
UNIT 9 NATURE OF WORK AND CAREER DEVELOPMENT

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9.1 INTRODUCTION

In order to understand the nature of work we should not only look at the economic returns it brings, but also the totality of the work situation. Nature of work also needs to be understood in terms of its surroundings, both physical and social, and the activity to be performed. These characteristics of the work affect different individuals differently. People actually differ in terms of their needs which make them see the work in different ways. The needs of the individuals are satisfied by work which makes him/her happy and motivated. If these needs are not satisfied, the persons are unhappy.

Career development is a lifelong process of getting ready to choose, and generally continuing to make choices from among the many occupations available. Each person going through this process is influenced by a large number of factors including family, personal values, interests, aptitudes and societal context. Considering the significance of work for both society and individual, and more

so recognizing the importance of the benefit of making a right career choice, it is essential that we should understand the career development process.

9.2 OBJECTIVES

After going through this unit, you should be able to:

- describe the different motives for which people work;
- indicate the ways in which attitudes and values of the people are influenced by the job they take up;
- indicate the way in which work affects the life-style of the individuals;
- explain the term career development;
- discuss the significance of career development in the present day context;
- explain the career development process;
- describe and compare the different approaches to career development as explained by different theorists;
- apply the understanding of career development to practical situations of career counseling;
- appreciate the relationship that exists between one's present status of career development vis-à-vis different theories of career development; and
- critically examine the different career development theories.

9.3 MOTIVATION TO WORK

The needs of the people which could be satisfied by work are economic, social and psychological. The psychological and social needs, although not so apparent, could be very strong motives.

9.3.1 Psychological Needs

Self-esteem: Individuals take up work for the sense of self-esteem they derive from it. To be able to do something and to be a productive member of society could be highly satisfying to the individual.

However, different individuals are differentially affected by the work they are doing. It depends on their own self-concept which will influence his/her expectations from self, and others' expectation from him/her.

Identity: Work gives an identity to the individual, especially in the present day society, where people are known more in terms of work. The existence of the individual, his/her life style, his/her environment, all are influenced by the work he/she engages in.

Self-expression of Skills and Competence: Work offers opportunities to express various abilities, interests, skills and even the values and attitudes they have acquired. The work becomes satisfying if the individuals are able to exercise the competence and the skills they possess. If the work provides opportunities to use the special training or the skills or knowledge that a person has acquired over the years, the person feels good about it.

Commitment and Self-worth: Another dimension of work, which motivates a person, is his/her own commitment to the work. The feeling of having a personal mission to be completed, or a goal to be achieved, could be highly energizing and motivating. The self-worth of the person also depends on this feeling of fulfillment of his/her commitment, values and preferences.

9.3.2 Social Needs

Independence: Whenever a person gets into a group, rarely the relationship is that of an equal. Mostly, the person assumes either a position of a subordinate or that of a superior. Thus, within the limits of their own preferences, the workers tend to enjoy a certain degree of independence. If the job does not allow them the freedom they would like to have in execution of their duties, they feel uncomfortable.

Provision for emergencies/welfare activities: Workers expect to be treated fairly in exchange for their service time, abilities and merit. The fair treatment involves fair pay for their expertise, level of experience and fulfillment of security needs. When an employee falls sick or is incapacitated s/he expects the organization to compensate so that s/he can survive. If the individual's assessment of the treatment s/he receives on the job is not satisfactory s/he is not happy with the job.

Status of the individual: The work gives social status to the worker. The status which a job offers varies from one occupation to another occupation. It may be high in case of professions, managerial and such occupations. Semi-skilled and unskilled jobs confer a lower social status on the worker. However, the satisfaction of the individual from his/her job and the status depends on his/her own pattern of needs acquired in his/her typical environment.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

1) Answer the following questions in brief.

i) Why meaning of work varies from person to person?

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ii) What are the psychological needs satisfied by work?

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iii) What happens if independence on the job is denied?

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9.3.3 Economic Needs

Present income: The satisfaction with the present income level is affected by the level of the aspiration of the person and the parity between his/her income, and that of others who are similar to him/her in education, income and experience. Workers feel satisfied when they get income similar to that of fellow colleagues. But if s/he feels that s/he is not being treated fairly and is given lesser income than others similar to him/her in experience and competence s/he feels dissatisfied.

Job security: Workers are not simply satisfied with a job that provides satisfactory income and helps them to maintain a social status at par with people similar to them in education, age and experience. They would like to be ensured of a future income too.

The jobs involving high accident rates or those offering seasonal employment leave the employee insecure about future income. The jobs which offer pension or other post-retirement benefits will be preferred by those whose financial resources are limited to salaries. The retired persons may also likely to take up a job which requires less physical effort and responsibility to earn income and be able to retain the job.

9.4 WORK AFFECTS WAY OF LIFE

Work determines the style of living of a person. Different jobs make different demands on the time of the individual. High level jobs do not end within the office hours. Business keeps a person on the work for longer hours than the office work. It is not only the time but social status of the person is also influenced by the occupation. Although social status is complex and is influenced by many factors, occupation is one strong influence which determines the status in present societies.

Occupation and the Status

The jobs could be classified in a hierarchical manner according to prestige, the income, skill or training requirement, educational level, interests and the ability. One such classification divides occupations into following categories: professional, proprietary and managerial, clerical and sales, skilled and supervisory, semi-skilled and unskilled.

