

Syllabus

Course Overview

This course explores career assessment by examining theoretical models which drive career assessment, identifying career assessment resources, and selecting career assessments via analysis of case studies. Additionally, the opportunity to take John Holland's Self-Directed Search (SDS), one of the most commonly administered career assessments, will provide experience in the interpretation and evaluation of career assessment results.

Important Information About This Course

This is a 10-week course. There are five learning units in this course; each learning unit is to be completed over two weeks. You are expected to demonstrate your participation in the course each week between weeks 1 and 10 of the quarter; it is not possible to complete the course early and stop participating in the courseroom before week 10.

Learners who are not active in the course throughout the 10-week quarter by submitting a post to a unit discussion or submitting an assignment in the weeks when they are required may be administratively withdrawn from the course.

Please review the information below in "Course Participation" for details and reach out to your instructor if you have any questions about the participation requirements for this course.

In each learning unit, you will submit a post in response to a required discussion question. Your discussion post must be posted by Sunday at the end of the first week of each two-week unit for it to be graded. See the instructor's Faculty Expectations Message for more details about specific due dates and grading.

You are expected to collaborate with your fellow learners during each Unit and demonstrate this by posting a response to at least one other learner's discussion post in each learning unit; these response posts must be made by Sunday at the end of the second week of each two-week unit for them to be graded. Your responses to other learners contribute to your grade for each learning unit—please see the Discussion Participation Scoring Guide for more details.

Your final project is due at the end of Unit 5 and must be submitted by Friday of week 10.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Select career assessments based upon individual client needs.
- 2 Interpret career assessment results.
- 3 Exhibit proficiency in effective, credible academic writing and critical thinking skills.

Course Prerequisites

Prerequisite(s): Only learners enrolled in the MS in Addiction Counseling, MS in Career Counseling, MS in Marriage and Family Therapy, MS in Mental Health Counseling, or MS in School Counseling degree programs or the Addiction Counseling, Marriage and Family Therapy, or Professional Counseling certificates may take COUN courses.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Miscellaneous Item

Holland, J., & Messer, M. A. (2017). *John Holland's self-directed search*. Lutz, FL: PAR Inc.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Betz, N. E., & Corning, A. F. (1993). [The inseparability of 'career' and 'personal' counseling](#). *Career Development Quarterly*, 42(2), 137.
- Chauvin, I., Miller, M. J., Godfrey, E., & Thomas, D. (2010). [Relationship between Holland's Vocational Typology and Myers-Briggs' types: Implications for career counselors](#). *Psychology Journal*, 7(2), 61–66.
- Harris-Bowlsbey, J. (2013). [Computer-assisted career guidance systems: A part of NCD history](#). *The Career Development Quarterly*, 61(2), 181–185.
- Hartung, P. J., & Taber, B. J. (2008). [Career construction and subjective well-being](#). *Journal of Career Assessment*, 16, 75–85.
- Holland, J. L. (1996). [Exploring careers with a typology: What we have learned and some new directions](#). *American Psychologist*, 51(4), 397–406.
- Kennedy, R., & Kennedy, D. (2004). [Using the Myers-Briggs Type Indicator in career counseling](#). *Journal of Employment Counseling*, 41(1), 38–44.
- Krumboltz, J. (2009). [The happenstance learning theory](#). *Journal of career assessment*, 17(2), 135-154.
- Maze, M. (2009). [Using computer assisted career guidance systems effectively](#). *Career Planning and Adult Development Journal*, 25(3), 46–53.
- Salomone, P. R. (1996). [Tracing Super's theory of vocational development: A 40-year retrospective](#). *Journal of Career Development*, 22(3), 167–184.
- Whiston, S. C., & Rahardja, D. (2005). [Qualitative career assessment: An overview and analysis](#). *Journal of Career Assessment*, 13(4), 371–380.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Counseling Association. (2014). [ACA code of ethics](#). Retrieved from <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>
- My Next Move. (n.d.). [O*NET interest profiler](#). Retrieved from <http://www.mynextmove.org/explore/ip>
- National Career Development Association. (2014). [NCDA guidelines](#). Retrieved from <http://www.ncda.org/aws/NCDA/pt/sp/guidelines>
- O*NET Online. (n.d.). Retrieved from <http://www.onetonline.org/>
- Savcik, M. L. (n.d.). [Meaning and mattering in career construction: The case of Elaine \[PDF\]](#). Retrieved from http://cannexus.ca/wp-content/uploads/2014/04/Meaning-and-Mattering-in-Career-Construction-The-Case-of-Elaine-cx10_Dr.-Savickas_A-Demonstration.pdf
- Savickas, M. L. (2015). [Life-design counseling manual \[PDF\]](#). Retrieved from <http://www.vocopher.com/LifeDesign/LifeDesign.pdf>

