

CONTENTS

Contributors	ix
Acknowledgments	xiii
Introduction: Integrating Theory, Culture, and Practice in Career Psychology	3
W. Bruce Walsh, Lisa Y. Flores, Paul J. Hartung, and Frederick T. L. Leong	
I. CAREER THEORIES	13
1. Person–Environment Fit	15
Nadya A. Fouad, Jane L. Swanson, Stephanie G. Burrows, and Jo-Ida C. Hansen	
2. Social Cognitive Career Theory	37
Steven D. Brown and Robert W. Lent	
3. Psychology of Working Theory	59
Ryan D. Duffy, David L. Blustein, Gianella Perez, and Camille Smith	
4. A Cognitive Information Processing Approach	79
James P. Sampson Jr., Janet G. Lenz, Robert C. Reardon, Emily Bullock-Yowell, Debra S. Osborn, and Gary W. Peterson	
5. Work as Calling Theory	101
Ryan D. Duffy, Gianella Perez, Bryan J. Dik, and Dylan R. Marsh	
6. Life Development and Life Designing for Career Construction	121
Peter McIlveen and Jennifer Luke	
II. CORE AND EMERGING CONSTRUCTS	143
7. Vocational Interests: Conceptual Issues, Research Findings, and Practical Implications	145
Hui Xu	
8. The Interface Between Career Exploration and Decision Making: From Parsons to the 21st Century’s Volatile World of Work	169
Itamar Gati	

Copyright American Psychological Association

vi *Contents*

9. Self-Efficacy Theory and the Career Behavior of Women	193
Nancy E. Betz	
10. Career Adaptability	213
Madeleine Haenggli and Andreas Hirschi	
11. Well-Being and Career Success	235
Lisa C. Walsh, S. Gokce Boz, and Sonja Lyubomirsky	
III. CULTURE AND CONTEXT	257
12. Sexual and Gender Minority Career Psychology	259
Brandon L. Velez	
13. Career Psychology in the Immigrant Context	279
Kelsey L. Autin, Germán A. Cadenas, and Willy Anthony Diaz Tapia	
14. Career Counseling With African Americans	299
Rosie Phillips Davis and Connie M. Ward	
15. Career Psychology and Work in the Asian American Context	321
Frederick T. L. Leong and Deepshikha Chatterjee	
16. Latinx Career Psychology: Work and Vocational Development of Latinx Individuals	345
Lisa Y. Flores, Xiaotian Hu, and Leticia D. Martinez	
17. Career Psychology and Work in the Native American Context	367
Sherri L. Turner and Mark Pope	
18. Social Class in Work and Career Psychology	389
Blake A. Allan, Eileen Joy, and Patrick Murphy	
IV. CAREER INTERVENTION	409
19. Career Assessment: Foundations, Approaches, and Applications	411
Patrick J. Rottinghaus and Felice Chen	
20. Career Management	435
Mo Wang, Yanjun Guan, and Yanran Fang	
21. Exploring Global Careers: Individual Mobility and Organizational Management	467
Michael Dickmann and Rodrigo Mello	
22. Career Counseling and Psychotherapy: The Working Alliance and Reflexive Practice	493
Peter McIlveen and Malcolm Choat	
23. Careers and the Gifted: Implications for Society and Education Policy	509
Jonathan Wai and Don C. Zhang	
24. Work and Unemployment	529
Frank Burtnett	

25. Work Disability	553
Connie Sung and Amy Nasamran	
26. Experiences of Marginalization in Career Development: From Education to the Workplace	577
Richard P. Douglass	
27. Healthy Careers: An Occupational Health Psychology Perspective	591
Robert R. Sinclair, Baylor Graham, Lauren Kistler, Meredith Pool, Danielle Sperry, and Gwendolyn Paige Watson	
Index	617
About the Editors	647