The difference between the various levels is clear. The higher the person on these occupational levels of hierarchy, higher will be the income, prestige and the responsibility.

Work Routines and Occupation

The white collar workers normally finish work in regular office hours while the professional people (like professors, advocates, tax consultants) work beyond office hours also. Either they may have to spend time in improving their technical skills or they are working for their professional development. Since, the time spent on the job is different, the time a person will be able to devote for leisure, family and other hobbies will be automatically structured according to the occupational demands.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

2) Answer the following questions in brief.

i) Why are some people not satisfied by their income?

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ii) How does the status of different occupations vary?

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iii) What is the difference between the time structuring of professional and other workers?

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Work Influences Attitudes and Values

Occupations differ in terms of the work activity, status, income, time routine, leisure and even the persons one meets. Different persons have preference for different activities, work routines and leisure. The status or the income may also be differently valued. Therefore, people generally tend to choose occupation according to their values and attitudes. But all of them do not succeed in entering an occupation of their choice. Therefore, there are people with different preferences, likes and dislikes in an occupation.

Social Climate

The social situation determines the people with whom one may come in contact with. The limited number of people available from same type of occupation, interest and hobbies tend to change the person in ways similar to that of the job.

Dress and Language

It is not only the interest and hobbies but also the dress, language and conduct that are influenced by the occupation. The persons inadvertently, subconsciously and incidentally learn to express himself/herself in language which is typical of that used by people in that occupation. The language associated with the white collar jobs is very different from that used in manual jobs. The professional people employed in outdoor jobs dress up differently than those in indoor occupations. The choice of formal and informal dress is also different to a great extent.

9.5 CONCEPT OF CAREER DEVELOPMENT

Planning for the career involves becoming aware of one's own abilities, habits, interests and values. The increasing complexities of the world of work demand newer skills and competencies as well as preparation for them. These skills and competencies could be acquired by pursuing appropriate educational courses or by taking specialized training through various institutions. In order to get such professional training and opt for appropriate courses at school level one needs to possess accurate information about them. Thus, the process of planning for a career involves a wide spectrum of experiences across the life-span.

Even after entering a career, it is not that a person does not change jobs or remain in the same position. Within his/her area of specialization, they may keep acquiring more education, or training even after entering a job.

Importance of career development lies in the fact that the process is somewhat irreversible. Once a child has grown into adolescence his/her interests, abilities, values, etc. have already been influenced in certain directions. Choices have already been made which will direct the future career. Therefore these early or timely decisions have to be made consciously and objectively. In order to help children plan consciously and base their educational and vocational choices on factual information, it is important that they have access to career related information which will help them plan judiciously. It is not only career information they need but also information related to the educational and personal development, so that they get opportunity to develop and be able to choose from a repertoire of choices.

9.6 SUPER'S THEORY OF CAREER DEVELOPMENT

Career development has been conceived to be parallel to the psychological life stages. This process is continuous, however, for the sake of convenience the paradigm shifts taking place have been used to divide it into stages. The names of these stages are growth, exploration, establishment, maintenance and decline. Vocational development is the most important and central theme of each stage.

Super had elaborated this process of career development and defined the process further right up to decline stage. The stages of development defined by Super (1953) are as follows:

- Growth stage (up to 14 years)
- Exploration (15-25 years)
 - Tentative
 - Transition
 - Trial
- Establishment (25-45 years)
 - Trial
 - Advancement
- Maintenance (45-65 years)
- Decline (66 onwards)

Growth Stage

In Super's theory of career development, the growth stage corresponds to psychological life stage of childhood and pre-adolescence. The development of abilities, interests and attitudes takes place at this time.

The exposure to different types of people, occupations and activities helps them to acquire experiences and information which influence differentiation of his/her abilities, interests etc. However his/her choices are fantasy based.

Exploration stage

This stage begins with the tentative stage of choices. Here the boys and girls consider the feedback they receive from environment i.e., school, parents, teachers and peers, etc. This feedback helps them to translate their own self-conception into a choice later on. Super's contribution to career development theory is particularly related to the conception of career development process as development and implementation of the self-concept. As the individual comes in contact with the information about occupations; his/her own capacities, interests and values come in sharper focus. His/her self-concept becomes more realistic in terms of his/her own characteristics and resources available. In the transition stage they try and test their general preference in a career and finalize it into a specific choice. Having decided on a specific career in their trial stage, one takes appropriate training and finds a position in the chosen field of work.

Establishment Stage

Depending on the reality of their self-concept – those with unrealistic self-concept may flounder for long time before establishing in a career and advancing in it. Thus the trial stage continues into the establishment period. The trial leads to finally settling down in a career with commitment to stay and advance in it.

Maintenance Stage

This stage begins around the age of 45 years. By this time most of the individuals have got a status and position as a worker. If the person's self-concept is in line with the job he/she holds, the person feels satisfied and happy, otherwise there is frustration and dissatisfaction with one's career. Next stage is the decline stage, characterized by the deterioration in the energies of the individual. Here main task is to adjust to this new situation of reduced work activities but work continues.

You will read about the stages of career development in detail in the next Unit.

9.7 ROE'S THEORY OF PERSONALITY DEVELOPMENT AND CAREER CHOICE

The focus of Anne Roe's theory is on possible relationships between career development and personality. The theory views the whole range of occupations in terms of their relationship to individual, differences in backgrounds, physical and psychological variable and experiences. From her findings Roe concluded that major personality differences exist between people who join diverse occupations. These differences are centred around the type of interactions they have with people and things. Another conclusion she arrived at was that the personality differences that exist are partly the result of influences of child rearing practices.

