Chapter 1
INTRODUCTION: AN INTERNATIONAL HANDBOOK OF CAREER GUIDANCE

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A key question is "why an international handbook"? Indeed there are a large number of handbooks on career guidance available all over the world. They exist in different languages and are updated regularly. In general, however, most of these handbooks are strongly related to one country or to one cultural or linguistic region (e.g., Brown, 2003; Herr, Cramer, & Niles, 2004). Accordingly they are written from a specific point of view and based upon academic developments, guidance practice and societal situations specific to the readers they target. Beyond any doubt, it is an obvious and appropriate choice but it has one disadvantage. The readership will not be confronted with what is going on in the rest of the world and the global diversity in the field of guidance. Accordingly it is a disadvantage in view of an increasing globalisation and the newly required competencies for professionals. Knowing more about the world-wide diversity will help to uncover better practice examples that may be of use for some specific clients or yield new ideas to adapt existing approaches. It also can help to grasp the new developments in the required competencies for career guidance professionals or to acquire a better understanding of them.

Some of these well known handbooks (e.g., Guichard & Huteau, 2006) respond to this disadvantage and include references to research results, theory development and practice in other countries, mainly the USA. This is certainly an improvement from a global point of view but does it solve the shortcoming? This may solve it to the extent that the handbook reflects on the differences between the situation of the area where the handbook originates and the situation from which the other theories or examples were taken and the impact on the applicability of these foreign models.

The major issue in this perspective is the transferability of theories, research results, measurement instruments and guidance practice from one region to another. For several years a major debate has been opened on the cross-cultural applicability of theories (see, e.g., Leong, 1995). The same is true for instrument development that was, for example extensively debated at the International Association for

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Educational and Vocational Guidance and National Career Development Association (IAEVG-NCDA) 2004 International Symposium in San Francisco (Watson, Duarte, & Glavin, 2005). But the topic of the use of career techniques and interventions also received ample attention at this symposium (Feller, Russell, & Wichard, 2005). It can be concluded that sometimes a transfer is possible but that the contextual factors should be taken into account and that in some cases the expected results are not reached. Watson and colleagues (2005) stated that "career counselors and researchers needed to step out of their own reality to consider the reality of clients from other cultural groups" (p. 32).

The number of publications on diversity and cross-cultural issues is increasing rapidly following the influence of these discussions. But in addition, the importance is reflected in more and more journal publications and books that do not have diversity as the main topic of their work. A growing sensitivity to the issue that research findings cannot always be generalised and there is recognition of limitations in applicability of the results is appearing in these publications. Even more it is also generally reflected in the population used for research projects. At the moment it is no longer accepted that theories and methods are developed exclusively on basis of data coming from psychology and counselling students, a research sample that mainly represents the middle-class group of our society. The idea that these results can be applied to the population in general at a national or world-wide level is under pressure.

In vocational psychology and career guidance it is strongly recognised that more attention should go to other social groups (Blustein, 2001; Fouad, 2001). Blustein (2006) considered this issue as key theme and he highlighted the role of social barriers, among which "classism" is central, as creating "inequitable conditions for many people and easy access to wealth and power for some" (p. 194). This author even went beyond the recognition of the need to advance knowledge about the barriers for social groups but stressed how this knowledge can be used to empower these groups and change inequitable systems.

The editors of this international handbook tried to take into account these issues by putting them at the centre of their attention while developing the handbook. In this perspective the decision was made to include a wide range of authors coming from all over the world and not belonging to one linguistic group. These authors, though all well acquainted with international developments in the field of career guidance, will approach their topic based upon ideas and concepts, which are influenced by their national, social or ethnic culture. The influence of the environment(s) on how a situation is interpreted is beyond any discussion. Opting for such a diverse group is a guarantee for a larger diversity in the contributions. This strive for diversity was enhanced because the authors were requested to start with those aspects in their topic they knew best. Implying that they could draw upon their experience and knowledge embedded in their own – national or local – environment. But they also were urged to use results, examples or models coming from other counties and certainly to reflect on the differences. There may be some difference in the amount of this type of reflections in the contributions but this is mainly related to the topic. Some topics offer more possibilities to make this kind of reflection than others.

The fact that diversity may be reached is positive but at the same time it provides a difficulty for the readers. Though all authors contributed in English and therefore use an internationally accepted and recognised standard terminology, a first cause of difficulty may be some subtle differences in what these terms mean to the authors. This is related to how their ideas and concepts are embedded in and influenced by different national, social or ethnic cultures. These differences may not always be apparent at the time of first reading. To discover and recognise these differences may take extra time and may cause some temporary misunderstanding before the issue is cleared. Some extra effort to discover these differences and to overcome them may be needed while reading the handbook. A second cause is related to the native language of the author. Those who are non-native English speakers will translate the terminology from their own mother tongue into English. Though the authors may, in that case, apparently be using the same terminology, they may not necessarily cover the same content, even when they use what appears to be a correct translation.