Introduction

Integrating Theory, Culture, and Practice in Career Psychology

W. Bruce Walsh, Lisa Y. Flores, Paul J. Hartung, and
Frederick T. L. Leong

In today's complex changeable and often chaotic world, work continually gets redefined to meet contemporary conditions. Conceptions of career as vertical movement through a sequence of positions within an organizational workplace now give way to notions of career unbounded by such limits. Organizational structures in constant flux require people to be adaptable, self-regulating, and self-managing. Within this contemporary context, the overall goal of this volume is to examine the challenges and opportunities for integrating theory, emerging constructs, culture, and practice in career psychology and, in so doing, to assist diverse groups of people across developmental age periods to construct personally meaningful and socially relevant work lives. Specific objectives include the following:

- to make readers aware of the practical and applied aspects of the field in a cultural context and to prepare them to maintain a science-based objectivity about the field
- to realistically assess the significance of career psychology for professional functioning and societal development
- to stimulate colleagues and students to make a commitment to continue professional growth in theory, emerging constructs, culture, and practice in the field of career psychology

Taking up the call to shape career psychology's future and adapt the discipline to complex and ever-changing circumstances, the authors in this volume

<https://doi.org/10.1037/0000339-001>

Career Psychology: Models, Concepts, and Counseling for Meaningful Employment, W. B. Walsh, L. Y. Flores, P. J. Hartung, and F. T. L. Leong (Editors)

Copyright © 2023 by the American Psychological Association. All rights reserved.

examine a range of issues and advances in career psychology. Collectively, the authors demonstrate the field's stable base of theory, science, and practice and at the same time respond to contemporary conditions. Given this context, the volume's 27 chapters are distributed among four parts (Career Theory, Core and Emerging Constructs, Culture and Context, and Career Intervention).

CAREER THEORIES

Leading off the volume, the six chapters in Part I discuss career choice and development theory. All of these chapters deal mostly with specific conceptual and research advances. Nadya Fouad, Jane Swanson, Stephanie Burrows, and Jo-Ida Hansen begin this part by discussing two theories of person–environment fit (Holland's theory and the theory of work adjustment). These theories evolved from Parsons's matching model of career guidance, developed in the early part of the 20th century. The authors then move to a review of other models and theories of person–environment fit developed in industrial and organizational psychology and in occupational health psychology and further discuss nonwork predictors and outcomes of person–environment fit models. The authors conclude Chapter 1 with some interesting suggestions for future research.

Steven Brown and Robert Lent use Chapter 2 to examine social cognitive career theory (SCCT). The authors note that, in its current form, the SCCT framework includes five interconnected theoretical models, all of which feature a common set of social cognitive, other person (e.g., ability, personality), and contextual variables in a core set of assumptions. They maintain that self-efficacy beliefs and outcome expectations are key driving forces behind many aspects of educational and vocational behavior. Toward this end, they function as key psychological precursors of the interests that people develop, the career choice goals they favor, the choice actions they take, the choice persistence they display, the quality of performances they achieve, and the satisfactions they experience in their school and work lives. Brown and Lent further note that the SCCT models have generated a great deal of research over the years, much of which supports the viability of the theory's basic predictions in diverse populations and settings.

The psychology of working theory (PWT) discussed by Ryan Duffy, David Blustein, Gianella Perez, and Camille Smith in Chapter 3 builds on research from vocational psychology, multicultural psychology, intersectionality, and the sociology of work. The primary function of this theory is to explain important elements in the process of securing decent work and to describe how performing decent work leads to needs satisfaction, work fulfillment, and well-being. Decent work, according to the authors, consists of safe working conditions, hours that allow for free time and adequate rest, organizational values that complement family and social values, adequate compensation, and access to adequate health care. The authors propose that decent work exists when all

these components are present, and they note that the theory may be particularly helpful in understanding the experiences of marginalized and economically constrained people in the workplace and in college. The research evidence to date supports the main premises of PWT, which reflect the broad array of social, economic, and psychological factors that shape people's work lives.