9.7.1 Description of the Occupational Groups

Roe first divided the occupations into eight occupational groups based on the interests of people, indicating the primary focus of activity in the particular occupational group.

- 1) **Service:** These occupations are primarily concerned with serving and attending to the needs and welfare of other persons. This group includes occupation such as social work, guidance, domestic and protective services. The important element is a situation in which one person is doing something for the other (examples, Counsellor, Social Workers, Police Personnel).
- 2) **Business Contact:** These occupations are primarily concerned with the face-to-face sale of commodities, investments, real estate and services. The person to person relation is important, but it is focused on persuasion to a course of action, rather than on helping. The persuader will profit if his or her advice is followed (Salesman, Public Relations Officers, Brokers, Insurance Agents).
- 3) **Organization:** These are the managerial and white collar jobs in business, industry and government. The occupation is concerned primarily with the organization and efficient functioning of commercial enterprises and of Govt. activities. The quality of person to person interaction is very formal (Industrialists, Bankers, Financial Executives, Cashiers).
- 4) **Technology:** This group includes occupations concerned with the production, maintenance and transportation of commodities and utilities. Hence there are occupations in engineering, crafts, and the machine trades, as well as in transportation and communication. Interpersonal relations are of relatively little importance and the focus is on dealing with things (Ship Captains, Chief Engineers, Applied Scientists, etc.)
- 5) **Outdoor:** This group includes the occupations primarily concerned with the cultivation, preservation and gathering of crops, marine or inland water resources, mineral resources, forest products and other natural resources and with animal husbandry. Interpersonal relations are largely irrelevant. Because of the increasing mechanization of some of these occupations a number of jobs previously classified in this group have moved to group-4. For example, Consulting Specialists, Architects, Scientists, Forest Rangers.
- 6) **Science:** These are the occupations primarily concerned with scientific theory and its application under specified circumstances other than technology (Research Scientists, Medical Specialists, Medical Technicians).
- 7) **General Culture:** These occupations are primarily concerned with the preservation and transmission of the general cultural heritage. Here interest is in human activities rather than in individual persons. This group includes occupations in education, journalism, linguistics and the subjects usually called the humanities. Most elementary and high school teachers are placed in this group. At higher levels, teachers are placed in groups by subject matter – e.g. teachers of science or of art or of humanities (Justice of Supreme and High court, Lawyers, Teachers, Scholars).

- 8) **Arts and Entertainment:** These occupations include those concerned with the use of special skills in the creative arts and in entertainment. The focus in them is on a relationship between one person (or an organized group) and a more general public. The interpersonal relation is important but neither so direct nor of the same nature as that in group 1&2 (Adapted from Roe and Klos 1972). Creative artists, performers of skill, athletes, designers, conductor of music, interior decorators etc., are placed in this group.

Roe further divided each group into six levels. The levels are based on degree of responsibility, capacity and skill. Though these criteria are not exactly correlated but whenever there are marked differences, level of responsibility is decisive. Responsibility includes not only the number and difficulty of the decisions to be made but also how many different kinds of problems must be coped with. So the dimension is essentially continuous with a variety of responsibilities.

9.7.2 Levels of Each Group

Each group has six levels which are described below:

- 1) **Professional and Managerial (Independent responsibility):** This level includes the innovators and creators and top managerial and administrative people, as well as professionals who have independent responsibility in important respects. For occupations at this level, there is generally no higher authority than the social group. The criteria suggested for this level are:
 - i) Important, independent and varied responsibilities
 - ii) Policy-making
 - iii) Education (High level of education)
- 2) **Professional and Managerial:** The distinction between this level and the previous one is primarily one of degree. Genuine autonomy may be present but with less significant responsibilities than in the previous level. Some criteria suggested for this level are:
 - i) Medium level responsibilities for self and others, with regard to both importance and variety.
 - ii) Policy interpretation.
 - iii) Education at or above the bachelor's degree level but below the doctoral level.
- 3) **Semi-professional and Small Business:** The criteria suggested for this level are:
 - i) Low level of responsibility for others.
 - ii) Application of policy or determination for self only (as managing in a small business).
 - iii) Education at the level of high school or technical school or the equivalent.
- 4) **Skilled:** This level and the following levels are classic sub-divisions of skilled occupations which require apprenticeships or other special training or experience.

- 5) **Semi-skilled:** These occupations require some training and experience, but markedly less than the occupations in level-4. Moreover, much less autonomy and initiative are permitted in these occupations.
- 6) **Unskilled:** These occupations require no special training or education and not more ability than is needed to follow simple directions and to engage in simple repetitive actions. At this level, group differentiation depends primarily on the occupational setting. (Adapted from Roe and Klos, 1972).

9.7.3 Roe's Proposition on the Origin of Needs and Interests

- 1) Genetic inheritance sets limits on the potential development of all characteristics.
- 2) Whether these inherited characteristics will achieve, surpass or under achieve their potential is determined not only by the experiences unique to the individual, but also such factor as race, sex, social and economic position of the family and general cultural background.
- 3) The direction of development of interests, attitudes and other personality variables which have relatively little genetic control is determined entirely by individual experiences.