These differences in interpretation of concepts and terminology – related to cultural and linguistic differences – is not just for some specific terms that were developed in a well defined linguistic or geographical region. It even affects very basic terms such as *guidance* and *counselling* (Watts & Van Esbroeck, 1998). The term guidance is generally translated in French as *orientation* and in German as *Beratung*. But *Beratung*, as used in Germany, does not cover the same tasks and activities as what is understood to constitute guidance in Anglo-Saxon countries (Rott, 2002; Watts & Van Esbroeck, 1998). In the French Community of Belgium the word *orientation* is sometimes replaced by *guidance*. This term is even used as a regular French term. It does, however, not correspond to what the term means in the USA or UK. The same is true for the term counselling. Jean Paul Broonen from the Université de Liège (Belgium) pointed out in his translator's note (Watts & Van Esbroeck, 1999, p. 6) that "the term counselling is exemplary in this respect. There exist no single appropriate short term in the French language, except for a longer paraphrasing, that can describe exactly the type of practice …". In France, several terms and descriptions are used to cover partial aspects of counselling. The term *aide* (help) is used and frequently combined with the word *psychologique* (psychological). While others (Blanchard, 1996), used the term *conseil* (advice) also in combination with the term *psychologique* or other terms such as educational. But this is not so universal in the French speaking world. Indeed, in the French speaking community of Belgium the term "counselling" is used by career practitioners as a standard French word, though it covers a very different content compared to what is understood in the US tradition. The same is true in Quebec (Canada), where they use the term frequently in leading publications, however, this time in line with the US tradition (Bujold & Gingras, 2000).

It can be concluded that the decision to include a large range of authors with a very different background has the advantage of presenting work that brings views from all over the world. The benefit of such a result for an international readership is the possibility to discover those world-wide differences in one handbook. It also has the advantage that many of these differences will be highlighted and framed in

a broader reflective perspective. But it requires at the same time some extra work and attention from the readers.

The diversity within the global career guidance community is not only related to cultural and linguistic differences but is also related to the many schisms and splits in the field of vocational psychology and guidance. One of the first splits had started already in the 1930s with "the beginnings of the drift apart by vocational psychologists interested in individual and those interested in industries" (Savickas & Baker, 2005, p. 39). But others followed as for example the split between career guidance practitioners and academic researchers (Herr, 1996). But also among the career theorists different paths were followed each of them related to specific paradigms. This led to what Savickas and Lent (1994) called "a plethora of theories, philosophical positions, and research camps" (p. 1). Though Savickas and Lent recognised the benefits of divergence, they also recognise that the ultimate result of too large divergence can be chaos. The "convergence project" (Savickas & Lent, 1994) represented a major effort to define the theoretical splits and how some of them may be resolved. There were other efforts to overcome these schisms. The constructivist Systems Theory Framework (Patton & McMahon, 1999, 2006), a meta-theory integrating the different approaches and views, should be mentioned in this context. This framework can well serve as a basis for reflections on how to develop and build a guidance practice opening up some new avenues to deal with some of the splits.

But also splits occurred at a more methodological level. The importance of quantitative methods for research in vocational psychology is generally recognised and accepted. This is, however, not always the case in relation to qualitative methods. McMahon and Patton (2002) stated that "most literature concerning career assessment is devoted to quantitative assessments, … little attention has been given to qualitative assessment" (pp. 52–53). This debate of quantitative vs. qualitative methods is sometimes a debate of one method being superior over the other and only one method, the quantitative, being considered as a scientific method. Is this really the case? Could it not be that each method, if applied with rigor, can lead to a valuable contribution depending on the research goals? The SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis for vocational psychology that was realised at the occasion of the 30th anniversary of the *Journal of Vocational Behavior* (Savickas, 2001) came to this last conclusion. Savickas (2001) formulated, on basis of the results of the analysis by his colleagues, a recommendation that there should be

> …greater use of qualitative inquiry attuned to context and complexity while emphasizing the need to balance quantitative and qualitative methods, exploratory and confirmatory research, and positivist and constructivist epistemology. Balance might be best accomplished in programmatic research that uses, in turn, both methodologies …". (p. 287)

Regardless all the efforts to overcome the splits and schism, the situation did not really improve and led to a situation of even larger divergence. Originally vocational psychology had as its purview all aspects of work and education as a lifelong developmental process. This common purview was divided in many fields of specialisation which tended not to know each other anymore. The process was so

strong that he discipline has “dampened” and that “vocational psychology now lacks a disciplinary home” (Savickas & Baker, 2005, p. 44). The reinvigoration of the field has been forwarded as a real need. Some think that “vocational psychology needs a second ‘big bang’ ” (Savickas & Baker, 2005, p. 46), while others look for new inputs from other scientific disciplines (Collin, 2007) or plead for new paradigms (Palladino Schultheiss, 2007).

Another initiative that could be mentioned that may contribute to reinvigorating the field is the founding of the International Life-design (ILD) group in 2006 in Brussels. This is an international group of career counselling researchers, who are also strongly involved in guidance practice, that work on the idea of new paradigms and how to implement them in practice. This group is, inspired by Mark Savickas’ views on “constructivism”. They chose to include the phrase “life-design” in the name of the group to indicate that learner support, personal guidance and counselling, and vocational or career guidance and counselling should be grouped together. The three areas of guidance and counselling should be considered as parts of one large development project of the individual’s “life” in a broader social and environmental setting. This “life” process includes educational, learning and work aspects but also broader aspects of social and personal development are part of it. The individuals construct their own life in all its aspects and do so in an environment to whose construction they also contributed. Indeed, in line with the ideas of Krumboltz (1979) all individual behaviour becomes part of the environment. From a contextual view (Young, Valach, & Collin, 2002) these actions will play a role at a later point in the construction of the connections among actions and the internal construction of the environment. This is exactly what “designers” are doing. Designers are working with their “client” (the person) to develop an environment or part of it in a process of interplay between both of them and this in an environment that is under change and constant interpretation and re-interpretation.

