A MODEL FOR CAREER SERVICES

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This paper presents a coherent model for organizing career services. In presenting the model, I seek feedback concerning its rationale and internal consistency before embarking on a progam of research regarding its viablility as a scheme for diagnosing client career needs and for matching these needs to career services. Essentially, the model applies Wagner's (1971) personality theory of structural analysis to the career realm. The following three sections of the paper outline Wagner's Theory of Structural Analysis, translate structural analysis into the language of vocational psychology, and offer a model for career services.

Precis of Structural Analysis

In presenting Structural Analysis, Wagner (1971) asserted that two structures mediate personality. The Facade Self, the first structure to develop, consists of attitudes and behavioral tendencies. The Facade Self denotes "an attitudinal and behavioral facade which organizes external reality so that the organism can react meaningfully to the welter of complex stimuli which are constantly impinging" (Wagner, 1971). The Facade Self maintains reality contact and reacts to environmental stimuli. Later, following the acquisition of language, individuals become aware of their own behavior and formulate a self-concept and identity which lie at the core of the Introspective Self. The Introspective Self evaluates and corrects the Facade Self; it

provides depth and complexity to the personality by adding an inner life. The Facade Self initially responds only to environmental programming, so an Introspective Self introduces two new possibilities: self-programming of behavior and interaction between the subjective self and the environment. The diagram in Figure 1 shows a portion of Wagner's (1971) schemata for the functioning of a normal personality. Drives (D) funnel through the Introspective Self (IS) and Facade Self (FS) for release, the FS and IS interact and modify each other through self-cognitions, and the FS reacts to prompts from the Environment (E).

Insert Figure 1 About Here

Translating SA into the Language of Vocational Psychology

Figure 2 displays a schemata applying Wagner's (1971) Theory of Structural Analysis to the vocational realm. This Facade Self or adaptive repertoire, for our purposes, could be termed a VOCATIONAL SELF. As infants develop, they are inducted into the culture through social expectations that we call developmental tasks, proffered initially by the family and later by societal institutions such as the church, theater, and the school. The vocational development tasks and their agents condition the individual to assume that the meaning of life is to cooperate with and contribute to the common good. In Western society, we provide three core role domains through which one can cooperate and contribute: work, friendship, and love. Commitment to these roles is the focus of Super's research concerning role salience.

The arrows between the Vocational Self and the Environment represent, to accept Crites (1969) persuasive argument regarding precise terminology, occupational stimuli (<---) and vocational responses (--->).

Insert Figure 2 About Here

With self-reflection made available by language, the individual eventually constructs and subsequently develops an Introspective Self or, for our purpose herein, a CAREER SELF. [The term career was selected following theorists who (Hughes, 1958; Tiedeman & Miller-Tiedeman, 1985) who explain the subjective sense of "career" as a self-reflective structure.] The Career Self adds self-awareness to the environmental awareness of the Vocational Self. Thought and its product, the Career Self, permit the individual to make meaning and to use this meaning to direct one's own behavior in a mature manner, not just in response to environmental programming. The enlarged world view of the Career Self allows the person to develop life themes, abiding values, and long-range goals which are dealt with in vocational psychology using constructs such as subjective career (Hughes, 1958), vocational identity (Holland, Daiger, & Power, 1980), and self-concept (Super, 1963).

The Career Self is an organized subset of a person's cognitive universe which enables the individual to identify and discriminate work roles as a focal experience. As such, this structure is an organized perspective for making coherent choices regarding behavioral alternatives. While the purpose of vocational behavior is to respond to

vocational tasks and situations, the purpose of career mentation is to enhance the adaptivity of vocational behavior. Career mentation functions to (1) provide awareness of and orientation to vocational movement through time, (2) enhance self-control, (3) impose intention and direction upon vocational behavior, and (4) evaluate outcomes relative to purpose.

When confronted by the environment with behavioral choices people can use the Career Self to respond with thoughtful decision making. Behavior may occur at the provocation of the environment or be self-initiated. The arrows between the Environment and the Vocational Self denote occupational stimuli, developmental tasks, and vocational responses, and connote reciprocal determinism (Bandura, 1978; Kohn & Schooler, 1973). The interactions denoted by these arrows are judged as to congruence or correspondence. The arrows between the Vocational and Career Selves denote career beliefs, attitudes, and competencies pertinent to career choice and development and connote recursive thinking. The interactions denoted by these arrows are judged as to maturity or adaptivity. Both sets of arrows indicate the interactive molding which transpires between parts of the schema.