The cognitive information processing (CIP) theory has evolved over the past 50 years from a unique community of practice beginning at Florida State University and expanding to other researchers and practitioners worldwide. The theory's core principle, as explained in Chapter 4 by James Sampson, Janet Lenz, Robert Reardon, Emily Bullock-Yowell, Debra Osborn, and Gary Peterson, is that problem-solving and decision-making skills are essential in making career choices. CIP theory represents an application of general information processing theory to career choice. The theory assumes that information processing is key to learning and that learning is crucial in promoting the understanding of self and options necessary to make informed and careful choices about occupations, education, training, employment, and leisure. Toward this end the authors note that core elements of CIP theory include how persons use knowledge structures to organize, add to, and revise knowledge that they have about themselves and their options; the rational intuitive processes persons apply to use what they know to arrive at a decision; and the metacognitive processes persons use to manage problem solving. The authors further note that in its current form, CIP theory includes both a theory of vocational behavior and a theory of career intervention.

For the past 15 years, research on the study of work as a calling has grown significantly, spanning the fields of counseling, vocational, and industrial and organizational psychology as well as management, philosophy, and religion. Given this context, Duffy et al. (2018) took on the task of developing an overall theory of work as calling (WCT). The primary aim of the theory is to explain how perceiving a calling links with living a calling and, in turn, the associated outcomes that occur when one lives out their calling. Duffy et al. defined *calling* as an approach to work that reflects seeking a sense of overall purpose and meaning and is used to help others or contribute to the common good, motivated by an external or internal summons. In Chapter 5, Ryan Duffy, Gianella Perez, Bryan Dik, and Dylan Marsh note that when people are able to engage in their calling, they are more likely to experience job and life satisfaction as well as improved job performance. Since WCT was proposed, there has been significant research done to support many of the propositions. In conclusion, the authors note that, as with any new theory, further empirical testing will determine the extent to which the theory's structure and propositions are valid or in need of modification and extension.

Life designing is a model for the theory and practice of career construction and aims to assist people in generating personal meaningfulness about their work. In Chapter 6, Peter McIlveen and Jennifer Luke focus on career construction theory and its contribution to life designing for career construction. The authors present a selective summary of career construction theories and

wrestle with the philosophical limitations. In addition, they speculate about future directions for life designing and its fitness for current social and economic challenges associated with sustaining employability in the world of work. Stated differently, employability is the true test for life design counseling. Life design counseling must be able to demonstrate its utility to individuals striving to sustain their employment throughout life and, in addition, address the intellectual and practical challenges involved in developing meaningful (some would say reliable and valid) definitions to operationalizing the theory and its concepts.

CORE AND EMERGING CONSTRUCTS

Empirical research of key career behavior constructs represents a hallmark of career psychology. The five chapters in Part II consider research advances with regard to interests, decision making, self-efficacy, adaptability, and well-being. Hui Xu begins this group of chapters by examining extant interest-related research and practice toward formulating a promising new agenda about the science and practice of interests in an uncertain world. To do this, he reviews key conceptual issues, research findings, and practical implications about interests; outlines several major directions for the future science and practice of interests; and discusses the role of interests in career development given the current socioeconomic context. He concludes Chapter 7 by saying that although interests do not provide decisive answers, they do offer useful information for career decision making and need to be considered together with other personal and contextual information to facilitate career development.

Chapter 8, by Itamar Gati, begins by distinguishing between the two facets of career exploration: self-exploration and environmental exploration. Next, it discusses the essence, goal, and the core features of self-exploration and the difficult task of knowing the world of work. The chapter continues by focusing on the present and the future of true reasoning and the process of combining the information compiled during self-exploration and environmental exploration. This is followed by a discussion of the interface between self and environmental information and the core stages of the career decision-making process and the challenges presented in career decision making. Finally, Gati explores future directions for processing career information and offers suggestions for designing information and communication technology-based self-help systems to facilitate career decision making.

The introduction of self-efficacy theory to career behavior has had far-reaching implications and applications. In Chapter 9, Nancy Betz documents the use of self-efficacy theory in career psychology well beyond the original focus of Betz and Hackett on the career development of women, expanding to members of racial/ethnic minority groups in the United States and to international samples. It has become a central concept in explaining career development processes and in the design of interventions and support systems focused

on facilitating that development. Betz further indicates that it is also essential to remember that a focus on the utility of self-efficacy theory is not itself sufficient. She concludes that alleviation of the large number of educational and workplace barriers to women, persons of color, and others with marginalized status is essential.