By stressing a holistic model of the individual and how the different components are interwoven, a platform will be created where all those who are engaged in the broad field of educational, vocational and career guidance, counselling and development could meet on an equal footing with their colleagues from other counselling and guidance areas. This could be an option for practitioners as well as for researchers. Indeed, the life-design group opted to translate models and theories into practical guidance and counselling materials.

But at the same time, the schism between the counselling and the industrial/organisational psychology wing is also a focus of attention for this ILD-group. For this reason the “coaching” concept – a topic that is very high on the priority list of organisational psychology – has been chosen by the ILD-group as a project for applying the “construction” idea. There is a question, however: Is coaching so different from counselling? Or is coaching a matter of applying counselling methods? An international survey and some research projects may bring some answers.

Also in the broader career guidance community efforts have been made to assess the splits and the see how to overcome them. This is reflected in the themes of national and international professional meetings. An example of this type is effort of this type was joint International Symposium in San Francisco in 2004 organised

by International Association for Educational and Vocational Guidance (IAEVG) and the USA based National Career Development Association (NCDA). It was a meeting where researchers and practitioners from all over the world discussed over two days the topic of how international collaboration could help to overcome some of the existing splits. This was followed by the 7th Biennial Conference in 2005 of The Society for Vocational Psychology, which was organised by Richard Young in Vancouver. In this meeting – though strongly oriented towards career psychology research – attention was given to the issue of the need for researchers and practitioners to cooperate on new developments in the field of vocational psychology and its related practice.

Already there have been quite some efforts to reinvigorate the field and the impact of all these initiatives is real and beyond any doubt. It would, however, be beneficial if all these initiatives and all those involved could meet and confront their findings and ideas. This would be even more important if it could be done within a group where practitioners as well as researchers could cooperate. This is exactly one of the goals of this handbook. The authors were chosen in such way that they represent the different "homes", as this was called by Savickas and Baker (2005). The goal is that by putting all the different point of views together in one publication, to transcend the so-called borders and that the different homes become different rooms with many doors leading to each other in one large "house". The house, which will be the home to vocational psychology and career guidance and counselling.

The handbook has six parts and 35 chapters. Parts I, III and IV can be considered more as reflections and information on the career guidance practice, while Parts II, V and VI are more theoretical and research oriented though the relation to guidance practice remains evident. A brief overview of the content may help to highlight to which extent the goals of building the house of vocational psychology and career guidance has been realised.

Part I of the Handbook consists of three chapters that give a taste of how career guidance worldwide is influenced by societal changes. In particular technological changes and globalisation are pointed out as the most influential changes. There are large differences in societal development between countries or regions. The issue of inequality – in particular if it is related to economic power – plays an important role because of the globalisation. These differences can lead to some unexpected and undesired effects on the individual's career development. The social context in the different countries and continents define the importance and organisation of career guidance but it also affects the methods and goals. The question is if this should lead to indigenous forms of guidance and to which extent these indigenous forms still have communalities? The three chapters approach the issue of worldwide societal changes and its effect on career guidance somewhat differently but have quite some common grounds.

The chapter on *Career Guidance in a Global* World by Raoul Van Esbroeck describes how the present situation of globalisation is the result of a long process of changes in society and the world of business. Globalisation is perceived as having far-reaching consequences for society as a whole. There are benefits but there are also a number of unexpected consequences. Some of these consequences are

related to the clash of cultures and are indicated as having major impact on individuals and their careers. The need for career guidance and new approaches in guidance are given special attention. A holistic person-centred guidance model and a one-stop-shop model are presented as a heuristic framework for designing new paths to career guidance in a globalised world.

The chapter on the *Social Context for Career Guidance Throughout the World* by Ed Herr discusses the powerful effects of the social context on individual career development and on the provision of career guidance. These processes are interactive and the content of each is undergoing rapid and wide-spread change. The social contexts of nations around the world are being affected by many forces, including the intensity of international economic competition, the pervasiveness of advanced technology in the implementation of work processes, the transfer of jobs and work tasks across political boundaries, and the globalisation and integration of manufacturing, creativity, science, technology, and management. Such contextual factors have made career paths and individual career development more complex and more fragmented, requiring workers to assume more responsibility for keeping their skills current and serving as their own career manager. As expectations of workers vary and as the social contexts of nations are recreated by transformative forces – economic, political, organisational – career guidance has become a world-wide socio-political instrument to meet national goals and to assist individuals to address their specific career concerns.

The third chapter, written by Kerr Inkson and Graham Elkin on *The Context of Careers in Developed Nations*, explores the issue of career contexts by using the metaphor of the (career) traveller travelling through a complex and changing landscape. Individual agency in careers is contrasted with contextual structure and the influence of structure is emphasised. Among the contextual variables considered are constraints imposed by social class, ethnicity and gender: economic development; globalisation; political policies; industry and occupation structures: the knowledge economy and educational provision; organisational restructuring and control of careers; forms of employment such as contracting and temporary work; changing labour force characteristics including ageing, feminisation, turnover, and migration; national and local cultures and values; family life; and future scenarios for increased casualisation of the workforce and mass unemployment.

