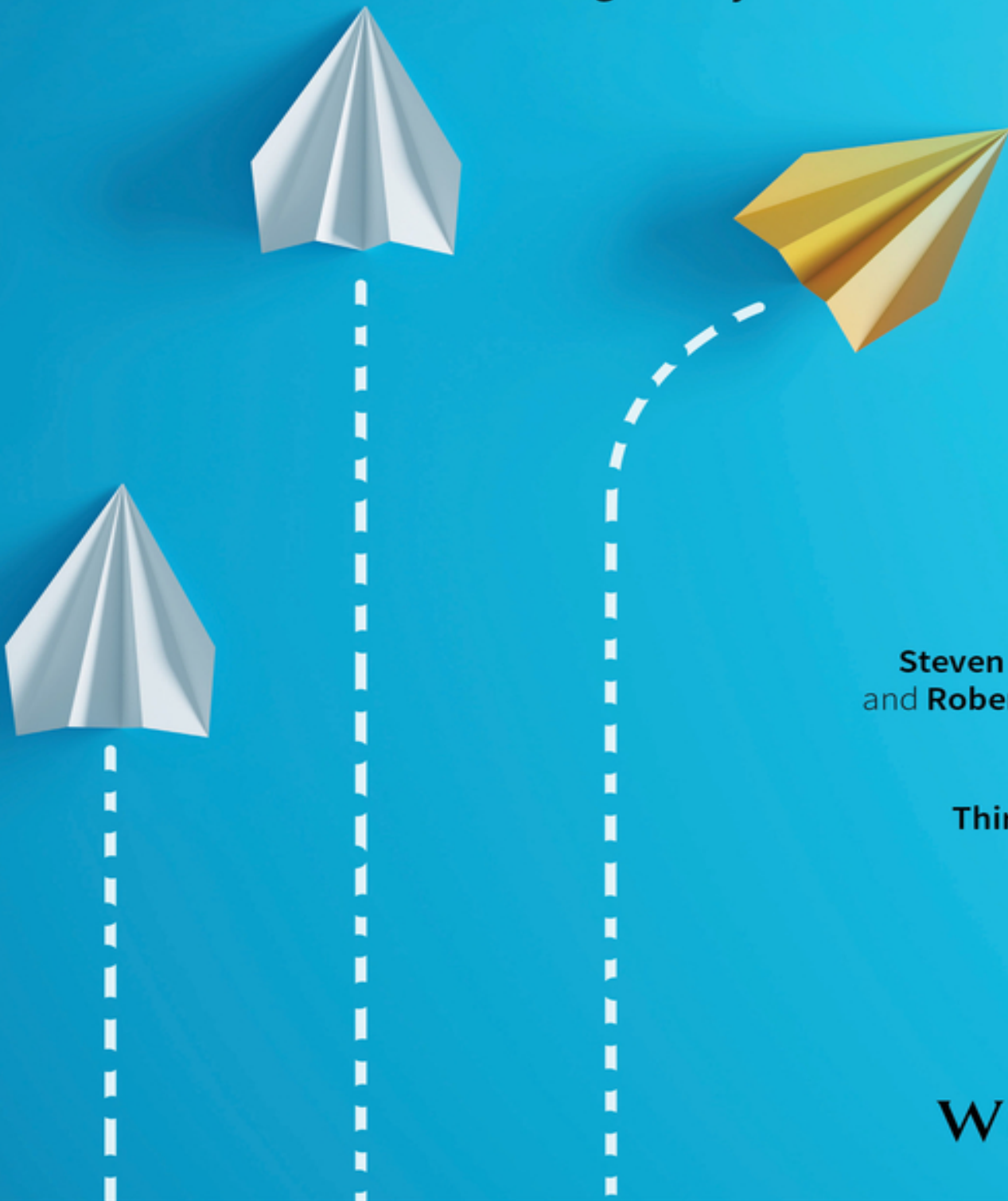


# CAREER DEVELOPMENT AND COUNSELING

Putting Theory and Research to Work



Edited by  
**Steven D. Brown**  
and **Robert W. Lent**

**Third Edition**

**WILEY**

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# **Career Development and Counseling**

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Robert W. Lent**

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*For Zack, Katie, and Jeremy*

# Preface

This edition of *Career Development and Counseling: Putting Theory and Research to Work*, like the first and second editions, has as its primary goal the promotion of scientifically informed career practice. It is, therefore, intended to be helpful to a wide audience of students, practitioners, and researchers who are interested in basing their work on the best that our science has to offer—theory and inquiry emanating directly from vocational psychology, career development, and related disciplines that can inform career practice.