Due to the dynamics of today's working world, individuals face constantly changing work environments. As a consequence, careers are increasingly self-determined and require flexibility and adaptability from individuals. Given this context, Madeleine Haenggli and Andreas Hirschi note in Chapter 10 that career adaptability has emerged as a core concept in vocational and career research in recent decades. The concept is rooted in earlier notions of career maturity and has seen significant conceptual and empirical advancements in recent years. The authors show that there is now ample research available to support the relevance of career adaptability to successfully developing a career. They conclude that emerging research shows that adaptability can be systematically promoted by career interventions.

Closing this second part, Lisa Walsh, Gokce Boz, and Sonja Lyubomirsky present an extensive review of well-being and career success. Taken together, the hundreds of studies these authors reviewed across cross-sectional, longitudinal, and experimental investigations demonstrate that well-being positively affects career success on a host of outcomes. The authors further note that although they did not delve into the weeds of bidirectional relationships (and the multiple mechanisms underlying them) in this review, the literature suggests the presence of upward spirals, whereby greater levels of well-being cause greater levels of success. The authors close Chapter 11 with a discussion of how organizations might improve worker well-being, such as by measuring it, building thriving work cultures, and deploying well-being enhancing positive activities.

CULTURE AND CONTEXT

The first chapter in Part III, by Brandon Velez, discusses contextual issues that may be uniquely salient to the lives of sexual and gender minority people, including workplace discrimination, identity management, and gender transitions. The author reviews conceptual and empirical work exploring the applicability of career development frameworks to the career development and vocational functioning of sexual and gender minority populations. Chapter 12 concludes with a discussion of directions for future research and implications for career counseling practice with sexual and gender minority clients.

Chapter 13, on career psychology in the immigrant context by Kelsey Autin, Germán Cadenas, and Willy Anthony Diaz Tapia, begins with a review of the literature on factors affecting immigrant workers, including contextual factors, barriers, and resources. The authors note that the immigration literature has identified several factors that shape one's experience premigration, during migration, and postmigration. They point out that when working with

immigrant populations, practitioners and researchers need to assess resources and challenges that come about at each of these stages of migration. They conclude with implications for career counseling practice and advocacy.

In Chapter 14, Rosie Phillips Davis and Connie Ward outline an approach to career counseling with African Americans. The authors describe their model for delivering counseling that is based on the culturally appropriate counseling model developed by Fouad and Bingham (1995) and extended by Ward and Bingham (1993). They begin by providing a review of African Americans' work history, share updated assumptions relevant for the model, and highlight some of the American Psychological Association guidelines that are meaningful for integrating the concept of intersectionality into their model. The authors conclude with case applications of the model and provide recommendations for future practice.

In their chapter focusing on career psychology and work in the Asian American context, Frederick Leong and Deepshikha Chatterjee propose that many of the errors in career psychology of racial and ethnic minority groups consist of only using the etic (universal) or the emic (culture-specific) approach. These authors argue that researchers need to critically examine both the extent to which prevailing theories do apply cross culturally and the extent to which these theories exclude important culturally specific variables. Chapter 15 presents a critical review of the literature on the career psychology of Asian Americans by using the twin concepts of cultural validity and cultural specificity. The chapter discusses the foundational issues identified by Leong and Hardin (2002) and updates the empirical literature related to cultural validity and cultural specificity for the past 2 decades. The basic premise of this framework is that research that emphasizes cultural validity at the expense of cultural specificity only addresses half the problem. Thus, the primary message of this chapter is that an integrated and combined use of etic (universal) and emic (culture-specific) approaches is needed to examine the cultural validity and cultural specificity of career theories and models in order to advance our knowledge of the career psychology of Asian Americans.

In Chapter 16, on Latinx career psychology, Lisa Flores, Xiaotian Hu, and Leticia Martinez provide an overview of the vocational psychology research over the past decade that can inform work and career research and practice with Latinx. The authors begin with a brief introduction to Latinx representation in the United States, their educational and labor force participation, and cultural characteristics. This is followed by a review of recent theoretical advancements that can be incorporated in vocational research and practice with Latinx. The authors conclude by summarizing research related to the career development of Latinx, providing recommendations for career counseling practice for Latinx, and discussing future directions for research and practice.