Part II of the Handbook contains seven chapters. This part is the classical part, as it can be found in any handbook. It contains the history of career guidance (*Helping People Choose Jobs: A History of the Guidance Profession*), the career theories in general (*The Big Five Career Theories* and *Recent Developments in Career Theories: The Influences of Constructivism and Convergence*), more specific theories (*A History of the Guidance Profession, Decision-Making Models and Career Guidance, A Constructivist Approach to Ethically Grounded Vocational Development Interventions for Young People, Developmental-Contextual Perspectives on Career across the Lifespan*) and some reflections on the applicability of theories in a global world (*Theories in Cross-Cultural Contexts*). There are, however, some specific aspects which are interwoven through all chapters. The authors of these chapters take into account the importance of social contexts and

the role of international societal differences and changes. It makes this part of the Handbook, though classical at first sight, an innovative section that may bring some surprises to readers.

The chapter written by Mark Savickas on the history of the guidance profession approaches the history from a broad international perspective. With the rapid social changes brought by information technology and the globalisation of the economy, the profession of vocational guidance must reconsider the current relevance of its models, methods, and materials. The profession has successfully reinvented itself before in devising youth mentoring for agricultural communities, vocational guidance for industrial cities, and career counselling for corporate societies. To remain relevant and useful in the 21st century, the profession is again reinventing its theories and techniques, this time to concentrate on self-construction within an information society. The chapter contributes to the guidance profession's self-reflection and encourages its reinvention by considering the history of vocational guidance, especially its origins and the development of its four main methods for helping people make educational and occupational choices.

Alvin Leung wrote the chapter on what is considered at the moment as the traditional "big five" theories. He reviews five career development theories that were developed in the United States (USA) but have made an important contribution to career guidance and counselling internationally. These five theories are the Minnesota Theory of Work-Adjustment, Holland's Theory of Vocational Personalities and Work Environment, Self-concept Theory of Career Development formulated by Super and more recently by Savickas, Gottfredson's Theory of Circumscription and Compromise and the Social Cognitive Career Theory. In addition to summarising core concepts and propositions of the five theories, this chapter also examines their cross-cultural validity through reviewing key findings from recent empirical studies conducted outside of the USA. Possible directions to advance and "indigenous" the five career development theories in diverse cultural regions are also discussed.

Some recent developments on career theory influenced by constructivism and convergence are described in the chapter written by Wendy Patton. This chapter briefly overviews the history of career theories, and within the context of the need for a shift in philosophical underpinnings of career theory, describes the core principles of constructivism and its role in the focus on convergence in career theory. Second, it explores two recent theoretical contributions, the Systems Theory Framework and the Career Construction Theory, which reflect developments in both integration and in the influence of constructivism in career theory. For the purpose of comprehensiveness, the influence of constructivism the role of these influences in a number of emerging theoretical discussions is also reviewed.

The chapter by Itamar Gati and Shiri Tal concentrates more on the role of decision-making models in career guidance. This chapter discusses the ways in which a decision-theory perspective can potentially enhance our understanding and facilitation of the career-decision-making process. The chapter explores how by adopting and adapting decision theory to the unique features of career decisions, theoretical knowledge can be transformed into practical interventions, providing career counsellors with tools to assist deliberating individuals. The authors suggest

that one of the reasons decision theory has not yet been embraced as a leading framework for career guidance is that normative decision-making models, which were dominant for many decades, are overly rational and too abstract to be applicable. It is therefore suggested to adopt prescriptive decision-making models, which outline a systematic framework for making decisions, while acknowledging human limitations and intuitive decision-making styles. The usefulness of prescriptive models for facilitating career decision-making is demonstrated by a short review of the PIC model (Pre-screening, In-depth exploration, Choice).

The chapter written by Jean Guichard and Bernadette Dumora brings in the ethical component as it can be applied in constructivist approaches. They start with reflections on the societal context of "high modernity" (Giddens) and how this implies that vocational issues are much broader than that of occupational choice (Parsons) or of career development (Super): Reflexively organised life-planning becomes a major endeavour for individuals. Vocational interventions (education or counselling) aim to help them in this life designing process that – for most individuals – encompasses the issues of work and employment. To do it rigorously, such interventions need to fulfil two conditions: (a) to be grounded on knowledge about the self-construction processes and factors and (b) to make their societal and ethical ends explicit. Adolescence and emerging adulthood appear to be critical ages in this self-construction. Different European researchers have approached the processes in young people of the constitution of the intentions for their own future. Four approaches are presented: the representative matching of self and occupations (Huteau), the development of career decision making cognitive abilities (Dumora), the recurrent and diverse mini-cycles of career development activities (Van Esbroeck et al.) and the construction of a dynamic system of subjective identity forms (Guichard). Relying on these observations, vocational interventions (career education or counselling sessions) have been designed (and some of them assessed) to prepare youngsters to take their decision as regards their school and (future) occupational careers. In our current global context, it seems nevertheless that vocational interventions should aim at more ambitious ends: those of helping young people think about their own contribution to the development of a world where people "live well, with and for others in fair institutions" (Ricoeur).