This edition of the text maintains continuity with the first two editions in several ways. First, the opening chapter sets the table for the book by describing the terrain of career development, discussing the importance of contemporary career counseling, and offering a brief history of career science and practice. This chapter is intended to encourage students to see the unique role of work in people's lives, its interface with other life domains (e.g., family, education, leisure), and the value of assisting people to surmount hurdles to their occupational functioning. It is also intended to dispel myths and biases that sometimes surface regarding career counseling and to encourage a view of career development and counseling as vital, relevant areas of scholarship and practice.

Second, [Section I](#) is devoted to major theories and emerging perspectives on career development, choice, and adjustment that (a) have either received direct empirical attention or are derived from other, well-studied theories, and (b) have clear implications for practice. While the theories and perspectives we included have received varying amounts of research support, all have the potential

to generate new empirical knowledge as well as practical applications. As in the previous editions, our goal was not to provide encyclopedic coverage of all available approaches, but rather to focus selectively on those that appear to be empirically viable and useful in practice.

Third, we have retained separate sections devoted to diversity and sociocultural factors ([Section II](#)), the assessment of central career constructs and occupational information systems ([Section III](#)), and interventions for working with career issues across the life span ([Section IV](#))—topics that are mainstays of vocational psychology and career development. Fourth, we asked authors to be scientific and interdisciplinary in their coverage—to highlight assessment devices, information tools, and interventions that have garnered some scientific support and that have clear implications for practice—and to incorporate literatures from other fields of inquiry (e.g., industrial/organizational psychology, personality psychology) that can inform career research and practice. Finally, we continued the tradition started in the second edition of highlighting practice implications of the material presented in each chapter. Thus, each chapter concludes with a set of take-home messages for practitioners.

The major changes in the book include the elimination of three chapters that appeared in the second edition to make room for four new chapters, each reflecting recent developments in the field: “Psychology of Working Theory” ([Chapter 7](#)); “Emerging Perspectives: Calling, Meaning, and Volition” ([Chapter 8](#)); “Career Development of Older Workers and Retirees” ([Chapter 14](#)); and “Unemployment and Underemployment: Prevention and Counseling Implications” ([Chapter 24](#)). Topics from the three eliminated chapters (i.e., on adult career transitions, personality, and relational issues) were included, where relevant, in other chapters throughout the current edition.

We have many people to thank for their help throughout this process. First, we thank all of the students who have taken our courses and who continue to shape our thinking about how to teach career development and counseling in ways that are scientifically informed and useful to practitioners. Second, we are grateful to have had a gifted group of contributing authors whose chapters taught us a great deal and who were exceptionally open to editorial dialogue. Third, we appreciate the valuable input on chapter content we have received from many colleagues over the years, especially Ellen Lent and Mark Savickas. Elaine Perri provided invaluable assistance on the design and layout of the cover for this edition. Finally, as always, we thank our families for their support and inspiration. We could not have completed this edition of *Career Development and Counseling: Putting Theory and Research to Work* without them.

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March 1, 2020

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# CHAPTER 1

## Career Development and Counseling: An Introduction

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It does not seem to be true that work necessarily needs to be unpleasant. It may always have to be hard, or at least harder than doing nothing at all. But there is ample evidence that work can be enjoyable, and that indeed, it is often the most enjoyable part of life.

Mihaly Csikszentmihalyi ([1990](#), *Flow: The Psychology of Optimal Experience*)

Hard work never killed anybody, but why take a chance?

*Charlie McCarthy* (as voiced by the ventriloquist, Edgar Bergen)

Why do people work? What role does it play in our lives? Why should counselors and psychologists focus on work behavior? What do they have to offer people who are in the process of preparing to enter the world of work, adjusting to the workplace, experiencing problems or challenges in their work lives, or preparing to leave the work role? How does involvement in paid work relate to other life roles, such as family member, caregiver, or volunteer? When might it conflict with, and when might it harmonize with, involvement in other life domains? Is counseling for work issues any different than counseling for personal, social, or other issues?