A Model for Career Services

I have placed the distinct career services (along with the corresponding career theory which supports each service) in a separate section of the framework for converging career theories as portrayed in Figure 3. The framework reveals the coherence among the services. The services are defined as occupational placement, vocational guidance,

career <u>counseling</u> and <u>education</u>, personal <u>therapy</u>, and position <u>coaching</u>. Each of these services draws upon a different career theorist because each service addresses a distinct problem.

Insert Figure 3 About Here

<u>Placement</u>. The placement service corresponds to the Environment (i.e., roles of work, friendship, and love) section of the model. Occupational placement assists individuals who have chosen an occupational field to secure a position in that occupation. It helps clients to negotiate the social opportunity structure by gathering information, writing resumes, networking, searching for jobs, and preparing for interviews. This service emphasizes social skills training. Counseling psychologists who provide placement services use social learning theory as articulated by Krumboltz and others to reduce job-search anxiety, increase assertiveness, counter mistaken beliefs, coax exploratory behavior, increase social skills, and refine self-presentation behavior. Placement works best with clients who are ready to implement a choice, that is, those who have committed themselves to a field and seek a place in it for themselves. However, placement services do not work as well for clients who have no destination in mind. They need a guide to specify a choice.

<u>Guidance</u>. The guidance service corresponds to the Vocational Self. Vocational guidance assists individuals who are undecided to articulate their behavioral repertoire and then translate it into vocational choices. It helps clients to perceive more options and make

choices by applying Parson's (1909) venerable triad of clarifying interests and abilities, exploring congruent occupational fields and levels, and specifying suitable vocational choices. This service emphasizes guidance techniques.

Counseling psychologists who provide vocational guidance use the trait-and-factor theory as articulated by Parsons (1909), Williamson and Darley (1937), Holland (1985) and others to interpret interest inventories and ability tests, provide educational and vocational information, encourage exploration, and suggest matching choices. Guidance, because it essentially translates self-concepts into occupational titles, works best with individuals who possess clear and stable vocational identities. Those people who cannot confidently and coherently answer the questions of "who am I?' and "what do I want?" are not ready to make matching choices. They need a counselor to help them crystallize a vocational identity and envision a subjective career.

Counseling. The counseling service corresponds to the Career Self. Career counseling facilitates self-reflection and cognitive restructuring in clients who need to mature and deepen their personalities. It helps clients to elaborate their self-concepts by introspection and discussion of their subjective careers (Hughes, 1958). Counseling psychologists who provide the counseling service use self-reflection models developed by ego psychologists, person-centered counselors, cognitive therapists, and others to conceptualize self and clarify choices through meaning-making activities like values clarification, identity-articulation exercises, and life script analysis. Counseling works best with clients who want to learn more

about their subjective views about life, develop their personal and vocational identities, or crystallize occupational field and ability level preferences. However, counseling does not work as well for clients who need to implement this self-knowledge. They need education.

Education. The education service corresponds to the arrows between the Vocational and Career Selves. Career education assists individuals who encounter difficulties in enacting their subjective career intentions (Career Self) through their objective vocational behavior (Vocational Self). It these helps clients to develop self-management attitudes such as foresight and autonomy as well as competencies such as planning and decision making. It develops their readiness to cope with vocational development tasks. Counseling psychologists who provide the career education service use deliberate psychological education (Mosher & Sprinthall, 1971; Tiedeman & Miller-Tiedeman, 1985) and developmental counseling (Blocher, 1974; Ivey, 1986) models to orient individuals to developmental tasks and foster coping attitudes and competencies that address these tasks. Career education works best with clients who want to learn to better manage their motivation and implement their self-concepts. However, education does not work as well for clients who experience motivational problems. They need therapy.

Therapy. The therapy service corresponds to the Drives section of the model. Personal therapy assists individuals who have trouble developing a clear and stable vocational identity to examine what they need to feel secure (e.g., Phillips & Bruch, 1988). It focuses on the drama of recurring relationships to help clients examine personal

motives, identify a central problem, and modify distorted motives. Counseling psychologists who provide brief therapy seek to integrate personal and career counseling models (Blustein, 1987; Subich, 1993) and use the working alliance (Bordin, 1979) to modify personality structure. Therapy works best with clients whose excessive indecisiveness, anxiety, and conflicts thwart their efforts to form a personally meaningful vocational identity. However, brief therapy does not work as well for clients who need extensive treatment to deal with fundamental psychopathology.