The following are possible variations:

- Needs that are satisfied routinely as they appear do not become unconscious motivators.
- Needs for which even minimum satisfaction is rarely achieved will, if of a higher order, become eliminated, if of a lower order, prevent the appearance of higher order needs and will become dominating and restricting motivators.
- Need for which satisfaction is delayed, but eventually accomplished, will become unconscious motivators, according to the degree of satisfaction felt.
- The eventual pattern of psychic energies, in terms of attention directedness, is the major determinant of interests.
- The intensity of these needs and of their satisfaction, and their organization, are the major determinants of the degree of expressed motivation.
- Ann Roe then suggested that individual's genetic background underlines abilities and interests, which in turn are related to vocational choice. A combination of genetic factors and need hierarchies exerts influence on the selection of a vocation later in life. The intensity of desire to achieve vocational success is dependent upon the strength of the individual's need structure. In others words, given equal genetic endowments the differences in occupational achievements between two individuals may be a result of the discrepancies in their motivation levels. And these difference in the strength of the need structure and motivation, Roe suggested, was due to differences in need satisfaction during childhood. Consequently, Roe proposed that child rearing practices related directly to the motivational behavior expressed by adults later in life.

9.7.4 Modes of Child Rearing

Roe proposed that the manner in which parents interact with the child is one of the major influences on the motivational intensity of the child. Different parenting styles will produce distinctive behavior patterns in children. She conceptualized them as follows:

- a) **Emotional concentration on the child:** This could take the form of being either over-protective or over-demanding. The over-protective parent will fully and quickly satisfy the child's lower needs but may hesitate in gratifying the higher order needs of love and esteem, at the same time will reward behavior that is socially desirable. This type of interaction will make the child to over emphasize the immediate or quick gratification of physiological demands. For the satisfaction of higher order needs he/she exhibits a dependency on others and a willingness to conform to socially desirable behavior. These higher order needs could be a need to be loved, esteem, or a sense of belongingness. The over demanding parents have many similarities to over-protective parents. The over-protective parents will gratify the physical needs promptly and adequately. The over-demanding parents lay down conditions of conformity to their values, and social achievement in return for the love offered to the child. The child's needs of self-actualization are indulged in if they are in accordance with parental aspirations for the child.
- b) **Avoidance of the child expressed either as emotional deprivation or neglect.** Roe put forward that parents who neglect merely the physical well-being of the child were not causing as harmful an effect as those parents who neglected the emotional needs of the child. This emotional rejection of the child leads to slower emotional development, though it may not cause miss-proportioned development.
- c) **Acceptance of the child, either casually or lovingly.** The accepting type of parents will satisfy their children's needs at most levels in slightly different ways and in varying degrees. The personality that develops in children of accepting parents is capable of seeking gratification of needs at all levels.

Roe then hypothesized that people have two basic orientations either toward or not toward persons. These orientations were dependent upon childhood experiences, and they in turn affected the vocational choice.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

3) Mention the various stages of career development given by Super.

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4) Briefly describe Roe’s Classification of Occupational Groups.

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9.7 HOLLAND’S THEORY OF VOCATIONAL PERSONALITIES AND WORK ENVIRONMENT

Holland was interested in finding explanations for the personal and environmental characteristics related to stability and career change. The basic question here is a strong commitment to finding effective methods for helping people with career problems. His theory is based on simple, inexpensive, practical definitions and measured dimensions. Therefore parallel sets of ideas applied both to people and to environment have a place in it. The theory is tested not only on results of empirical research but also to the extent of its acceptance by practitioners and the public.

This theory is based on the assumption that, since vocational interest is one of the aspects of personality, the description of an individual’s vocational interest is also a description of an individual’s personality. Here personality traits are identified by preferences for school subjects, co-curricular activities, hobbies and work, and vocational interests can be viewed as an expression of personality.

Nature

This theory is structural – interactive in nature. It means that it provides explicit links among various personality characteristics and corresponding job titles. According to Holland, the description of different structural-interactive approaches includes:

- The choice of an occupation is an expression of personality and not a random event, although chance plays a role.
- The members of an occupational group have common personalities and similar histories of personal development.
- Because people in an occupational group have similar personalities, they respond to any situations and problems in similar ways.
- Occupational achievement, stability and satisfaction depend on congruence between one’s personality and job environment.

Its focal point is personality and its typology. He contends that each individual, to some extent, resembles one of six basic personality types. Just as there are six types of personalities, there are six types of environments, which, like personalities, can be described according to certain characteristics. Environments are characterized by the people who occupy them. For example, the personality type of persons in a theatre differs from persons working with computers.

Similarly teachers working at primary level differ from their counterparts working at colleges/universities.

Assumptions

This theory is based on four assumptions. They are:

- “In general, most persons can be categorized as one of six types: realistic, investigative, artistic, social, enterprising or conventional.”
- “There are six kinds of environments: realistic, investigative, artistic, social, enterprising or conventional.” .
- “People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.” This assumption is well expressed in the saying “Birds of a feather flock together.”
- “Behavior is determined by an interaction between personality and environment.”

9.7.1 Six Model Environment

Holland originally believed that the individual could be categorized as belonging to a single one of the six types. He suggests that while one of the six types usually predominates in people, there are also sub-types or personality patterns. These provide more complete descriptions.

