Development Models

Holland's Theory of Vocational Types

[John Holland](http://ezproxy.rasmussen.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=84307331&site=ehost-live) posed a theory that behavioral styles and personality types are the major influence in career development choice. Holland suggested 6 personality types that influence career paths: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. For example an individual with an Investigative personality type is more likely to pursue a career in biology, dentistry, physics, medicine etc…

Bandura's Social Cognitive Theory

Albert Bandura introduced the concept of [self-efficacy](http://ezproxy.rasmussen.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=94264267&site=eds-live) or a personal belief in one's capacity to complete tasks and actions necessary to attain a goal. He further suggested that self-efficacy is derived from four sources: Personal Performance, Vicarious Experience, Verbal Persuasion and Physiological and Emotional Factors.

Bandura postulated that people with high self-efficacy have high motivational levels and consequently pursue careers they believe that they can have or develop.

Super's Developmental Self-Concept Theory

Donald Super suggested the individual pass the five distinct stages of career [development](http://ezproxy.rasmussen.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=keh&AN=9707113501&site=eds-live) Growth, Exploration, Establishment, Maintenance and Decline. Super inferred that vocational choices are an expression of self-concept and that this understanding develops and progresses over time. People will seek careers that permit them to express themselves and further develop the self-concept.

Krumboltz's Theory

John Krumboltz looked at unplanned events, unpredictable circumstances, chance events and environmental factors are beneficial to individuals as is indecision. Krumbultz called his theory Planned Happenstance. His model is based on Social Learning Theory. [Krumboltz](http://ezproxy.rasmussen.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=keh&AN=4206156&site=ehost-live)further suggested that managing life transitions, events and unplanned situations is an essential career management skill. He listed several factors that are helping in career management: the commitment to ongoing learning and skill development, ongoing self-assessment, assessment and feedback from others, effective networking, achieving work-life balance, financial planning to incorporate periods of unemployment.

Parsons' Theory

[Frank Parsons](http://ezproxy.rasmussen.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=16510936&site=eds-live) developed the talent-matching approach to career development. This approach later developed into the Trait and Factor Theory of Occupational Choice. Parsons suggested that individual's optimal vocational performance occurs when an individual's find a vocation that matches their skills, attributes and talents. He proposed seven stages to consider when helping clients negotiate career options: Personal data, Self-Analysis, Personal Choice and Decision, Counselor's Analysis, Outlook on The Vocational Field, Induction and Advice, and General Helpfulness.

Theoretical Overlap and Personal Values

Interestingly, when examining career development theories, one might note that elements of human service theoretical models are present in some of these theories. Social Learning Theory, Developmental Theory, Integrated Theory, Bio/Psycho/Social Theory, Cognitive-Behavioral Theory, Systems Theory etc. all have offered some contributions to career development models.

Some of the theoretical models discussed in this lecture are based on societal values and belief systems concerning human potential and worth. Most of us wouldn't pursue a career in the human service profession if we didn't believe that the models we use are effective and consistent with our personal values. When examining theoretical models, human service workers should consider whether or not these models are compatible with their appraisal of the human spirit.

**Theoretical Models**

**Human Service Theoretical Treatment Models**

**Cognitive Behavioral Therapy (CBT)** (CBT) is contemporary human service model. Cognitive behavioralists examine a client's thinking patterns and perceptions. They look for faulty thinking and cognitive distortions. CBT suggests that teaching the client to change his thinking, identify faulty processes and reframe his/her perceptions can ultimately lead to changes in behavior.

**Systems Theory** This theory examines the interrelation between groups and the individual's response to the larger collective. A human service family worker helping troubled teens might adopt systems theory to treat his/her client. Rather than singling-out the trouble teen as the cause of the families problems the systems theorist would examine address defects and unhealthy dynamics within the family system.

**Brief Solution-Focused Therapy**- This short-term approach to client treatment focuses on the client's strength. The client is considered the authority on his abilities and strengths. The worker works with the client through problem solving process. There is less emphasis on the relationship between the client and the therapist and a greater emphasis on goal achievement.

**Task Centered Therapy** This approach is similar to Brief and Solution Focused therapy, however, with this approach the client's problems are reduced to a series of measurable tasks and objectives. The human service worker guides the client through the process.

**Bio/Psycho/Social Theory** looks at the interrelationship between the client's physical, social and psychological domains. For example, when evaluating a depressed client, a Bio/Psycho/Social theorist might first refer to the client physician for blood work, to rule out the possibility that a thyroid condition or anemia is not causing the depressive symptoms. The worker would also evaluate elements of the clients social and family life to look for negative influences.

**Cultural-Centric Models** These models consider cultural implications in service delivery. Special attention is given to cultural values, beliefs and practices when exploring treatment options for any number of diverse ethnic or minority groups e.g. LGBT, Latino, African-American, Native American, Asian American etc...

The aforementioned service models and theories account for some of the contemporary approaches to service delivery in the human service field. Students and professionals have a responsibility to keep abreast of current research and new and emerging models, while applying the concepts of best practice to ensure their efficacy.