Coaching. The coaching service corresponds to the arrows between the Vocational Self and Environmental Roles. Position coaching assists individuals who encounter problems in adjusting to occupational positions to learn better adaptive mechanisms. It helps clients to cope with organizational culture, position requirements, and coworkers by mentoring, rehearsing, and training. Counseling psychologists who provide career coaching use systems theory and organizational development theory as articulated by Dawis (this volume) and others to mentor individuals. Coaching works best with clients at the extremes of adjustment, such as individuals who need help entering the world of work through life-skills training (e.g., Adkins, 1970) or progressing at a faster rate through mentoring about managing their careers (Carden, 1990). It also assists individuals to resolve conflicts between work and family (Savickas, 1991). Needless to say, everyone can use a coach now and again.

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Figure Caption

Figure 1. Schemata for Wagner's (1971) theory of structural analysis.

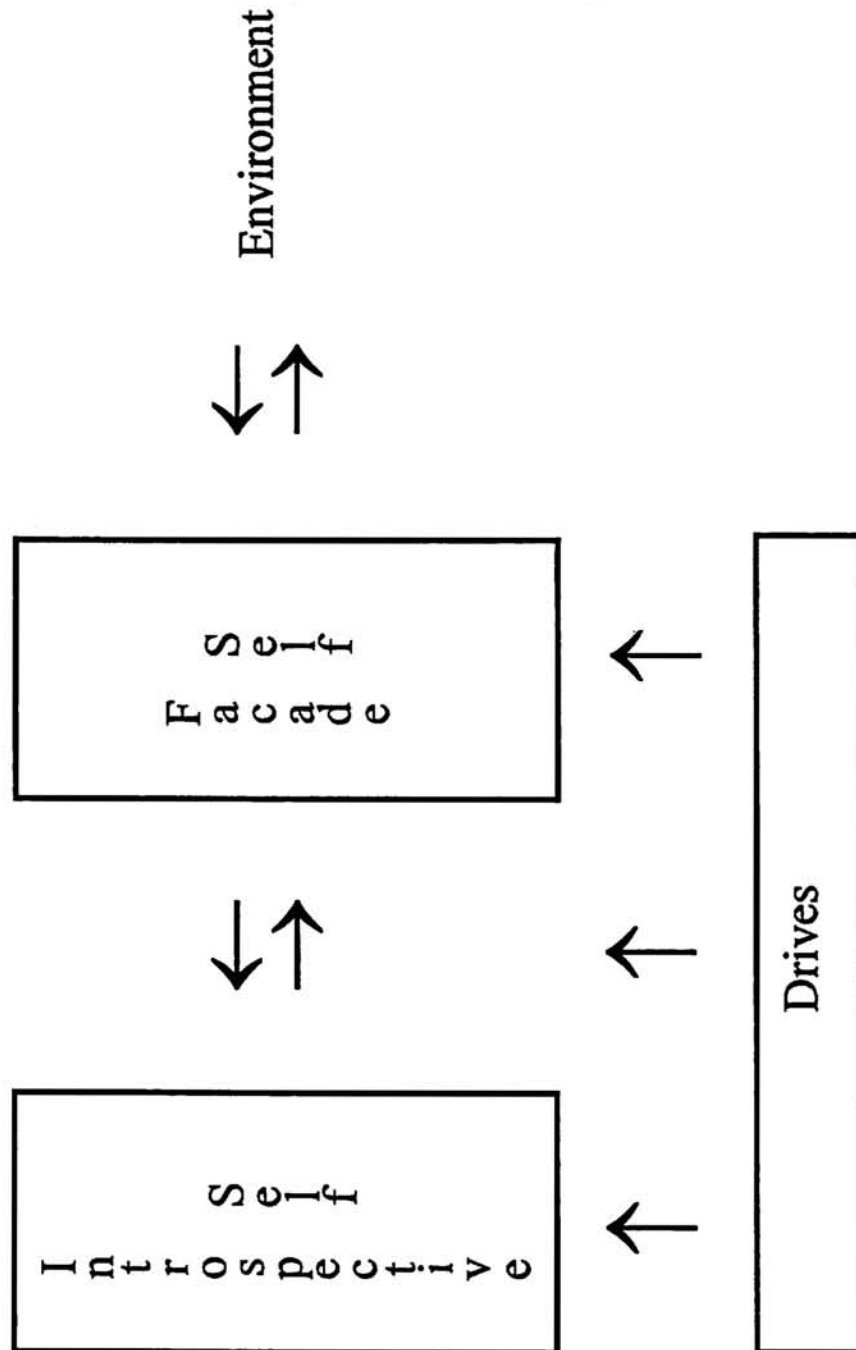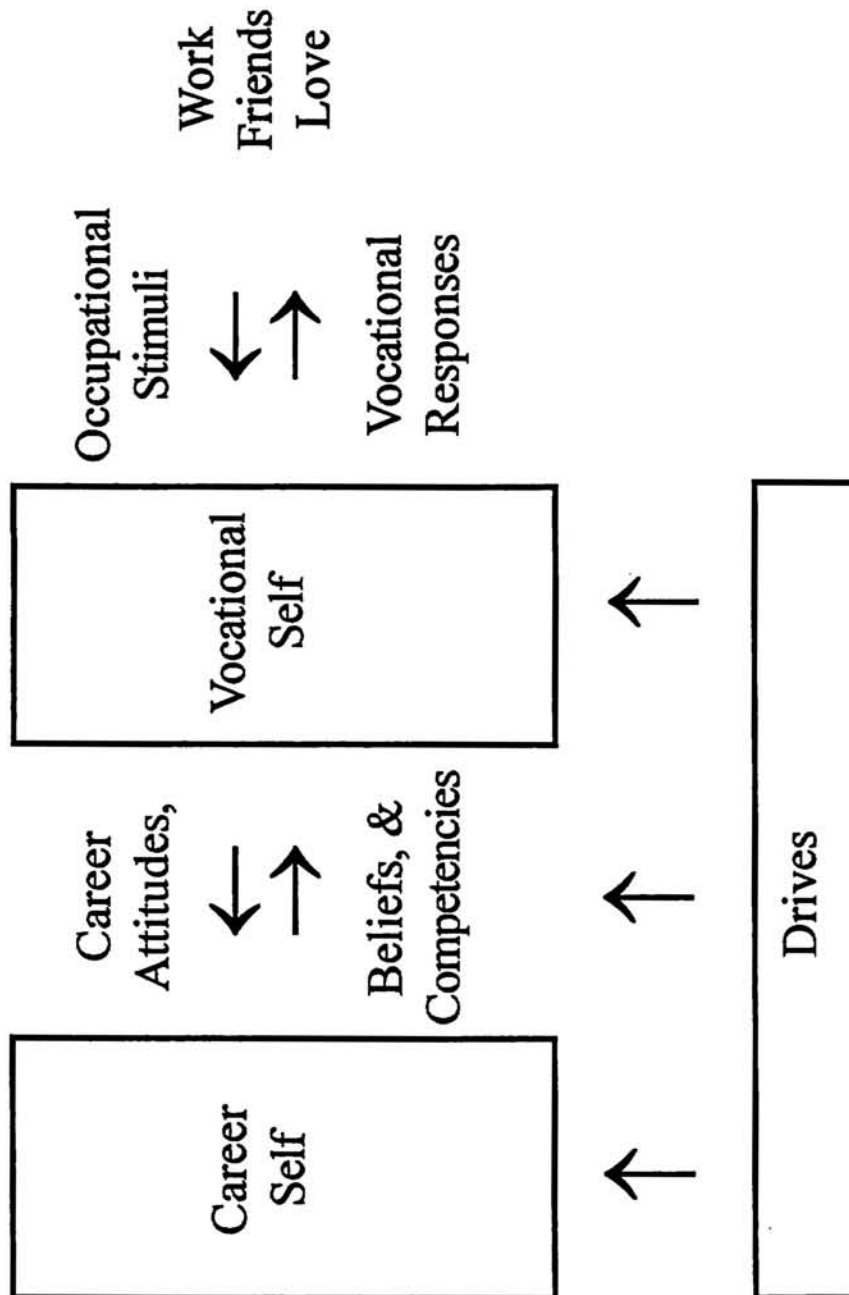<u>Figure 2</u>. A framework for converging career theories.

Figure Caption

Figure 3.   A model for career services.