PEARSON NEW INTERNATIONAL EDITION

Career Information, Career Counseling
and Career Development
Duane Brown
Tenth Edition

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- Complete three years of post–master's experience in career development experience, training, teaching, program development, or materials development
- Document that at least 50 percent of current full-time job duties are directly related to career development

Clearly, the MCC and MCDP were developed to recognize two types of professionals, one who is actively engaged in career counseling and one who is engaged primarily in career development activities. However, the MCDP could ethically engage in career counseling. Another, and perhaps even more far-reaching, development is the credentialing of paraprofessionals in the United States and beyond. The Career Development Facilitators (CDF) program began at Oakland University in Michigan in the mid-1990s as a means of training specialists to facilitate career development groups, to serve as career coaches, to mentor people engaged in the job search, to coordinate career resource centers, to provide occupational information, and to provide a variety of other career development services (NCDA, 2005a). It is worth noting that career counseling is not included in the list of services that Career Development Facilitators can provide. To qualify for this credential, applicants must meet the following requirements:

- Complete 120 hours of training in a specified course of study.
- Possess one of the following: a graduate degree plus one year of career development work experience; a bachelor's degree plus two years of career development work experience; two years of college plus three years of career development work experience; or a high school diploma or GED plus approximately four years of career development work experience.

The CDF has now evolved into a credential called the Global Career Development Facilitator (GCDF) (Center for Credentialing and Education, 2010). Initially, this credential was developed in response to interest in Japan, but GCDF credentials are now available in eleven countries including Bulgaria, Canada, China, Turkey, Germany, South Korea, Greece, Japan, Romania, and New Zealand, as well as the United States (Center for Credentialing and Education, 2010).

Summary

Career development professionals follow a variety of ethical codes depending on their professional identities and credentialing. However, with the exception of advocacy, these codes of ethics have similar principles. In this chapter six principles that are embedded in most professional codes of ethics have been identified and discussed. A seventh principle, advocating for one's clients, has been added to this list because it seems that many of our clients' goals will be unrealized unless professionals assert themselves on their behalf.

Chapter Quiz

T F **1.** Career counseling is one of the services that Global Career Development Facilitators may provide if an MCC is unavailable.

T F **2.** The ethical canon, do no harm, refers to the ethical guideline to maintain confidentiality because of the embarrassment that may result when information falls into the wrong hands.

T F **3.** Privileged communication is a legal term that, when embedded in a law, protects clients from disclosure of information by their counselors.

T F **4.** In order for a client to sue a career counselor, the client must first prove that he or she has suffered some type of loss.
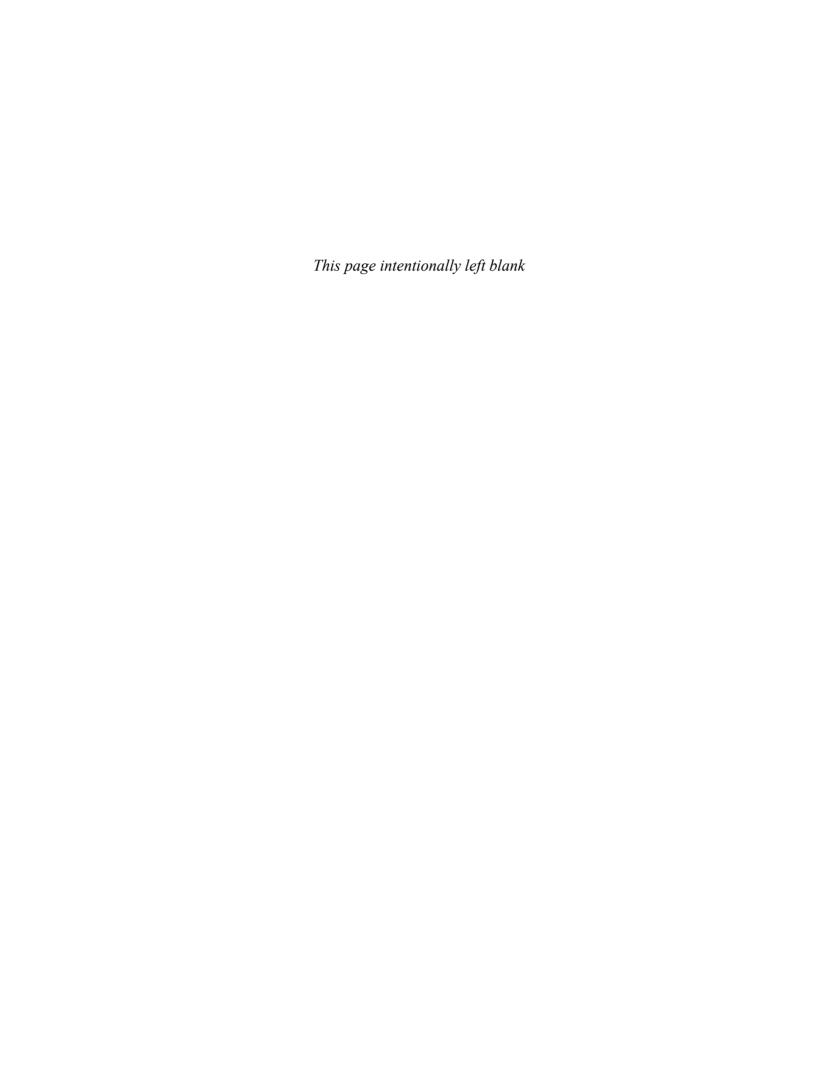
T F **5.** People who qualify as Master Career Development Facilitators may ethically provide career counseling.