The chapter written by Fred Vondracek and Erik Porfeli highlights the role that developmental-contextual perspectives can have on career development across the lifespan. These authors start from the idea that the developmental contextual perspective has proved to be a useful means of comprehending how careers are the product of the person-in-context because it represented a meaningful extension of segmental theories that served as the foundation of vocational psychology. Developmental Systems Theory and one of its progeny, Motivational Systems Theory, employ developmental contextualism and living systems theory to yield a comprehensive theory of human functioning. Such advances hold great promise because they merge the biological, psychological, and action aspects of the person to yield a bio-psycho-social perspective of career development.

In their chapter Fred Leong and Arpana Gupta examine the strengths and weaknesses of Western based models for use in a global/international setting. They use

the case of Asian Americans and Pacific Islanders because they are the fastest growing ethnic group in the United States. Though this is not mentioned by the authors the same situation is present in other countries as, for example, Australia and New Zealand. This requires that professionals will need to develop career theories and be able to better understand this population in order to provide effective and culturally appropriate interventions. In order to understand the career development among Asian Americans the chapter is divided into three main sections: (a) the first section analyses career development on an individual level. This includes a large number variables as, for example, career interests, occupational values or personality variables, which impact Asian American's career development as well as work adjustment and vocatio nal problems, (b) the second section very briefly mentions the group and societal level processes, (c) the last section ends with problems inherent in current research and end with an outline of the directions for future research.

Parts III and IV of the Handbook concentrate on the career guidance practice. This is a very broad area that could fill a handbook on its own and evidently due to limitations in the number of available pages a selection has been made. Some of the chosen topics are at the centre of attention in the present practice and research. Other chapters deal with topics which have been neglected in the field. But anyhow many topics have been ignored and the editors regret this enormously.

Part III has seven chapters that cover classical topics as career guidance in educational settings, counselling methods, training of practitioners, public policy and last but not least qualification standards. In addition two less traditional topics were chosen: workplace guidance and career management. Both topics come from the "home" of work related guidance. Though these are issues receiving wide attention in public policy and guidance practice, many vocational psychologists do not recognise it as belonging to their field. It is seen too often as belonging to the "home" of I/O (cf. Savickas & Baker, 2005).

The chapter on *Career Guidance and Counselling in Primary and Secondary Educational Settings* by Norm Gysbers focuses on the developments in last decade of the 20th century and first decade of the 21st century and describes the support in primary and secondary education. It opens with background information concerning the administrative authority for career guidance and counselling and whether or not that authority is centralised or decentralised. The chapter continues with a sampling of career guidance and counselling programs and practices from around the world. This section focuses on what children and adolescents are being asked to acquire as well as the delivery systems and methods being used to provide career guidance and counselling. The chapter closes with discussion of some unresolved issues noted in the literature that effect the ways in which career guidance and counselling is conceptualised, delivered, and practised in primary and secondary educational setting.

The chapter by Peter Plant on *Guidance in the Workplace* concentrates on guidance activities that are brought out of the traditional guidance offices into the actual workplace. It highlights two aspects of this pro-active approach. First, it considers the policy links between guidance and lifelong learning, highlighting findings from studies and policy documents on lifelong guidance. Secondly, it compares

approaches to workplace guidance about education and training, drawing upon evaluations of workplace guidance initiatives organised by trade unions and employers in Denmark, Iceland, and in the UK. The conclusions point to power issues behind workplace guidance that need to be addressed by guidance practitioners and policy makers, including employers and trade unions, in terms of outreach-based approaches in adult guidance.

The chapter by Annelies van Vianen, Irene De Pater and Paul Preenen on *Career Management: Taking Control of the Quality of Work Experiences* is written from the point of view that employees rather than employers will be responsible for employees' development and careers. This chapter focuses on career management through personal development. Extant literatures have primarily addressed the quantity of employees' work experiences as being important for personal development, whereas the quality of these experiences has been neglected. The authors argue that the quality of work experiences will become crucial for people's objective and subjective career success. The best way to increase the quality of work experiences is to engage in challenging assignments, since these types of assignment stimulate learning, development, and career flexibility. Whether employees encounter challenging experiences depends on personal initiatives as well as opportunities provided by employers. People's specific motives, self-efficacy, proactivity and career anchors may stimulate or prohibit them to initiate challenging assignments. In a similar vein, the work context and particularly supervisor task assignments may offer opportunities for or restrain employees from having challenging experiences. Employees need the coaching of others to manage their careers.

The chapter by Nancy Arthur on *Qualification Standards for Career Practitioners* outlines national and international initiatives to design and implement qualification standards for career development practitioners. The benefits and challenges for developing and managing standards of practice for career development practitioners are discussed along with key areas for future consideration. Cultural diversity and social justice issues are highlighted to suggest how qualification standards can be leveraged to make positive changes for consumers of career development services. Examples of qualification standards and guidelines from several countries are incorporated into the discussion.

Norman Amundson and Erin Thrift present a chapter on *The Emergence of More Dynamic Counselling Methods*. This chapter illustrates a more dynamic, imaginative and flexible career counselling approach. The starting point is some critical reflection about the underlying traditions and conventions that serve as a foundation for much of career guidance. These include an examination of relationships as well as consideration of time structures, physical space, modes of communication and the involvement of others. With this fresh perspective in mind, the focus shifts to illustrations of more dynamic counselling methods. Particular emphasis is placed on the use of metaphors, storytelling and some of the more paradoxical questioning methods. The emphasis here is on different ways to change perspective to help people develop new ways of seeing themselves and their problems. These new perspectives enable clients to create new possibilities and also to realistically assess the viability of various options.