- Each environment is dominated by a given type of personality and each environment is typified by physical settings posing special problems and opportunities.
- a) **Realistic Environment** - This environment is the one that encourages and rewards success. It is a world of the concrete and predictable which rewards with and values money, possessions and power.
- b) **Investigative Environment** - This environment is the one that encourages and rewards success in the use of the intellect and in the manipulation of the abstract. It is a world of observing, investigating and theorizing, and it values and rewards with status and recognition.
- c) **Artistic Environment** - This environment is one that encourages and rewards success in the artistic and creative values. It is a world of the abstract, aesthetic and original. It rewards with recognition and increasing freedom to create in one’s own way.
- d) **Social Environments** - This environment is the one that encourages and rewards success in sociability and helping values and tends to promote social activities. It is a world of people and relationships that is often changing, and it values social skills and the ability to promote change in others. It tends to reward with recognition and approval from peers and those being taught and helped.
- e) **Enterprising Environment** - The environment is one that encourages and rewards success in the risk taking, work intensive and innovative activities and values. It is a world of continual new challenge to be overcome, valuing and rewarding, power, status and money.

- f) **Conventional Environment** - The environment is the one that encourages and reward exacting management of data and details. It is a world of facts that is practical and organized where dependability and attention to detail are rewarded. Rewards tend to be in the area of economic success and status involving material possessions and recognition of superiors and peers.

People search for environments that will let them exercise their skills and abilities, express their attitudes and values and take on agreeable problems and roles. Realistic types seek realistic environments. Social types seek social environments and so on. To a lesser degree, environment also searches for people through friendship and recruiting practices. The person's search for environment is carried on in many ways, at different levels of consciousness, and over a long period of time.

The above key assumptions are supplemented by several secondary assumptions that can be applied to both persons and environments. The purpose of the secondary concepts is to retain or modify the predictions or explanations that are derived from the main concepts.

- a) **Consistency** - Consistency is the degree of relatedness or homogeneity between personality types or between environmental models. Degrees of consistency have a bearing upon vocational preference.
- b) **Differentiation** - Some persons or environments are more clearly defined than others. For instance, a person may markedly resemble a single type showing negligible resemblance to other types, or an environment may be dominated by the influence of a single type. Contrarily, a person who shows some commonality to the six types is undifferentiated or poorly defined. The degree to which a person or environment is well defined is its degree of differentiation.
- c) **Identity** - Personal identity is defined as the possession of a clear and stable picture of one's goals, interests and talents. Environmental identity is present when an environment or organization has clear, integrated goals, tasks and rewards that are stable over long time intervals.
- d) **Congruence** - Different types require different environments. For example, realistic type flourish in realistic environment because such an environment provides the opportunities and rewards a realistic type needs. Incongruence occurs when a type lives in an environment that provides opportunities and rewards that are unrealistic to the person's preferences and abilities.

9.7.2 Vocational Choice as an Integration between Major and Secondary Assumptions

If one orientation is clearly dominant over others, the individual will seek an occupational environment that corresponds to the orientation. But, in actual implementation, a very low percentage of people would fall in this category. Often, it is possible that two or more orientations are of nearly the same strength, other being much weaker, or just on the periphery. In such a case an individual will vacillate in the selection of an occupation. Here is where factors like consistency, differentiations and identity come into play. A person, who is artistic and social, will find it easier to select a vocation than a person who is artistic and

conventional. When a particular orientation is well differentiated than the others in a person, vocation selection is quick, decisive and appropriate. On the other hand, a person exhibiting all orientations in almost equal intensity would be confused, indecisive and unsure about vocation selection. The smoothness of decisions is affected by the clarity of the structure of developmental hierarchy. Other environmental factors will also influence the ease with which an occupational environment is selected. Some of these could be family factor, such as aspirations and occupational history, financial resources, general economic conditions in society, educational opportunities, which might result in pressures towards a particular occupational environment. Not only does the particular dominant personal orientation influence the career choice a person makes, but the pattern of the orientations within the individual's hierarchy exerts a significant influence. That is, two students with the same major orientation will choose similar fields, but the stability of their choice is a function of the order of the other five orientations in their personal hierarchy. If the order is consistent, and all other factors are constant, the choice is likely to be stable. If the pattern is inconsistent for that occupational environment, then the choice is likely to be unstable. For example, a dramatist with the hierarchical order Artistic, Investigative, Social, Enterprising, Conventional and Realistic is likely to be more stable in the pursuit of his dramatic creations than another dramatist whose hierarchy is Artistic, Realistic, Investigative, Social Enterprising and Conventional. The former would represent a more typical pattern for dramatists.

Implications for Counselling

In order to help students or adults know their personal orientations Holland has given detailed descriptions of people with different orientations. To have a concrete measure to learn about personal orientations Holland researched and developed the Self-Directed Search Inventory, which gives scores on the six parameters. At the end a code gives the dominant orientations of the person. Using this information and the occupation finder (developed by Holland), which classifies occupations according to various codes, the most suitable occupations could be short listed. The classification of the various occupational environments could be used by the counselor to orient a person to the world of work. It gives a person better understanding of what to expect and what is expected of him if he joins a particular occupation. By virtue of the extensive data that Holland has given about the features of people possessing different personal orientations, a counselor already has a considerable body of information about a client simply by virtue of knowing his or her major personal orientation to life. This helps the counselor in making some educated guesses about the client's background, parents, the client's goals, values, social relations, motivators and distracters.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

5) Describe the main focus of Holland's theory in two to three lines.