- Savickas, M. L., & Hartung, P. J. (2012). *My career story workbook: An autobiographical workbook for career life-career success* [PDF]. Retrieved from http://www.vocopher.com/CSI/CCI_workbook.pdf

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Dozier, V. C., Sampson, J. P., Lenz, J. G., Peterson, G. W., & Reardon, R. (2017). The impact of the self-directed search Form R Internet version on counselor-free career exploration. *Journal of Career Assessment, 23*(2), 210–224.
- Ginevra, M. C. (2015). The relationship of personality type, problem-solving appraisal, and learning strategies. *Journal of career assessment, 23*(4), 545.
- Greer, T. (2017). Career Development for Women Veterans: Facilitating Successful Transitions From Military Service to Civilian Employment. *Advances in Developing Human Resources 2017, 19*(1) 54–65.
- Hartung, P., & Santilli, S. (2018). My career story: Description and initial validity evidence. *Journal of Career Assessment, 26*(2), 308–321.
- Hirschi, A. (2018). Assessing key predictors of career success. *Journal of career assessment, 26*(2), 338.
- Lipshits-Braziler, Y. (2016). Strategies for coping with career indecision. *Journal of Career Assessment, 24*(1), 42.
- McMahon, M., Watson, M., & Patton, W. (2015). The systems theory framework of career development: Applications to career counselling and career assessment. *Australian Journal of Career Development, 24*(3), 148–156.
- Osborn, D. S. (2012). An international discussion about cross-cultural career assessment. *International Journal for Educational and Vocational Guidance, 12*(1), 5–16. doi:<http://dx.doi.org.library.capella.edu/10.1007/s10775-012-9220-0>
- Owens, R. L. (2016). A comparison of strengths and interests protocols in career assessment and counseling. *Journal of career assessment, 24*(4), 605.
- Reardon, R. C. (2017). [Enhancing self-help career planning using theory-based tools](#). *Journal of Career Assessment, 25*(4), 650–669.
- Walsh, L. C. (2018). Does happiness promote career success? Revisiting the evidence. *Journal of Career Assessment, 26*(2), 199.
- Yang, N., Yaung, H., Noh, H., Jang, S. H., & Lee, B. (2017). The change of planned happenstance skills and its association with career-related variables during school-to-work transition. *International Journal for Educational and Vocational Guidance, 17*(1), 19–38.

Projects

Project >> SDS Profile

Project Overview

For the course project, you are required to interpret and evaluate the results you obtained from your Self-Directed Search (SDS) assessment. Interpret and evaluate your results from the SDS assessment, using resource material from the course, in a 7–10 page SDS Profile career development paper. The paper should cover the following areas:

- An overview of the SDS, including norming information.
- Information on your background.
- Appropriate interpretation of your results.
- An analysis and discussion of your results.
- Career development recommendations based on your results, including recommendations for other career assessments that would be well-suited to you if you were a client.

In your discussion, attention should be given to how your results relate to your interests and career goals. Your paper should follow APA guidelines.

Project Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current [APA style and formatting](#).
- **Number of resources:** A minimum of six resources.
- **Length of paper:** 7–10 typed double-spaced pages.
- **Font and font size:** Arial, 10 point.
- **Template:** Use the [Unit 5 Assignment Template \[DOCX\]](#) to guide your writing for the course project.

Project Components

Activity	Grade Weight (%)
u05a1 - SDS Profile	60

Unit 1 >> The Foundation for Career Assessment – Traditional Theories

Introduction

In order to effectively use career assessment instruments, it is necessary to understand the theoretical underpinnings which drive their design. As in all areas of counseling, theory not only provides the foundation for the specialties of counseling, it also serves to inform decisions and guide practice. In the next two units, you will examine how career counseling is conceptualized via different theoretical approaches.

