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Blue Print: CADE 300
THEORIES OF CAREER DEVELOPMENT

PHASE III

REPORT

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A. COURSE INFORMATION

Title: Theories of Career Development

Number: CADE 300

Level: 300-level

Program: The Athabasca University Certificate in Career Development is intended for people with work experience. Knowledge and skills learned in this course is meant to enhance competencies developed through field experience. The preferred order for completing the core courses is: Theories of Career Development, Career Development Tools and Resources, Professional Ethics, and Working Alliance.

Objectives of Theories of Career Development include:

1. Enable students to demonstrate knowledge of selected theories of career development,
2. Promote students' ability to think critically about career development, the contexts in which career development and work life is situated, and the roles of career practitioners,
3. Assist students to demonstrate linkages between career theory, career counselling, and personal life experience.

Rationale for offering Place, work and family are the three major influences on the individual. The concept of career development is used to describe how work influences the development of a person over the span of a lifetime. Work is directly related to the capacities of a person, which, in turn, are directly enabled or restricted by the opportunities for work in the individual's social context. The concept of career came into existence during the industrial age—roughly from 1850 to the late part of the 1900's. The industrial society began to transform into the “knowledge” or “learning” society late in the 20th century. The nature of work and the very meaning and utility of the term career also began to change. Today, work is as important as ever, although the nature of work in this new century is much different from earlier times. It is more important than ever to examine and re-define what is meant by career and career development as it applies to the

individual. This course will introduce the conventional theories of career development to students and will also introduce ideas for thinking critically about work life in the context of a changing society.

Expected enrolment: ?

Prerequisites: none

Course Availability 2003

Credits Three units

B. COURSE DESCRIPTION

This course introduces students to career development theory and important features of contemporary social life that influence work and career development. It also presents and describes selected career counselling skills that are used to implement career theory. This is an introductory course and is not intended to convey in-depth knowledge about career development theory. It is intended to provide the student with tools for thinking critically about work, career development and counselling and self-as-career practitioner.

Nearly all authorities on career theory now believe that career decisions are personal and closely linked to other aspects of an individual's self-identity. This course helps students begin to develop a personal perspective on career development, work life decisions and career counselling. Such a perspective is essential to competent practice as a career practitioner. Further, many career theorists believe that society is changing and the very concept of "career" is changing. Therefore, this course also introduces readers to some of the alternative meanings of career theory and practice that are evolving and being described in books and articles. Canadian career specialists are among those who are now beginning to write about career development and counselling theory in a different way. The writings of six Canadian specialists in career theory and practice: Norm Amundsen, Larry Cochran, Vance Peavy, Danielle Riverin-Simard, and Richard Young are used to provide new ways of thinking about career, career development and career counselling.

C. COURSE MATERIALS

1. Textbook: Sharf, Richard. (2002). *Applying Career Development Theory to Counselling*. 3rd edn. Pacific Grove, CA: Brooks/Cole
2. Student Manual
3. Career Development Study Guide
4. Assignments Booklet
5. Course Reader
6. Supplemental readings. (For the most part, reading assignments will be Confined to the text, commentaries in the study guide and articles contained in the course reader. However, there are some books that students might wish to read from, especially in reference to Canadian writings on career development and career counselling together with several books on social life changes).

Conventional career development and theory references:

Brown, D. & Brooks, L. (Eds). (1996). *Career choice and development: Applying contemporary theories to practice*. (3rd edn). San Francisco: JosseyBass.

Niles, S., Goodman, J., & Pope, M. (Eds.). (2002). *The career conseling casebook: A resource for Practitioners, students, and counsellor educators*. Tulsa: OK: National Career Development Association.

Osipow, S., & Fitzgerald, L.F. (1995). *Theories of career development* (4th edn.) Boston: MASS: Ally and Bacon.

Canadian content and alternative career theory and counselling references

(The design of this course includes 1) more Canadian content and 2) the provision of alternative career theory references that highlight the changing nature of work life in post-industrial society) (Articles will be found in the course reader to be prepared later)

Amendment, N. (1998). *Active engagement: Enhancing the career counselling process*. Richmond, B.C.: Ergon Communications.

Collin, A., and Young. R. (2000). *The future of career*. London: Cambridge University Press.

Cochran, L. (1990). *The sense of vocation: A study of career and life development*. Albany, NY: State University of New York Press.

Cochran, L. (1991). *Life-shaping decisions*. New York: Peter Lang.

Cochran, L. & Laub, L. (1994). *Becoming an agent: Patterns and dynamics for shaping your life*. Albany, NY: State University of New York Press.

Cochran, L. (1997). *Career counselling: A narrative approach*. Thousand Oaks: CA: Sage.