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6) Explain why the theory is called “Structural-interactive”
7) Give any two characteristics of each personality types of people. i) Realistic ii) Enterprising iii) Conventional

9.8 GINZBERG’S THEORY

GINZBERG and his associates found, on the basis of earlier research, that four significant variables were involved in vocational choice.

The first was identified as a reality factor, which pressurizes the individual to take into account various environmental factors while exercising one’s vocational choice.

The second was the influence of the amount and quality of education which would broaden or narrow the scope of a vocational decision.

The third was the personality and emotional make-up of the individual which would have fallouts for vocational inclination.

Lastly, individual values were considered significant since different careers gave opportunities to practice different values.

Ginzberg proposed vocational choice as a developmental process, occurring in reasonably clearly marked periods and characterized by a series of compromises the individual makes between wishes and possibilities.

9.8.1 The Major Periods of the Vocational Development Process

Fantasy Period: The chief feature of the fantasy period as suggested by the name is the impulsive and arbitrary nature of the child’s choices reflecting the lack of practicality in the occupational preferences expressed during the period. The significant task that the child accomplishes during this period of early

vocational development is a change from a **play orientation** to a **work orientation**. In the early stage of this period, children state vocational preferences which are dominated primarily by the **pleasure** principle. This principle implies that very young children show interest in activities for the sake of pleasure. For example, a child wants to become a jockey because he enjoys the thrill that horse riding provides. However, as the child grows and approaches the end of the fantasy period, maturity occurs. This is reflected in vocational preferences, which will lead to abstract satisfaction and pleasure, such as gaining parents approval. For example, the child would express the desire to become a doctor, because he is aware that this choice brings happiness to his parents. As the child learns about the world of work, s/he expresses choices that have potential for extrinsic rewards such as success and its money with which to buy material possessions and so on. Coupled with the above developmental change is also the hypothesis that a child experiences frustration due to their small size and ineffectiveness as compared to adults. In order to overcome this sense of helplessness the child finds relief in playing adult roles, which are clearly manifested in their work roles. It also helps the child internalize the values of the adult world. During the fantasy period children ignore reality, abilities and potential, and the time perspective which are very important ingredients of the vocational choice process, according to Ginzberg.

The Tentative Period: This occurs between the ages of approximately 11 to 18. It is divided into various stages which differ in their vocational developmental tasks:

- **The Interest Stage:** This stage comes around age 11-12, when the child is beginning to recognize activities s/he likes or dislikes. Again the choices are made primarily because of the intrinsic pleasure of engaging in them. These choices may also reflect identification with the father or mother, though still in an ambivalent stage. This facilitation in choice may be related to the physical and emotional changes in adolescence
- **The Capacity Stage:** This stage occurs usually between the ages 12 to 14. It follows the interest stage and the child exhibits more of reality orientation by introducing the idea of ability into vocational consideration. For example, if earlier the child expressed the desire to become an architect purely because he enjoys being in well made buildings, now he would evaluate whether he has the capacity to pass the entrance test for architectural course, can put in the required effort etc. In other words, children begin to assess their ability to perform well in the areas of interest rather than parent identification as an influence on vocational choice, and a corresponding increase in the influence of other, more distant models.
- **The Value Stage:** This stage occurs during the 15th and 16th years. It is marked by a distinctive change in the children's approach to vocational choice. This is when a child realizes the potential of a vocation to satisfy more than the need for status, earning money and owning material possessions. It becomes evident to him/her that he/she would follow different life styles if he/she becomes a pilot or a sales executive.

Finally, two significant developments concerning time awareness take place during this stage. First, the students develop a larger time perspective. They

begin to think of a career as a lifelong activity which would become an important part of their total life. Secondly, they exhibit a sense of urgency in realizing that time is passing and soon they have to commit themselves to a vocation.

- **The Transition Stage:** This stage marks the end of the tentative period. Occurring at about age 17, this stage is marked by more maturity and calmness as compared to the previous stages. At this point the person cannot back away from the necessity of making a concrete and realistic decision about vocational future, and also responsible for the consequences of the decisions. This stage is also crucial for the heightened awareness of the day-to-day matters. The person understands more about the financial rewards that the work offers, kind of preparation necessary for various careers is studied and the awareness of the different life circumstances of careers is sharpened.
- **The Realistic Period:** The realistic period takes place from age 18 to varying ages. This period is more varying in its timing than the others, due to different training periods that different careers require. While biological maturity exercises a strong influence on the development of the child during the tentative period, it has no bearing on the progress during the realistic period. This is possible as the rate of biological change slows markedly by age 18 or 19. The realistic period is further divided into three stages:
 - **Exploration Stage:** The important task of this stage is the selection of a path from among two or three strongly held interests.
 - **The Crystallization Stage:** During this stage the student is finally in the process of becoming committed to one specific choice. Even in case of crystallization it is possible that a student may have a change of mind later on, due to various reasons.
 - **The Specification Stage:** This is the final stage of the realistic period. It is the final point of career development, and for some this stage never truly arrives. The person here makes the final commitment by seeking a job in the specific vocation or going in for further specialization in the chosen vocational field.

Variation in the Pattern

Though attempts have been made to describe the pattern of the vocational process by assigning different age groups to different periods and stages, it is not possible that everyone adheres to the given framework. Individual variations occur in the broad pattern due to biological, psychological and environmental reasons. Such differences will occur in two possible behavioral areas. Firstly, people will vary with regard to occupational choices they express over time. Some people would display a wide variety of choice before selecting one. There may be others who are more focused on one choice to the exclusion of others. So they settle quicker for their particular occupational choice.

