

### **Social Justice / Pope 1995**

Best practice requires that career counselors understand and appreciate cultural diversity and advocate for social justice.

### **Cognitive Basis of Interests / Lent, Brown, and Hackett 1996**

Interest in an activity grows and endures when people (a) view themselves as competent (self-efficacious) at the activity and (b) anticipate that performing it will produce valued outcomes (positive outcome expectations).

### **Fit Work into Life / Richardson 1996**

Rather than fitting people into work, help individuals fit work into their lives.

### **Integrative Life Planning / Hansen 1996**

The ILP framework enables career professionals, counselors, and their clients to develop career and life patterns that are holistic and focused on both individual satisfaction and community benefit.

### **Career Adaptability / Savickas 1997**

The post-corporate global economy requires that individuals develop the readiness and resources to cope with repeated vocational choices, occupational transitions, and work traumas.

### **Work and Meaning / Bloch and Richmond 1997**

Find meaning and wholeness by infusing work with values and spirit.

### **Career Construction / Savickas 2005**

People build careers by turning their preoccupations into occupations and thereby actively master what they passively suffer.

### **Happenstance / Krumboltz 2009**

The goal of career counseling is to help clients learn to take actions to achieve more satisfying career and personal lives, not to make a single career decision.

### **Work Volition / Blustein 2011**

Starting with the work of Parsons (1909), vocational guidance addressed the needs of immigrants and working-class people, many of whom lived in poor urban communities. Attention to work volition gets us back to our roots in order to move forward as a discipline that will have life, vitality, and relevance in the years to come.