In Unit 1, "traditional" approaches to career theory are explored, including the person-environment theory of John Holland and the developmental perspective of Donald Super. These theories stress specific perspectives—for Holland, career counseling is about the fit between aspects of an individual's unique traits (such as values, interests, skills, and aptitude) with the environment (educational and occupational considerations) (Niles & Hartung, 2000). Holland's work was translated into the Self-Directed Search (SDS), an assessment which categorizes people into six types. In Super's theory, lifespan considerations, such as life roles and developmental values, are the focus of attention. Super authored the Work Values Inventory (WVI), an assessment which measures internal and external values which link to work motivation.

Reardon (2017) takes us to a more current conversation recognizing that many individuals seek out career options autonomously. While many individuals seek counselor-free intervention and assessment, tools provided by career centers that are versed in theory such as cognitive information processing (CIP) or Holland's work optimize client's career development decision making.

A number of career centers and students are independently accessing online career assessments like the SDS due to convenience and accessibility in real time. Dozier, Sampson, Lenz, Peterson, and Reardon (2017) confirmed the use of the online SDS for both those college students with clear career goals (reinforcing their movement) and for those undecided or with low vocational identity to begin to examine interests.

In this unit, you have the opportunity to explore how each of these theories has contributed to the evolution of career assessment.

Reference

Dozier, V. C., Sampson, J. P., Lenz, J. G., Peterson, G. W., & Reardon, R. (2017). The impact of the self-directed search Form R Internet version on counselor-free career exploration. *Journal of Career Assessment, 23*(2), 210–224.

Niles, S. G., & Hartung, P. J. (2000). Established career theories. In D. A. Luzzo (Ed.), *Career counseling of college students: An empirical guide to strategies that work* (3–21). Washington, DC: American Psychological Association.

Reardon, R. C. (2017). Enhancing self-help career planning using theory-based tools. *Journal of Career Assessment, 25*(4), 650.

Learning Activities

u01s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Read Salomone's 1996 article, "Tracing Super's Theory of Vocational Development: A 40-Year Retrospective," from *Journal of Career Development*, volume 22, issue 3, pages 167–184.

- Read Holland's 1996 article, "[Exploring Careers With a Typology: What We Have Learned and Some New Directions](#)," from *American Psychologist*, volume 51, issue 4, pages 397–406.

u01s2 - SDS Assessment and Scoring

The final project for this course requires you to complete a Self-Directed Search (SDS) Profile. Refer to the SDS Profile course project description to learn about the requirements for this project and the criteria by which it will be scored. If you have questions, contact your instructor as soon as possible.

The SDS is an interest inventory designed for career exploration and planning. After completing and scoring the assessment, you may begin drafting portions of your final paper—and you will continue to work on this project throughout the quarter. Using the resources provided in the course, you will interpret and analyze your assessment results in the final project paper, due at the end of Unit 5 in Week 10.

As a reminder, even if you submit this final paper early, you are expected to participate in the courseroom on a regular basis through Week 10 of the quarter or you may be administratively withdrawn.

u01s3 - Professional Organization Comparison

Review the NCDA's Code of Ethics, revised in 2015, available on the *NCDA Guidelines* site linked in the resources.

Review the similarities and differences between the ethical standards of the professional organization associated with your counseling specialty area and the NCDA ethical standards.

Consider which of the NCDA standards are most important for you to consider, as well as which standards may be challenging to apply in the work you do (or will be doing) with others.

Course Resources

[NCDA Guidelines](#)

u01d1 - Foundations for Career Assessment: Traditional Approaches

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course. **Your initial post for this discussion is due by the end of week 1. Please review the instructor's posted Faculty Expectation Message to find the due dates for all course requirements.**

Compare and contrast Holland and Super's career counseling theories. What are the strengths and weaknesses associated with each theory, and how does each theory "stand the test of time"?

Response Guidelines

Respond to at least one other learner. These responses should be substantive and contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. **Your response to another learner must be posted by the end of week 2. Please review the Faculty Expectations for any other requirements for the peer responses.**

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> The Foundation for Career Counseling – Contemporary Perspectives on Theory

Introduction

The focus of this unit is on contemporary perspectives of career counseling theory.

John Krumboltz's social learning theory of career counseling is based on social learning theory, most notably the work of Albert Bandura. In contrast to the theorists discussed in Unit 1, Krumboltz maintains that learning experiences inform the career decision making process, based on the generalities, skills, and reinforced behaviors that develop out of those experiences. Krumboltz introduced the concept of "planned happenstance" as a feature of the career decision making process—this concept posts that ambivalence and uncertainty are part of the process, and counselors should not avoid the serendipitous and unexpected aspects of career planning. In fact, the application of planned happenstance that focuses on curiosity, flexibility, optimism, and being open to chance factors has gained traction in international career development application.