The other sphere is with regard to the timing of the crystallization stage. There may be a wide range relating to the surfacing of crystallization. In some it may surface towards the end of the tentative period, and in some it may materialize only in the mid or late twenties.

Ginzberg also mentions that there may be deviant patterns in the development which differ from the normal process. Some of the probable reasons could be severe emotional disorders, limited exposure of the child to different activities, unusual personal and financial circumstances etc.

9.8.2 General Concept of the Theory

Ginzberg concluded that there are important components which help the individual in arriving at an adequate vocational choice. If a majority of these ingredients fail to develop properly, an individual's vocational development process is bound to suffer.

Another significant concept of the theory is the child's ability to identify with suitable models at appropriate times during the career development process. This identification with adults at the various stages of vocational development gives a direction to students and help by making it easier to follow realistic mode.

Another important feature of the theory is that two basic personality types exist with respect to work; the work oriented type and the pleasure oriented type. This does not imply that people have either this or that kind of personality, but that one mode is more characteristic of an individual's approach to life. The work oriented individual can be identified by the ability to delay gratification, nothing or very little can distract him/her in the pursuit of his/her career goals. Whereas the pleasure oriented person is unlikely to postpone gratification for work and is susceptible to distraction by other alternatives that may seem reasonably attractive e.g., a vocational course or another opportunity away from his main line of work. In a combination mode of the two principles individual can be either active or passive problem solvers. The active people tackle the problems, making efforts to solve them. On the other hand, passive people are reactive; things happen to them, they react to them, rarely emitting problem solving responses.

Implications for Counselling

The theoretical framework proposed by Ginzberg and his associates can be used in two important ways in counseling students in their vocational development. Firstly, this information can be well utilized by arranging experiences and activities for students so that this could facilitate their progress through different stages. The developmental tasks of every stage could be highlighted and brought to the attention of teachers and parents, so that they could gather or compile their efforts to help the students attain them.

Secondly, the theoretical framework can also be used by the teacher to anticipate problems that might be encountered by the students at predicted stages of development. This would help the teacher to develop preventive procedures to encounter the problems. For example, in the interest stage the teacher could encourage the parents and the child to devote time to various activities, give the child adequate exposure before s/he can narrow down her/his interests to two or three. Similarly, in the capacity stage he can caution the parents and students against reading more than required in a test or a sports performance etc., emphasizing that ability has to be measured with that of others in the same field.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

8) List the four variables which bear a significant influence in the process of vocational choice.

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9) What is the essential difference between the crystallization stage and the specification stage?

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10) Explain in one line the work oriented person and pleasure oriented person

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9.10 SOCIAL LEARNING THEORY OF CAREER DEVELOPMENT

Krumboltz is one of the career theorists who proposed career development theories based on Bandura’s social learning theory. Social learning theory of career development suggests that individuals make occupational choices based on a number of learning experiences, some planned but most unplanned experiences. People are not expected to know what exactly they would be doing in future, but their actions may generate unplanned opportunities. Life events determine the career path chosen by the individual. Krumboltz, Mitchell & Jones(1976) suggested that career development of individuals are determined by the following four factors.

1) Genetic endowments and special abilities

Individuals inherit abilities and qualities that may expand or limit their career development(physical appearance, gender, special abilities or the lack of it etc.)

2) Environmental conditions and events

Career development opportunities of individuals are influenced by factors beyond their control(family resources, geographical location, training and skill development opportunities, government policies, technological development etc.) of the individuals.

3) Learning experiences

Instrumental, associative and vicarious learning experiences and the consequences of the actions taken influence the career choices of individuals.

4) Task approach skills

This refers to the skill sets, work habits, mental sets, emotional and cognitive responses that individuals bring to task situations.

Krumboltz and associates place a lot of importance on unplanned and chance events in determining the career choice of individuals. The consequences of these events can be positive or negative. According to this theory, unplanned events and chance encounters are a result of earlier decisions and behavior rather than being a random occurrence. Career counsellors can help clients learn from these events and use them as a tool for taking actions or making decisions relevant to their career development. Genetic and environmental factors influence career development but they are beyond the control of the individual.

9.11 SOCIAL COGNITIVE THEORY OF CAREER DEVELOPMENT

This is another career development theory based on Bandura's social cognitive theory developed by Lent, Brown and Hackett(1994). They have attempted to integrate existing theories of career development by providing a conceptual framework that explains the process through which ;

- a) career and academic interests develop,
- b) career-relevant choices are forged and enacted, and
- c) performance outcomes are achieved(p.80).

The social cognitive framework emphasizes the role of personal agency in career development process and extra-personal factors that may facilitate or restrict the exercise of personal agency.

Thus, the cognitive framework provided in the theory has focused on:

- a) self-efficacy(refers to a person's beliefs about his/her abilities to organize and carry out a specific task successfully),
- b) expected outcome(refers to a person's beliefs about the consequences or likely effects of performing a specific task), and

- c) goal mechanisms(people set goals to organize and accomplish specific task activities. Goals mean the determination to accomplish a desired task outcome), and their interrelation with other personal, contextual and experiential factors.

They have presented three interlocking models of career development, which are:

- 1) model of interest development,
- 2) model of career choice, and
- 3) model of performance.