In response to a strong need, Sherri Turner and Mark Pope conducted a review for Chapter 17 of the extant literature on career psychology and work with Native Americans. To incorporate the latest critical thinking and empirical

research, the authors used a time frame of 2000 to 2021. They highlighted the educational and career development of K–12 students, college students, and adults, paying particular attention to barriers, supports, and psychological factors at each of these stages. They found that while there are developmental differences in the tasks and challenges that Native Americans face at each stage, there are also consistent themes across stages that could potentially guide both counseling and research approaches.

Social class in work is a contextual variable that figures prominently in people's work and career development. Elaborating on this point, Blake Allan, Eileen Joy, and Patrick Murphy close out this part with Chapter 18 by describing how psychologists have conceptualized social class, how career theories have incorporated social class, how social class operates as a cultural variable that intersects with other cultural identities, how classism affects career and work outcomes, how social class relates to unemployment and social quality, and how social class can be integrated into career counseling. The authors conclude that the existing research has broadly found social class to be a meaningful factor to consider across all areas of career development and work. In addition, they discuss how career practitioners can integrate social class into clinical practice and advocacy to increase the effectiveness of interventions. In short, the authors note that social class is a critical part of career psychology and will continue to be relevant in the future.

CAREER INTERVENTION

Theory, research, and culture tend to guide and be guided by practice. In Part IV, nine chapters deal with issues and advances in practice related to career psychology. Patrick Rottinghaus and Felice Chen launch this part with Chapter 19 by discussing career assessment with regard to several empirically supported key constructs related to career processes and outcomes. They offer a process- and outcomes-based framework for situating career assessment within an individual's unique life context. Using Rottinghaus and Eshelman's (2015) six-step model, the authors present insights for organizing and implementing integrative approaches to career assessment. Given recent trends involving increased utilization of online interventions, they highlight emerging advances in internet-based assessment and resources. The authors conclude with take-home points and key resources to support practitioners in advancing their knowledge of career assessment research and practice innovations.

Mo Wang, Yanjun Guan, and Yanran Fang introduce the lifespan perspective of career management, which they define as an umbrella term that encompasses various individual activities that shape people's career transitions and experience. In Chapter 20, the authors integrate the lifespan perspective and dual process model to introduce a theoretical framework that explains how individuals exert agency and adjust to constraints or changes in managing their careers. Drawing on this framework, the authors review career management

literature in three critical stages: school-to-work transition, workforce participation, and work-to-retirement transition.

Moving on from the general level of individual careers, Michael Dickmann and Rodrigo Mello specify issues and advances in understanding global careers. The authors note that global careers are not a new phenomenon. Since World War II, an increasingly interdependent global economy has transformed how organizations operate across the world, creating a strong need for culturally sophisticated and globally savvy individuals who must be able to manage international operations effectively. In Chapter 21, the authors explore individual careers that involve living and working in different countries. They further discuss the changing times that involve moving international work to people instead of moving people to their international work.

Substantial research evidence attests to the working alliance's contribution to outcomes for clients. In Chapter 22, on career counseling and psychotherapy, Peter McIlveen and Malcolm Choat discuss the working alliance and its centrality to counseling for work, job, and career. The client and the client's needs are the focus of counseling. The working alliance inherently involves the practitioner as an active partner in the relationship as much as it does the client. The authors point out that the career development literature is limited by insufficient theory and research that explores the role and experiences of the practitioner in counseling. They attempt to address this gap through a consideration of practitioner countertransference and an ethic of reflexivity.

In Chapter 23, Jonathan Wai and Don Zhang illustrate the connection between cognitive abilities, careers, and giftedness through two approaches: prospective and retrospective. Using these approaches, they illustrate that people identified as gifted when young end up in highly select and diverse careers and that people who end up at the pinnacle of career achievement largely are gifted. The authors further note that this does not mean that having high cognitive ability or being gifted is the sole criterion for ending up in a highly prestigious career, only that increasing cognitive ability typically does increase the likelihood of all kinds of positive outcomes. In practice, career counseling of the gifted—namely, helping match them in regard to ability level, ability pattern, interests, personality, lifestyle preferences, and other factors—is quite important for the full talent development and flourishing of these students.