Peavy, R.V. (1997). *SocioDynamic counselling: A constructivist perspective*. Victoria, B.C.: Trafford Publishers. www.trafford.com

Riverin-Simard, D. (1988). *Phases of working life*. Montreal: Meridian Press

Riverin-Simard, D. (1999). *Key-roles in the revolution of work*. Ottawa: Canadian Career Development Foundation.

Riverin-Simard, D. (1998). *Work and Personality*. Montreal: Meridian (ISBN: 0-929-058-20-8) (398pg).

Riverin-Simard, D. (1995; 2000, second printing). *Career transitions: choices and strategies*. Ottawa: Canadian Career Development Foundation (ISBN: 0-9698388-7-5)

Riverin-Simard, D. (1993; 2001, third printing). *Transitions professionnelles: choix et stratégies*. Québec: Presses de l'université Laval (ISBN-2-7637-7327-3) (284pg).

Books on changes in contemporary society and social life that strongly influence work life, career and identity.

Beck, U. (1999/2000). (trans. P. Camiller). *The brave new world of work*. Oxford: Polity Press.

Giddens, A. (1991). *Modernity and self-identity*. Stanford: Stanford University Press.

Hage, J., & Powers, C. (1992). *Post-industrial lives: Roles and relationships in the 21st Century* Newbury Park, CA: Sage Publications, Inc.

D. COURSE OUTLINE

This course is designed as a series of six study units

This Study Guide for Career Development 300 is divided into six units:

- Unit 1: Introduction to Career Development and Counselling
- Unit 2: Trait and Type Theories
- Unit 3: Life-Span Theory
- Unit 4 Special Focus Theories
- Unit 5 Emerging Theories
- Unit 6: Integration of Career Theory and the Practice of Career Counselling

This course is designed so that readers will be familiarized with long-standing, traditional career development theories, special focus theories, and newly emerging career theories.

The final unit is meant to help the reader grasp the relationships between career theory and career counselling.

Unit I: Introduction

Unit objective: The introduction introduces the reader to key terms in career theory and briefly examines nature and value of theory. The reader is expected to be able to articulate an understanding of terms such as “career”, “career practitioner”, “theory” etc. The reader is also introduced to the fact that career theory is undergoing

revision due to changes in post-industrial work life and society more generally. A brief discussion of selected career counselling skills is also given in this unit.

Unit II. Trait and type theories.

Unit objective: to introduce the reader to the concepts of trait and type theories of career. The reader will select one type or trait theory and produce a reflective analysis of it. The text contains a discussion of Work Adjustment Theory, Holland's Theory of Types, and Meyers-Briggs Type Theory. This unit will be presented in two steps:

- Over-all discussion of trait and type theories
- Selection of one theory for more detailed examination

Unit III. Life Span Theory

Unit objective: The reader is expected to be able to produce a summary of the principal concepts in the developmental theories of Super and Riverin-Simard. This unit is devoted to an examination of Super's Life-span theory of career development and Danielle Riverin-Simard's research on the phases of adult working life. Super's theory is probably the most elaborated developmental career theory to have been conceptualized. Chapters 6, 7, 8, 9, and 10 are largely devoted to Super. Riverin-Simard, a Quebec researcher presents a dynamic of individuality (identity), autonomy, and vocational development over the span of adulthood and has produced the most prominent Canadian-based theory of career development.

Unit IV. Special Focus Theories

Unit objective: The reader is expected to be able to provide 1) a short summary of the main themes of Roe's Personality Development Theory and Krumboltz's Social Learning Theory; and 2) Produce a discussion of the "Tiedeman perspective" on career theory.

This Unit addresses chapters 12, 13, 14. Ch's 12 and 13 will be briefly examined and Chapter 14, Tiedeman's perspective on career decision-making will be taken up more fully. Tiedeman's work contains suggestions of some of the conceptual revisions that will be more apparent in the material presented in Unit V.

Unit V. Emerging Theories.

Unit Objective: The reader is expected to be able to discuss the principal ways in which these theories differ from those presented in earlier chapters of the text.

This Unit will pick up Ch 11, Constructivist Approaches to Career Development which contains, in addition to a personal construct approach to career, the narrative model of career and career counselling by the Canadian Larry Cochran. . To this will be added the “centric” model of career counselling of Norm Amundsen as well as his “active engagement” concept of counselling. The work of Richard Young and associates on “action-based” career theory and counselling will also be presented. The Constructivist career counselling approach of Peavy will complete this Unit.

Unit VI. Integration of career theory and counselling: prospectus for the career practitioner.