Yang, Yaung, Noh, Jang, & Lee (2017) confirm that planned happenstance approaches to career work with you has had positive outcomes on student's school-to-work transition in students in Korea. Thus, there is continued worldwide examination of the application of both assessments related to planned happenstance and career interventions aligned to this approach. While Krumboltz does not neglect the role of personality and development in career decision making, he maintains that life events play a significant role in career contemplation. Krumboltz developed the Career Beliefs Inventory, an assessment which explores client beliefs and assumptions.

Mark Savickas has conceptualized career based on subjective realities, expanding upon the career theory of Super. A developmental theory, "career construction theory," maintains that career decision making is fostered by the interplay among individual development, the construction of individual realities, and social context (not unlike narrative approaches in counseling). The "what, how and why" of career construction is based on vocational personality, career adaptability, and life themes, respectively (Patton, 2008). Vocational personality relates to what an individual constructs for career, based on subjective understandings; career adaptability is linked to how an individual constructs vocational tasks and transitions; life themes connect to meaning and the why of career. Given a constructivist approach to career conceptualization, Savickas endorses a holistic, qualitative approach to career assessment, where client stories assist in conveying subjective client experiences (stories vs. scoring) (Savickas, 1993).

References

Mitchell, K. E., Levin, A. S., & Krumboltz, J. D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counseling & Development, 77*(2), 115–124.

Savickas, M. L. (1993). Career counseling in a postmodern era. *Journal of Cognitive Psychotherapy, 7*(3), 205–215.

Patton, W. (2008). Recent developments in career theories: The influences of constructivism and convergence. In J. A. Athanasou & R. Van Esbroeck (Eds.), *International Handbook of Career Guidance*. New York, NY: Springer.

Yang, N., Yaung, H., Noh, H., Jang, S. H., & Lee, B. (2017). The change of planned happenstance skills and its association with career-related variables during school-to-work transition. *International Journal for Educational and Vocational Guidance, 17*(1), 19–38.

Learning Activities

u02s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Read Hartung and Taber's 2008 article, "[Career Construction and Subjective Well-Being](#)," from *Journal of Career Assessment*, volume 16, issue 1, pages 75–85.
- Read Krumboltz's 2009 article, "[The Happenstance Learning Theory](#)," from *Journal of Career Assessment*, volume 17, issue 2, pages 135–154.

u02d1 - Foundations for Career Assessment: Contemporary Approaches

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course. **Your initial post for this discussion is due by the end of week 3. Please review the instructor's posted Faculty Expectation Message to find the due dates for all course requirements.**

As a reminder, you are expected to participate actively in the course each week through the end of week 10 to meet all participation requirements for remaining enrolled in the course or you may be administratively withdrawn.

Evaluate Krumboltz's and Savickas' career theories. What are the strengths and weaknesses associated with each theory, and how does each theory compare to the traditional theories discussed in Unit 1?

Response Guidelines

Respond to at least one other learner. These responses should be substantive and contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. **Your response to another learner must be posted by the end of week 4. Please review the Faculty Expectations for any other requirements for the peer responses.**

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Identifying Career Assessment Resources

Introduction

As noted in the first two units, career assessment tools are driven by theoretical constructs. Although equally driven by theory, assessment tools may also be conceptualized by type of assessment, based on categories. Starkey and Rasmus (2006) note several categories of career assessments: aptitude, interest, values, career maturity, personality, computer assisted systems, and qualitative assessment. When working with clients, the selection of career assessments is dependent upon factors such as client need, assessment availability, and resources.

Reliability and validity are key factors in working with career assessments, as these psychometric properties indicate the potential usefulness of assessments for clients. Reliability refers to the consistency of an assessment over time; consistency allows the assessment user to draw conclusions based on assessment results. Validity refers to the degree an assessment measures what it purports to measure; without sufficient validity, an assessment is not accurate and virtually of little value.

The assessment manual supplied with career assessments provides a wealth of information related to how the assessment was developed and standardized, including information on the psychometric properties of the assessment. It is very important for the counselor to obtain assessment manuals in order to grasp the specifics of the assessment and fulfill the ethical obligations related to assessment administration and interpretation (American Counseling Association, 2014).