The findings are organized as twelve sets of propositions which are given below.

- 1) An individual's occupational or academic interests at any point in time are reflective of his/her concurrent self-efficacy beliefs and outcome expectations.
- 2) An individual's occupational interests also are influenced by his/her occupationally relevant abilities, but this relation is mediated by one's self-efficacy beliefs.
- 3) Self-efficacy beliefs affect choice goals and actions both directly and indirectly.
- 4) Outcome expectations affect choice goals and actions both directly and indirectly.
- 5) People will aspire to enter occupations or academic fields that are consistent with their primary interest areas.
- 6) People will attempt to enter occupations or academic fields that are consonant with their choice goals, provided that they are committed to their goal and their goal is stated in clear terms, proximal to the point of actual entry.
- 7) Interests affect entry behaviours indirectly through their influence on choice goals.
- 8) Self-efficacy beliefs influence career/ academic performance both directly and indirectly through their effect on performance goals. Outcome expectations influence performance only indirectly through their effect on goals.
- 9) Ability(or aptitude) will affect career/academic performance both directly and indirectly through its influence on self-efficacy beliefs.
- 10) Self-efficacy beliefs derive from performance accomplishments, vicarious learning, social persuasion and physiological reactions in relation to particular educational and occupationally relevant activities.
- 11) As with self-efficacy beliefs, outcome expectations are generated through direct and vicarious experiences with educational and occupationally relevant activities.
- 12) Outcome expectations are also partially determined by self-efficacy beliefs, particularly when outcomes (e.g. success, failures) are closely tied to the quality or level of one's performance (Lent, Brown and Hackett 1994).

Both Krumboltz et.al.(1976) and Lent et.al.(1994) acknowledge the influence of genetic endowment, special abilities, and environmental factors on career development. Both theories highlight the importance of learning experiences in career development process.

The two theories differ in some aspects. While Krumboltz and associates focus on choice behavior, Lent and associates are concerned with the interlocking process of interest development, choice, and performance. In social cognitive theory, self-efficacy mechanism has a crucial role in career choice and development, where as in Krumboltz theory the role of self-efficacy is relatively minor. The two models also differ in their role of goal setting in career development process. In Lent's model, goals play a prominent role, while Krumboltz does not give importance to goals in career decision making (Lent, Brown & Hackett, 1994, pp85-87).

9.12 LET US SUM UP

This Unit has introduced you to the nature of work and various aspects of work which influence people. We have discussed that people work to satisfy their needs i.e. psychological, social, and economic needs. Work provides livelihood and social-economic status.

Roe's theory attends to all important aspects of vocational selection. The factors in the early environment that dominate the development of needs are underlined. Individual motivation is seen as largely the result of the strength of needs, which is the outcome of the degree of deprivation in combination with his genetic structure. Ultimately the level of responsibility and complexity that an individual achieves in his vocation is the product of his genetic inheritance, which helps in discerning differences in intelligence and in the ways people attempt to manipulate various aspects of their environment.

Holland's theory is a structural interactive or a typological interactive theory. It is structural or 'typological' because it attempts to organize the vast sea of information about people and jobs. It is 'interactive' because it assumes that career and special behavior are the outcome of people and environments acting on one another.

Ginzberg and his associates have proposed a theory which is closely related with the broader theoretical structure of developmental psychology. They have developed the idea of career development which depicts the vocational choice process as a specific behavior. The theory gives an overall view of the development, particularly of the adolescence with special emphasis on vocational selection, in the early or late twenties. The suitability of the final choice corresponds to the adequacy with which the various developmental tasks are accomplished by the students along the way. Lastly, we discussed the social learning theory of career development and social cognitive theory of career development. We have discussed the similarities and differences of these two theories.

9.13 UNIT END EXERCISES

- 1) Why people work even when they have sources of regular income?

- 2) “People would continue to work irrespective of working conditions and economic returns”. Examine the validity of the statement and give reasons in support of your answer.
- 3) Compare the case history of a professional and non-professional worker.
- 4) Take up a case study of a professional person and find out the following facts about:
 - a) His/her own life history.
 - b) His/her work schedule on the job and away from job.
 - c) Economic returns apart from salary.
 - d) His/her social relationships.
- 5) Vocational behavior is an interaction of genetic inheritance, early childhood experiences and subsequent experiences unique to the person. Discuss this statement in the context of Roe’s theory of career choice.
- 6) If the lower order needs are not satisfied they inhibit the emergence of higher needs. Explain this statement keeping in mind Maslow’s hierarchy of needs.
- 7) Discuss which mode of child rearing is most effective and why?
- 8) Try to evaluate your vocational development in the context of Roe’s theory.
- 9) Explain the term ‘Congruency’ in the context of Holland’s theory.
- 10) Outline what kinds of personal environment characteristics influence work stability and work level.
- 11) Illustrate what are the reasons why some people make congruent choices, other people make incongruent choices and many others remain undecided?
- 12) Take up the vocational development of any of your friends/relations and try to judge where he stands in the context of Holland’s theory.
- 13) Vocational development is a part of personality development. Discuss the statement in the context of Ginzbergs’ theory.
- 14) What is the importance of the capacity stage in a student’s vocational development?
- 15) Give examples of the kind of activities a child should be exposed to during the interest stage.
- 16) Discuss the significance of achieving various developmental tasks at the appropriate time.