T F **6.** The National Board for Certified Counselors created the first certification program for career counselors.

T F **7.** After a number of years of wrangling, career counselors from a number of professional groups have agreed on a single code of ethics.

T F **8.** The NCDA has identified 11 competencies that must be acquired prior to certification as an MCC.

T F **9.** The APA code of ethics indicates that psychologists should base their practice on research; the ACA code does not contain the same suggestion.

T F **10.** Except for rehabilitation counselors, codes of ethics for career counseling practitioners have had no ethical guidelines pertaining to advocacy until quite recently.

(1) T (2) F (3) T (4) F (5) T (6) F (7) F (8) F (9) T (10) T

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A Values-Based, Multicultural Approach to Career Counseling and Advocacy

A Values-Based, Multicultural Approach to Career Counseling and Advocacy

Things to Remember

- The process and techniques used in a culturally sensitive approach to career counseling
- The cultural values of the major racial and ethnic groups in the United States
- The advocacy process and the risks involved

In 1987, while serving as the president of the National Career Development Association, I had an opportunity to discuss various issues confronting career counselors from across the United States, particularly the issues of the changing demographics of this country and the impact they would have on counseling in general and career counseling in particular. I read and rejected several ideas about how best to tackle the issue of cross-cultural career counseling. I happened on a report of English consultants who helped an African government design a health care intervention that failed miserably. The now-forgotten author concluded that the first step in the process should have been to assess the values of the people who were to be helped and then to design the intervention. The report of the failed consultation and the extensive work of the Association for Multicultural Counseling and Development on the need for cultural competence oriented my thinking to differences and similarities in cultural values.

In 1988, I embarked on a crash course in work and human values by reading literally dozens of research articles about values. Some of those articles discussed the differences in values in various cultures, including the impact those values had on the decision-making process, work satisfaction, and so forth. I also discovered that some people in the field of communications had focused on variations of communication styles based on differences in cultural values. This

chapter is the culmination of a long process of discovery in an attempt to ascertain how effective, sensitive career counseling could be offered in a cross-cultural context.

In this chapter a multicultural approach to career counseling is presented, based largely on Brown's (2002) values-based theory of occupational choice. The objective of this presentation is to provide a detailed, comprehensive approach to career counseling. I want to point out that the approach used does not rule out borrowing ideas from other theories. For example, I often use Bandura's ideas about self-efficacy and appraisals to help my clients understand their motivation, or more likely their lack of motivation. This presentation is followed by a section focused on helping students and others build their own approaches to career counseling.

Implicit in many discussions on multiculturalism, and its extension to counseling, is the message that white counselors need to learn about the cultures of ethnic and racial minorities; persons who are disabled; and persons who are gay, lesbian, bisexual, and transgendered, and apply this knowledge to counseling. Consider the very real possibility of a lesbian counselor entering her office one day to find a white, Christian male who believes that homosexuality is a sin and freely expresses that view with everyone. One possibility is for the counselor to refer the client to another professional if she finds his views so repugnant that she cannot maintain her objectivity. The other is to try to understand his worldview, develop a working relationship with him, and proceed to help him with his career problem. The point here is a simple one: In a diverse culture such as ours, all counselors, regardless of race, ethnicity, or worldview, need a multicultural approach to career counseling.

CAREER COUNSELING DEFINED

There is a convergence in the definitions of career counseling, a process that probably began with the acceptance of Super's (1980) ideas regarding the interactive nature of life roles. In 1991, Linda Brooks and I (Brown & Brooks, 1991) defined career counseling as a process aimed at facilitating career development and one that may involve choosing, entering, adjusting to, or advancing in a career. We defined career problems as undecidedness growing out of too little information; indecisiveness growing out of choice anxiety; unsatisfactory work performance; incongruence between the person and the work role; and incongruence between the work roles and other life roles, such as family or leisure.

The National Career Development Association (NCDA, 1997) adopted a similar but simpler definition. This organization defined career counseling as a "process of assisting individuals in the development of a life-career with a focus on the definition of the worker role and how that role interacts with other life roles" (p. 2). For the most part, these definitions reflect the positions taken by Gysbers, Heppner, and Johnston (2003), Amundson (2003), and others.