The expansion of qualitative career assessment is also important to interject in this discourse on validity factors. Hartung and Santilli (2018) provide a validity check on My Career Story (MCS) developed by Savickas and Hartung (2012). The authors confirm that MCS shows some initial promise for self-guided career intervention to increase self-reflection and ability to tell and enact one's career story. While there needs to be further research on this recent tool, it has promise as a qualitative career assessment in the constructivist approach to career counseling in the postmodern era.

In this unit, you explore the data associated with two specific types of career assessments: aptitude assessments and values inventories.

References

American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author.

Hartung, P., & Santilli, S. (2018). My career story: Description and initial validity evidence. *Journal of Career Assessment, 26*(2), 308–321.

Starkey, D. S., & Rasmus, S. D. (2006). Individual and group assessment and appraisal. In D. Capuzzi & M. D. Stauffer (Eds.), *Career counseling: Foundations, perspectives, and applications* (pp. 113–151). Boston, MA: Pearson Education.

Learning Activities

u03s1 - Studies

Readings

Use the Internet and the Capella library to complete the following:

- Read Whiston and Rahardja's 2005 article, "[Qualitative Career Assessment: An Overview and Analysis](#)," from *Journal of Career Assessment*, volume 13, issue 4, pages 371–380.
- Read Savickas's 2015 article, "[Life-Design Counseling Manual \[PDF\]](#)."
- Read Savickas's article, "[Meaning and Mattering in Career Construction: The Case of Elaine \[PDF\]](#)."
- Read Savickas and Hartung's 2012 workbook, "[My Career Story Workbook: An Autobiographical Workbook for Life-Career Success \[PDF\]](#)."

Select articles from the optional list below for completing your discussion:

- Greer, T. (2017). Career Development for Women Veterans: Facilitating Successful Transitions From Military Service to Civilian Employment. *Advances in Developing Human Resources* 2017, 19(1) 54–65.
- Hirschi, A. (2018). Assessing key predictors of career success. *Journal of career assessment*, 26(2), 338.
- Lipshits-Braziler, Y. (2016). Strategies for coping with career indecision. *Journal of Career Assessment*, 24(1), 42.
- Osborn, D. S. (2012). An international discussion about cross-cultural career assessment. *International Journal for Educational and Vocational Guidance*, 12(1), 5–16. doi:<http://dx.doi.org.library.capella.edu/10.1007/s10775-012-9220-0>
- Owens, R. L. (2016). A comparison of strengths and interests protocols in career assessment and counseling. *Journal of career assessment*, 24(4), 605.
- Walsh, L. C. (2018). Does happiness promote career success? Revisiting the evidence. *Journal of Career Assessment*, 26(2), 199.

u03s2 - Project Preparation

You should continue to work on your Self-Directed Search (SDS) Profile course project. The final project is due in Week 10.

Refer to the SDS Profile course project description to review the requirements for this project and the criteria by which it will be scored. If you have questions, contact your instructor as soon as possible.

u03d1 - Identifying Career Assessment Resources

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course. **Your initial post for this discussion is due by the end of week 5. Please review the instructor's posted Faculty Expectation Message to find the due dates for all course requirements.**

As a reminder, you are expected to participate actively in the course each week through the end of week 10 to meet all participation requirements for remaining enrolled in the course or you may be administratively withdrawn.

To complete this discussion:

- Select one aptitude assessment and one qualitative assessment from the Whiston and Rahardja article or from resources you locate in the professional literature. Consider the "My Career Story Workbook" from the unit readings as well (a qualitative, constructivist approach).
- Provide an overview of the use of each assessment, including psychometric data (such as validity and reliability), using supplemental materials such as the Health and Psychosocial Instruments database, available on the Articles, Books, and More page of the Capella University Library.
 - Be specific as to how knowing an assessment's or inventory's validity and reliability assists with determining the value of assessment and providing interpretations to the client. In the case of the qualitative assessment (such as the "My Career Story Workbook"), comment on how the career counselor would interpret this assessment and integrate with quantitative assessments.
 - Discuss if there are different competencies needed on the part of the career counselor in using qualitative assessment? Compare this experience of processing in terms of difference for the client's insights.