According to the Bureau of Labor Statistics of the U.S. Department of Labor, there is only one official definition of unemployment: people who are employable but jobless, actively seeking work, and available to take work. Chapter 24, by Frank Burntett, recognizes that unemployment in the United States represents a significant problem, one that will not be eliminated or alleviated solely by job creation, education and training reform, and other macro solutions. He points out that relevant attention to the needs of the victims of unemployment will require the ongoing design and delivery of comprehensive programs and services that address both their career and human growth and development needs. He concludes by noting that understanding the impact that unemployment has on the wellness and development of its victims, followed by taking

assertive action to address their needs, represent the first steps to the reduction of this significant problem.

Individuals with disabilities face multiple challenges and barriers in finding and maintaining employment. Chapter 25, by Connie Sung and Amy Nasamran, describes how the impact of disability on work experience depends on many factors beyond the disability condition, such as the nature of the job, the work environment and culture, available resources, and barriers to work. Career and rehabilitation psychologists must play a significant role in the career development of individuals with disabilities by providing quality assessment; utilizing evidence-based treatment and intervention approaches; advocating for clients; and integrating disability-related issues into research, assessment, intervention, consultation, and advocacy. The authors conclude their discussion by saying that all individuals have the right to work on an equal basis with others, which includes the right to have the opportunity to gain a living by work freely chosen or accepted in the labor market and work environment that is open, inclusive, and accessible.

More recently, scholars have noted that factors outside of an individual's control, such as bullying, discrimination, harassment, and marginalization, negatively affect the person's career development and experiences in the workplace. Chapter 26, by Richard Douglass, builds on this shift within the career development literature in four ways by defining bullying, discrimination, and harassment; reviewing career theories with an emphasis on how recent advances have begun to focus on these constructs; examining the effects that experiences of marginalization have on an individual's career development and experiences in the workplace; and discussing the implications for career psychology.

In a fitting conclusion to this final part, Robert Sinclair, Baylor Graham, Lauren Kistler, Meredith Pool, Danielle Sperry, and Gwendolyn Watson highlight the importance of occupational health psychology. Occupational health psychology has emerged as a scientific discipline that focuses on the relationship between work and employee health with the goal of developing theories about the psychological mechanisms that influence employee health as well as implementing interventions that result in safer and healthier workplaces. Chapter 27 begins with a brief overview of occupational health psychology. Next, the authors present the job demands–resources model as a broad theoretical framework for thinking about how the workplace influences occupational health- and career-related outcomes. The final section of the chapter describes several trends in occupational health scholarship that have implications for career psychology. These trends fall into three broad areas: economic stress, changing forms of labor, and the experience of work.

REFERENCES

- Duffy, R. D., Dik, B. J., Douglass, R. P., England, J. W., & Velez, B. L. (2018). Work as a calling: A theoretical model. *Journal of Counseling Psychology, 65*(4), 423–439. <https://doi.org/10.1037/cou0000276>

- Fouad, N. A., & Bingham, R. P. (1995). Career counseling with racial and ethnic minorities. In W. B. Walsh & S. H. Osipow (Eds.), *Handbook of vocational psychology: Theory, research, and practice* (pp. 331–365). Lawrence Erlbaum Associates.
- Leong, F., & Hardin, E. (2002). Career psychology of Asian Americans: Cultural validity and cultural specificity. In G. C. Nagayama Hall & S. Okazaki (Eds.), *Asian American psychology: The science of lives in context* (pp. 131–152). American Psychology Association. <https://doi.org/10.1037/10473-005>
- Rottinghaus, P. J., & Eshelman, A. (2015). Integrative approaches to career intervention. In P. J. Hartung, M. L. Savickas, & W. B. Walsh (Eds.), *APA handbook of career interventions: Vol. 2. Applications* (pp. 25–39). American Psychological Association. <https://doi.org/10.1037/14439-003>
- Ward, C. M., & Bingham, R. P. (1993). Career assessment of ethnic minority women. *Journal of Career Assessment*, 1(3), 246–257. <https://doi.org/10.1177/106907279300100304>