The chapter by Tony Watts on *Career Guidance and Public Policy* was chosen because it ties in with the growing interest in the application of public policy to career guidance. Drawing upon a number of international policy reviews, the rationale for policy interest in career guidance is examined. The underlying rationale is that career guidance is a public as well as a private good, in relation to three sets of policy goals: learning goals, labour market goals, and social equity goals. These are currently being reframed in the light of policies relating to lifelong learning. The potential roles of public policy in relation to career guidance services are four-fold: legislation, remuneration, exhortation, and regulation. Stronger roles tend to be evident in relation to "free-standing" services. Here governments can adopt one or more of three policy models: a social-welfare model; a market model; or a quasi-market model. Finally, a number of policy issues are discussed. These include: the relative merits of stand-alone and embedded delivery models; the implications of the move from reactive to proactive policy models; the need for strategic leadership mechanisms to assure lifelong access to career guidance; and ways of influencing policy. The need for closer mutual understanding between policy-makers and the career guidance profession is underlined.

The last chapter in Part III on *Training Career Practitioners in the 21st Century* is written by Spencer Niles and Azra Karajic. In this chapter, issues related to training career practitioners are examined. An international perspective is taken to identify similarities and differences in both the level and scope of training for career practitioners. While on the one hand, the variability that exists in the training of career practitioners reflects the variation in national contexts, there is also the need for more uniform (and rigorous) training standards. In most cases, it can be argued that training standards fall short of what can be considered minimal. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) provides an example of more rigorous standards than what exists in many contexts. Additionally, it is noted that there is substantial variability in the language used to describe career interventions. This is problematic because career practitioners engage in a verbal profession. Thus, the need for more precise language when referring to career interventions is also suggested.

The Part IV, a continuation of the practice oriented chapters, is geared towards specific target groups. The five chapters in this part concentrate on gender aspects – with special attention to work-family role conflict, persons with disabilities and at risk youth. Obviously an international oriented chapter related to immigrants has also been included.

The chapter by Jenny Bimrose on *Guidance for Girls and Women* examines the position of women in labour markets around the world. It starts from an observation on gender inequality as a feature of labour markets around the world. Despite the general recognition that the economic prosperity of all nations can only be enhanced by the full and equal integration of women into labour forces, women continue to be marginalised. Whilst the progress made by some women is encouraging, in general terms they are far from enjoying equity with their male counterparts. Their participation in labour markets is lower than men's; they are to found more often in part-time employment, the majority are clustered in a relatively small number of "female" occupations;

and their attempts to move upwards into higher status, higher paid employment has been pitifully slow. Of course, this has implications for careers guidance practice. This chapter reviews selected career guidance and counselling approaches that have been developed, or adapted, for this particular client group and it explores their application to female participants in a longitudinal study of career progression.

The chapter on *Career Guidance for Persons with Disabilities* written by Salvatore Soresi, Laura Nota, Lea Ferrari and Scott Solberg relates the career development of persons with disability to the type and severity of disability. Disability may decrease exploratory behaviours during development, thus diminishing the knowledge one can have about professional activities and work settings. In addition, significant others often tend to make decisions, and also career decisions, for these persons and so stimulate scarce involvement in them. This condition can reduce self-determination and quality of life, and also restrict participation in working activities and economic life. Vocational guidance is the essential premise for any project of work inclusion. An analysis should be done of the wishes, professional expectations and strengths of persons with disabilities, and support should be given to their decisional process. Therefore, practitioners require to be especially trained to become able to design effective career guidance programming for persons with disability needs.

Charles Chen wrote the chapter on *Career Guidance with Immigrants* in which he refers to the effective utilisation of human resources as one of the main challenges that accompany the growing trend of immigration. To develop its premises and elaborate its arguments within a North American context, this chapter attempts to generate heuristic perspectives and conceptualisations that might be of some help to similar contexts internationally. An attempt is made to integrate theory, research, and practice within the context of enhancing career guidance for new immigrant professional workers. The chapter fist examines some of the critical issues that affect the work life experiences of the target group, drawing particular attention to the psychological impact of such experiences on immigrant professionals. It will then review key tenets from some of the career development theories, contemplating to form an initial theoretical framework, namely, the Cross-Cultural Life-Career Development (CCLCD) framework, for immigrants' life-career adjustment needs. Some considerations are addressed, aiming to improve the career and vocational wellbeing of immigrant professional workers.

The chapter on *Coping with Work and Family Role Conflict: Career Counselling Considerations for Women*, also written by Charles Chen deals with the issue of the challenge of role conflict between their work life and family life that many women workers encounter while assuming simultaneously the role of a worker and a homemaker. This chapter examines some key aspects of this role conflict, and proposes several career counselling considerations that aim to help women clients cope more effectively with the conflict, building a balance between their work life and family life.