Response Guidelines

Respond to at least one other learner. These responses should be substantive and contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. **Your response to another learner must be posted by the end of week 6. Please review the Faculty Expectations for any other requirements for the peer responses.**

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Capella University Library](#)

[My Career Story Workbook \[PDF\]](#)

[Qualitative Career Assessment: An Overview and Analysis](#)

Unit 4 >> Selecting Career Assessments Based on Client Need

Introduction

In all types of assessment, a "one size fits all" approach is not fully effective in assisting clients. In career assessment, no one career assessment instrument will adequately reflect a client's needs pertaining to career guidance. Additionally, it is important to note that while clients may expect a "magic pill" in the form of a "magic" assessment tool, it is the counselor's responsibility to ensure client expectations are realistic and reflect their understanding of the need for thorough engagement with career planning, life roles, and lifestyle. As Betz and Corning (1993) confirm, "career" and "personal" counseling should not be viewed as different types of counseling because the holistic philosophy of counseling emphasizes helping "whole" persons. This certainly must be taken into consideration when using assessment as one factor in processing with a client.

Notwithstanding a potential over-emphasis on assessment, utilizing a battery of career assessment tools can be quite effective in working with clients. An assessment frequently used in career counseling is the Myers-Briggs Type Indicator (MBTI). Although not developed specifically as a career assessment tool, it is widely used to assist clients in identifying potential career interests via personality assessment. In current research by Ginevra (2015), the relationship between problem-solving appraisal (problem-solving inventory), various personality styles (MBTI), and learning strategies has been forged. This has implications to counselors utilizing assessments to help individuals do their best work or move to congruent work/work environments.

In this unit, you have the opportunity to learn more about using the MBTI as a career assessment resource, referencing types within the MBTI framework. Additionally, you assess the applicability of other career assessments via the case study approach, by comparing and contrasting "best fit" career assessments.

References

Betz, N. E., & Corning, A. F. (1993). The inseparability of 'career' and 'personal' counseling. *Career Development Quarterly*, 42(2), 137.

Ginevra, M. C. (2015). The relationship of personality type, problem-solving appraisal, and learning strategies. *Journal of career assessment*, 23(4), 545.

Learning Activities

u04s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Read Chauvin, Miller, Godfrey & Thomas's 2010 article, "[Relationship between Holland's Vocational Typology and Myers-Briggs' Types: Implications for Career Counselors](#)", from *Psychology Journal*, volume 7, issue 2, pages 61–66.
- Read Kennedy and Kennedy's 2004 article, "[Using the Myers-Briggs Type Indicator in Career Counseling](#)", from *Journal of Employment Counseling*, volume 41, issue 1, pages 38–44.

Presentation



[Launch Presentation](#) | [Transcript](#)

The Myers-Briggs Type Indicator is a measure of personality preferences that scores personality types based on the dichotomies of Extroversion-Introversion, Sensing-Intuition, Thinking-Feeling, and Judging-Perceiving. Click **Launch Presentation** to see an interactive display of the types and type descriptions within the Myers-Briggs Types framework.

Course Resources

Myers-Briggs Personality Types

u04d1 - Identifying Client Needs With the MBTI

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course. **Your initial post for this discussion is due by the end of week 7. Please review the instructor's posted Faculty Expectation Message to find the due dates for all course requirements.**

Select one of the following two cases and answer the questions provided for each case. Base your decision on material covered thus far in the course.

Case 1

Jack is a 31 year old African-American and veteran of the Iraq War. He is seeking career assistance after having spent six years in the service (three years served in Iraq). Jack is a high school graduate, took a few courses at a local community college before enlisting in the service, and worked construction jobs prior to joining the military. Jack is married, with two children ages eight and three, and his ability to attend college is somewhat limited due to family obligations. Jack is feeling overwhelmed at the prospect of contemplating a change in career, as he had always anticipated a lifelong career in the military (the desire to remain in the military shifted after his experience in Iraq). In fact, Jack is questioning what really matters to him in a new work life, since he felt so invested in a military career. In your discussions so far with Jack, it is clear he is confused about how to proceed. Jack's MBTI profile indicates he is an ISTJ. In your preliminary discussion with Jack, he feels his MBTI profile is on target.

Based on Jack's MBTI profile, what would you like to discuss further with Jack about his profile? What other careers assessments would you consider in working with Jack, and why? What are his strengths and weaknesses? Are there any multicultural factors to consider?