Unit objective: The reader will be expected to produce a statement of his or her personal perspective on career theory and counselling. This statement should be referenced, in part, to the material of the text, to selected readings, and to the commentaries provided by the course author. However, the student is encouraged to relate the perspective directly to his or her own life experience and insights gained from personal experience.

This Unit will be oriented toward helping the student to articulate a tentative perspective on career theory and the implementation of theory in practice. It is to be kept in mind that this is a beginning course and not a graduate seminar. However, most students desire to have at least the beginning of a coherent personal perspective on career theory and counselling upon completion of a first course on career theory. To facilitate the development of a career theory perspective, this Unit will focus on examining three interacting features of career/vocational life:

- Selected features of contemporary social life that directly influence working life decisions,
- The development of a personal theory of career and work life,
- The relationship between theory of career and counselling practice

In order to help students achieve a perspective on career theory, this Unit will use extensive commentary by the course author, and supplementary readings. There will also

be direct references to brief portions of the text for the course, which are relevant to the task of developing a personal perspective on career. This Unit will also include several learning activities. (For example, developing a personal life space map around career and work life).

Estimated Unit Weightings

%

Unit 1 10

Unit 2 15

Unit 3 15

Unit 4 20

Unit 5 15

Unit 6 25

E. PRINCIPLES OF COURSE DESIGN

The design of this course is to strike a balance between assisting the student reader to acquire basic concepts and facts about career development theory and counselling and encouraging the student reader to exercise his or her own intelligence and creativity in thinking critically about what is read. Further, this design is based on the premise that the most important type of learning in this course is “transformational learning”. This means:

- 1) Readers are regarded as active adults capable of deciding on the scope and depth of their own learning. The role of the course and tutor is to stimulate reader intelligence and creativity and to provide some guidelines concerning the criteria for what is to be learned and what constitutes quality of learning.
- 2) Readers are encouraged to relate the material presented in the course to their own personal experience with regard to work, career, and identity. This will help transform the “information” of the course into personal “knowledge” and thus enhance transferability of the course concepts to other studies and to the world of work and career practice.
- 3) Some steps are taken to prompt the reader on what should be read and acquired (for example, study questions). However prompting is constrained so as not to encourage the

familiar but self-defeating habits of regurgitation and repeating on tests without reflection and critical thinking about what has been read.

4) Some practical learning activities are used to offer the readers a vicarious experience of what career practitioners actually do in their work. Learning activities are viewed as Vygotskyian-like “learning through doing” projects. They are an attempt to place the reader and the course author in a dialogic, guided participation relationship rather than the “teller-repeater” role so far as learning is concerned.

F. STUDENT PERFORMANCE EVALUATION

While the exact details of evaluation will be decided when the course content is organized and the various booklets have been written, my inclination at present is as follows:

1. **Initial life space map.** Upon completion of Unit 1, create an initial life space map of self as career theorist. This would be accredited with 10 points for completion.
2. **Test experience.** At some point—probably around mid-course, each student would take a test (either the Meyers Briggs Type Indicator or Holland’s Self Directed Search.) Upon completion of the test, the student would write a short, critical account of the test-taking experience and what he or she gained from the experience with reference to self-understanding. Completing the test and submission of the critique would be accredited with 10 points.
3. **Oral feedback and evaluation.** Four oral feedback sessions are to be conducted during the course—at the completion of Units 2, 3, 4, 5. The purpose of each feedback session is to provide an opportunity for the reader-student to demonstrate an ability to discuss the theories that have been presented in the text, commentaries and readings in each Unit. The feedback session also provides an opportunity for a learning and knowledge-based dialogue between tutor and student concerning the significance and applicability of the various theories. Each tutorial session would be accredited with 15 points.

4. **Integration activity/final evaluation project.** The final evaluation assignment is to produce a final life space map with an accompanying reflective/referenced essay on the personalized career theory and practice perspective that the reader has developed as a result of study in this course. In a sense this is the final examination for the course. This would be accredited with 40 points.

G. DELIVERY PLAN

This is a text-based course designed for home study. Student-tutor guided-participation dialogue will be provided.

H. COST. I imagine that the cost would be similar to previous CADE 300 courses.

I. COURSE DEVELOPMENT PLAN

Preparation of course materials: Present to September 2002

Editing to follow

J. COURSE EVALUATION AND REVISION

In a course that I previously wrote for home study, tutor dialogue, and Internet, I taught the course twice following the writing. In this way I was able to take student responses, my own experience, and make revisions that smoothed out a few rough edges and made the course more meaningful and rewarding for students. I had two registrations, each with 50 students. While it was quite a bit of work for me, I believe that this procedure produced a superior course.

N. SAMPLE UNIT (separate attachment).