The chapter by Hazel Reid on *Career Guidance for Young People: Constructing a Way Forward* deals with guidance with young people "at risk" of social exclusion. Policy makers in different countries have given increasing attention to those young people who leave education early and then spend time in short term, often unskilled

employment, combined with periods of unemployment. Different countries have applied a range of strategies to help them with educational and vocational decision-making. This chapter considers how practice needs to adapt to accommodate this. It begins with a definition of the terms used when considering the specific issues that at risk young people present for career guidance, and moves on to discuss the focus on inclusion for such young people. It then introduces a constructivist framework and explores the usefulness of motivational, outcome-focused and narrative-based approaches within this context. The author advocates a move to narrative thinking in order to construct a way forward for face-to-face, career guidance work with young people at risk.

Part V deals in seven chapters with the most treated topic in educational and vocational guidance: the issue of testing and assessment. In the handbook the issue is treated from an international perspective and contributes to the reflection if there are limitations or difficulties in the use of tests in cross- and multi-cultural situations. The choice to give an important place to testing and assessment is an obvious one. Most handbooks give ample attention to assessment within the framework of self-knowledge. The topic is so important that even in the second edition of the impressive book on *Testing and Assessment in Counselling Practice* edited by Edwards Watkins and Vicky Campbell (2000) more than half of the book was on vocational assessment. But the choice to concentrate on the measurement of some key concepts – as, example, career maturity, interests, values and role salience – in an international and cross-cultural setting is less evident. This is exactly the importance of this part of the Handbook.

The chapter written by an international team with Maria Eduarda Duarte and Jérôme Rossier on *Testing and Assessment in an International Context: Cross- and Multi-cultural Issues* sets the tone for this part of the Handbook. This chapter reviews the methodological and practical implications for psychological assessment in the field of career guidance. The methodological implications are numerous and several aspects have to be considered, such as cross-cultural equivalence or construct, method, and item bias. Moreover, the construct of culture by itself is difficult to define and difficult to measure. In order to provide non-discriminatory assessment counsellors should develop their clinical cross-cultural competencies, develop more specific intervention strategies, and respect cultural differences. Several suggestions are given concerning translation and adaptation of psychological instruments and developing culture specific measures. More research in this field should use mixed methods, multi-centric designs, and consider emic and etic psychological variables. A multidisciplinary approach might also allow identifying culture specific and ecological meaningful constructs. Non-discriminatory assessment implies considering the influence and interaction of personal characteristics and environmental factors.

The chapter by Mark Watson on *Career Maturity Assessment in an International Context* deals with the measurement of one of the important concepts in career guidance by Donald Super: career maturity. The chapter explores the construct equivalence of career maturity within the cultures in which it is applied. The traditional definition of career maturity from a normative and linear perspective has

been increasingly criticised internationally as failing to consider an individual's context as well as for its value laden connotations. This chapter explores the need to adapt the construct of career maturity in order to reflect specific cultural contexts. In so doing the chapter returns the conceptualisation of career maturity full cycle to Donald Super's earlier use of career adaptation as representing a more accurate reflection of the career developmental tasks within the contexts in which they must be accomplished.

Terence Tracey and Saurubh Gupta deal in their chapter on *Interest Assessment in an International Context* also with one of the key variables in career guidance. The issues relevant to construct equivalence across cultures is presented in general and then specifically with reference to interest assessment. Focus is placed on aspects of structural equivalence and relations of interest measures with extra-measure data such as interest-occupation congruence. With respect to structural equivalence, research has demonstrated that Holland's hexagon RIASEC model does not demonstrate structural equivalence across cultures. It fits U.S. contexts well but does not in other cultures. Gati's simple RIASEC partition model does demonstrate a better fit in non-U.S. cultures. The spherical model has been found to demonstrate structural equivalence across cultures and is thus becoming a promising alternative. The validity of the application of interests themselves across culture will vary as a function of constraints of culture on choice. So interests measures, even if structurally equivalent across cultures may not be valid in application. As such, validity evaluations of both the measures themselves and their applications are required to determine cross cultural equivalence.

The chapter by Branimir Šverko, Toni Babarovi and Iva Šverko on the *Assessment of Values and Role Salience* examines the methodological issues connected with the measurement of values and role salience and offers an overview of the main instruments that have been used in their assessment. The chapter begins with the conceptualisation of the basic constructs. First, the concept of roles and role salience are explained, with special emphasis on Super's view of life roles and their interaction across the life-span. Then the constructs of life values and work values are discussed and various *a priori* and empirical taxonomies of values are reviewed. This is followed by the methodological section, which has two parts. In the first part assessment approaches, measurement techniques and related methodological problems are considered, and the second part presents short descriptions of existing inventories for assessment of values and role salience. The chapter concludes with a discussion of the use of values and role salience assessment in career guidance.

The chapter by Jacques Grégoire and Frederic Nils on *Cognitive Measurement in Career Guidance* is based on the viewpoint that career guidance started out historically with the assessment of physical and cognitive abilities that are crucial for specific occupations and for developing professional skills. Later, career guidance gradually considered students' interests as a central issue in educational and vocational guidance. Today, the assessment of cognitive abilities is often relegated to the background and, sometimes, dropped in favor of the sole conative characteristics. The current chapter handles the issue of the place of the cognitive abilities within the vocational assessment and guidance. The first section analyses the relationship between cognitive abilities,

school and job performance. The next section discusses the nature of the relations observed between abilities and interests. In a last section, models and methods used to assess cognitive abilities in career guidance are presented.