Case 2

Neva is seeking career guidance as she prepares to enter her senior year in high school. Neva's family moved to the United States from Puerto Rico when she was eight, and they have lived in urban Philadelphia since that time. Neva has done well in school, maintaining a 3.8 GPA. Neva reports her family is ambivalent about her attending college, as they need assistance with the family restaurant. Neva would like to attend college and possibly study meteorology. In your preliminary discussion with Neva, she feels her MBTI profile is on target, although she tends to think she is shy, and not that extroverted—Neva's MBTI profile is ENFP.

Based on Neva's profile, what would you like to discuss further with Neva about her profile? What other careers assessments would you consider in working with Neva, and why? What are her strengths and weaknesses? Are there any multicultural factors to consider?

Response Guidelines

Respond to at least one other learner. These responses should be substantive and contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. **Your response to another learner must be posted by the end of week 8. Please review the Faculty Expectations for any other requirements for the peer responses.**

As a reminder, you are expected to participate in the course through the end of week 10.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Utilizing Computer-Based Career Development Strategies

Introduction

With the emergence of computerized guidance systems, career counselors have acquired access to a broad range of computer-assisted assessments that are able to reach a broad range of clients. However, with any assessment, the role of the counselor persists in humanizing the process and providing interpretation.

According to Harris-Bowlsbey, computer-assisted career guidance systems have been developed over a 45-year period and are now accepted as an important tool for the delivery of career planning services (2013, p. 181). Many state guidance and career planning departments have worked to further these systems through collaborations with counselors and business/industry. Maze confirms, for example, that the U.S. government has made the system of O*NET available via the Internet, so clients can obtain accurate and current occupational information at no cost (2009, p. 46). These types of computer-based career development and counseling applications are readily available on the Internet to counselors and clients alike, offering a method of accessing and utilizing computer-assisted career counseling systems. Learning to access and use these resources will be an integral part of the skills used by career counselors.

According to McMahon, Watson, and Patton (2015), the systems theory framework is helpful and has facilitated the development of qualitative career assessment instruments as well as a quantitative measure.

In this unit, as you present your own career assessment results, it will be important to review Figures 1 and 2 of this article to help expand your reflections on these outcomes and influences interacting with your own career development progression.

References

- Harris-Bowlsbey, J. (2013). Computer-assisted career guidance systems: A part of NCD history. *The Career Development Quarterly*, 61(2), 181–185.
- Maze, M. (2009). Using computer assisted career guidance systems effectively. *Career Planning and Adult Development Journal*, 25(3), 46–53.
- McMahon, M., Watson, M., & Patton, W. (2015). The systems theory framework of career development: Applications to career counselling and career assessment. *Australian Journal of Career Development*, 24(3), 148–156.
- O*NET Online. (n.d.). Retrieved from <http://www.onetonline.org/>

Learning Activities

u05s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Read Harris-Bowlsbey's 2013 article, "Computer-Assisted Career Guidance Systems: A Part of NCD History," from *The Career Development Quarterly*, volume 61, issue 2, pages 181–185.
- Read Maze's 2009 article, "Using Computer Assisted Career Guidance Systems Effectively," from *Career Planning and Adult Development Journal*, volume 25, issue 3, pages 46–53.

Use the Internet to review the following:

- O*NET Online.
- O*NET Interest Profiler.

u05a1 - SDS Profile

Your course project, the SDS Profile, is due this week. Before submitting your final paper, review the SDS Profile course project description requirements and scoring criteria carefully. Please use the Unit 5 Assignment Template (given in the resources) to guide and organize your course project. When you have completed your paper, submit it to your instructor in the assignment area.

u05d1 - Utilizing Computer-Assisted Career Development Systems

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course. **Your initial post for this discussion is due by the end of week 9. Please review the instructor's posted Faculty Expectation Message to find the due dates for all course requirements. As a reminder, you are expected to participate in the course through the end of week 10.**

To complete this discussion:

- Access O*NET Online and the O*NET Interest Profile, in the resources.
- Review the different areas of the Web sites, including the "Find Occupations," "Advanced Search," and "Crosswalks" resources.
- Draw from the unit readings and other current articles you locate in the professional literature, and identify the strengths and limitations of using computer-assisted career counseling systems, such as the O*NET Interest Profiler.
- Describe how you would integrate this type of computer-based resource into a career counseling session. What other types of computer-assisted career development systems might you incorporate when providing career counseling services? Use specific examples and references to the professional literature to support your ideas.

Response Guidelines

Respond to at least one other learner. These responses should be substantive and contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. **Your response to another learner must be posted by the end of week 10. Please review the Faculty Expectations for any other requirements for the peer responses.**