The five first chapters of Part V were concentrating mainly on qualitative assessment. There is, however, also the quantitative approach. This topic was chosen in view of an effort to go for a balance between both approaches (Savickas, 2001). The chapter on *Qualitative Career Assessment: A higher Profile in the 21st Century* written by Mary McMahon starts out by recognising the limited profile that qualitative career assessment has in career development literature. The author wonders, however, if this will remain so in the 21st century as career counsellors face new challenges. She agrees that qualitative career assessment is in no way intended to replace traditional standardised quantitative assessment processes. Both have a purpose and both offer a range of potential benefits to clients, and may operate in complementary ways. The chapter provides a brief history of qualitative career assessment and overviews its development and use. It describes some common instruments and discusses the advantages and disadvantages of qualitative career assessment.

The final chapter of this Part on *Ethical Issues in Testing and Assessment*, written by Donna E. Palladino Schultheiss and Graham B. Stead, reflects on the need for practitioners and researchers to have an awareness of the ethical issues impacting the career assessment process. Practitioners have a responsibility to their clients and to the general public to uphold fair and just practices that are in the best interests of the people that they serve. As such, professional standards and ethical guidelines have been developed by many national and international professional associations to assist practitioners in making decisions regarding their professional behaviour. This chapter provides an overview of the issues impacting the ethical practice of career assessment and testing. Current global practices in competent career assessment will be examined, as well as ethical issues evident in computer and Internet-based assessment, and assessment with specific populations.

The final part of the Handbook is on the issue of evaluation of educational and vocational guidance. The four chapters in Part VI deal with the evaluation of the effectiveness of career guidance in general but also specific techniques are treated as, for example, meta-analysis, longitudinal research, and action theory.

The chapter written by Paul Gore and Takuya Minami on *Quantitative Research Synthesis: The Use of Meta-Analysis in Career Guidance and Vocational Psychology* treats big challenge of synthesising and summarising career guidance research literature. This chapter describes the basic principles of meta-analysis; a set of statistical and methodological procedures developed to provide investigators with means to objectively and quantitatively synthesise a body of literature. This review is conceptual rather than mathematical in nature but will provide the reader with a fundamental understanding of the processes used in conducting a meta-analysis. In effort to provide examples of the use of these procedures, this chapter also describes four meta-analytic studies investigating issues that are of interest to career counsellors and vocational psychologists.

In the chapter by Richard Young and Ladislav Valach on *Action Theory: An integrative Paradigm for Research and Evaluation in Career* contextual action theory

is proposed as an integrative paradigm for research and evaluation in career. Contextual action theory is able to address both processes and outcomes of career counselling and other interventions as well as incorporate consciousness and natural phenomena as the critical criterion of research and evaluation in this field. The chapter provides an overview of action theory as an explanation of career. Contextual action theory provides a conceptual framework or paradigm for understanding the actions in everyday life and how these processes are constructed over the medium and long terms to form projects and careers. This paradigm is then illustrated by applying it to the issue of what constitutes a life-enhancing career, under the assumption that educational and vocational guidance is ultimately directed at facilitating such careers. How the paradigm is applied to research and evaluation in career is discussed with reference to what it allows us to do; the procedures for its use in research and evaluation are provided; and its use in counselling, one of the primary means of educational and vocational guidance, is described.

The chapter by Jane Swanson and Sarah Miller on *Using Longitudinal Methodology in Career Guidance Research* s built on the idea that research in vocational psychology and career guidance has been criticised for its underuse of longitudinal methodology. This means, however, more than simply conducting more longitudinal research. On the contrary it should be well-crafted longitudinal studies that are sensitive to expected and unexpected change. The chapter discusses the use of longitudinal methodology based on a conceptual framework borrowed from developmental psychology. In the chapter examples from published research are given to illustrate application of the framework to career guidance research. The authors also discuss methodological issues in designing longitudinal studies, including approaches to acquiring longitudinal data through prospective and retrospective designs and through the use of using existing datasets.

The final chapter in Part VI on the *Evaluation of Career Guidance Programs* is written by Susan Whiston and Ilene Buck. This chapter examines the research related to the effectiveness of career guidance programs with a focus on evaluating different types of interventions. The first section of the chapter addresses the overall effectiveness of career guidance interventions and programs and summarizes some career outcome research that has been conducted in different countries. In addition, the authors discuss the effectiveness of different modalities (e.g., individual, group, or career course) and research related to the effectiveness of computer or Internet-based systems. The most important part of the chapter includes the description of a method on, how career guidance programs can be evaluated and suggests methods for improving this evaluation process.

The handbook ends with a concluding chapter on *International and Social Perspective on Career Guidance* written by the editors. This is not a technical chapter that deals with career guidance in cross-cultural and international situations. It is rather a reflective chapter that tries to frame the broad scope of career guidance activities into a model that can be used as a conceptual framework. In this model two broad factors that have an impact upon career guidance perspectives throughout the world are considered and are described as (a) individual and vocational factors; and (b) guidance delivery factors. The first section of this paper considers the

background of career guidance as a basis for understanding the perspectives that already had an impact upon it. Then selected social and international perspectives relevant to career guidance are considered jointly as part of the existential issues facing each person and each practitioner.

Like most handbooks, this one certainly has limitations. Some of these were already announced by the editors. Some will be discovered at a later stage. But anyhow the handbook is an effort to enhance and improve international exchange and understanding within the world-wide career guidance community.

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