

The Role of Gender

Chapter 9 spoke about gender's role in career development. The author's overall themes and purposes for writing this chapter were to bring clarity to the disparities in the workplace, to show how these disparities affect both women and men, and to present various theories (gender and career) and career interventions for counselors to employ to assist and help women, as well as men, find the best career path that best suits their authentic desires. The author discussed about the effects of gender, social class, and race in the workplace, which can result in some of the following: gender role stereotypes, sexual harassment issues, and gender inequities regarding parenthood and STEM fields. Along with this, the writer discussed about men, as well as women, who are employed in non-traditional careers, and the challenges and barriers that they face due to the pressures of society based on gender expectations. Overall, this author presented the issue(s) regarding the aspects of gender in the developing of careers, how societal norms can prevent people from advancing toward specific careers, and how the counseling community can help encourage and guide people into any career path, regardless of gender or societal expectations.

Reflections, Challenges, & Areas for Growth

As I reflect upon this reading, several things come to mind. First, I learned the definition about gender and how it refers to roles that are socially created to support what is considered fitting for females and males. We have societal norms in place, which regulate the direction that males and females pursue. The question might arise, "Why do males pursue this career, and females pursue this career?" The indirect and sometimes direct response is, "Because it has always been done this way." Even though this thought often stays in the background of one's mind, this writer brought this to the table for discussion.

I learned that organizations must do a better job in helping to eradicate and reduce gender, as well as racial, biases in the workplace. Even though this topic is discussed amongst women and marginalized people, it is another thing to see it discussed in writing in this chapter. As I reflect, it appears that advocacy from the mental health profession is needed to help support this eradication and to help guide both men and women, in whatever stage of their career, to have the opportunity to choose any career path. This could be a possible area of growth to explore.

With this in mind, I have also learned the importance of using gender and career theories to help clients uncover hidden potentials in careers that might be non-traditional for their specific gender. It is beneficial and important that people are encouraged to consider careers outside the scope of what is expected of them to pursue. The use of these theories can be another area of growth.

Gender stereotypes and gender role socialization are other concepts that I learned from this reading. When you read about the percentages associated with specific women's issues in the workplace, it is quite alarming. Whether in the field of STEM, unpaid work, and parenthood, women are not given the same opportunities that their male counterparts are privy to receive. We can do better. On the other hand, it was important to discuss how men's career development has been affected due to the shift in economy, recession, and the family unit. I learned that men need support also, especially those who end up in non-traditional careers, such as myself.

The biggest challenge I had with this reading was within myself. This reading challenged me to have the conversation that I have often had with others, have seen in the workplace, and have had within my own thoughts. As an African American male and as a part of the marginalized community, I have experienced firsthand workplace harassment and discrimination and have seen women not receive raises because of their gender. Even though there are perks

with being a male, I have also known in the back of my mind that women and other ethnicities would receive raises before I would because of the color of my skin.

I had to have an honest conversation with myself to realize that these thoughts and indirect (sometimes direct) conversations that I have had are legitimate and not imaginary. Concerning biases, I had to be honest that sometimes I have been biased concerning the career roles that I feel are appropriate based upon gender. It is no wonder that it appears that some women have to demonstrate masculine tendencies when in roles of importance amongst their male counterparts. Concerning assumptions, this reading validated my assumption that things are harder for me career-wise because I am an African American male in a non-traditional career.

This reading has made me more aware of my thoughts, biases, and assumptions, as well as the need to assist in providing support, encouragement, and guidance, regardless of gender, based upon the goals and desires of the individual. I would love to research about the following: the effects of unemployment on men's mental health, the external barriers African American men experience in the workplace, and the importance of social support for men in non-traditional careers. I believe that these should be explored further. I am committed to pursue these topics.

Master's Students

I will encourage master's students to practice reflexivity concerning their worldview about issues with gender socialization, gender biases, and race in the workplace. In order for change to occur, they are going to have to have an honest discussion about their thoughts and be willing to change their mindsets, in order to meet the needs of not just women but also men. I will share my experiences in the workplace and share that growth in this area is continuous and challenging. I plan to teach them tools to provide support to men and women via gender and career theories. I believe that this will enable them to provide authentic support to clients.

The Role of Race and Ethnicity

Chapter 10 spoke about race and ethnicity's role in career choice, development, and adjustment. The overall themes that the author explored and discussed in this chapter were the following: race and ethnicity's possible role in major career theories, the research surrounding that possible role, career development's cultural factors, and how to implement cultural awareness when working with other cultures other than White European Americans. The author began by discussing the racial/ethnic inequalities, which take place in the educational and occupational settings. While the author wrote that a lot has been written about the inequalities between White European Americans and people of other racial/ethnic backgrounds, the author also noted that there are a lot of areas, which need to be further researched concerning the application, work choices, and outcomes concerning career theories; cultural factors in relation to career development; and every aspect of this issue, which can plague individuals in racial/ethnic groups. This author ended this chapter by noting the importance of integrating key issues and factors which plague marginalized communities and by the need for rigor in researching how racial/ethnic backgrounds can affect career choices, as well as adjustments.

Reflections, Challenges, & Areas for Growth

Many thoughts come to mind as I reflect upon this week's reading. First, I learned that most current research noted that family support was connected to barrier perceptions, as well as career outcome expectations. I was not shocked to read that parents and teachers are important, supportive agents of youth. As a member of the marginalized community, I can understand how this is true. Familial and teacher support and cultural values, among other things, do affect career development, as well as career construction. I am a product of this type of support and encouragement.

I read how a research noted that some ethnic groups stated that their families' cultural values and collectivism affected their choice of careers. This made me contemplate if my family's cultural values affected my career choice and development, and I had to be honest about the feelings, which arose within me. Extended family's expectations were that I would hopefully graduate high school, find a job, and start a family. However, my mother was the one, who pushed and encouraged me to go to college, to explore the career that I felt would be best for me, and to not let barriers stop me from becoming what I would like to become in life.

With this in mind, the discussion about the relationship between nationalist and assimilationist ideologies really caught my attention. I believe that it is true that these can and do affect career confidence, outcome assumptions, and interests, as well as barriers. These factors are things that are a part of my life as an African American male. Even though I (we) do not discuss these issues like the author shared in this chapter, I have dealt with these factors sometimes on a daily basis, even though I have my private mental health practice. What has helped me to deal with barriers pertaining to career development has been the positive affirmations that my mom instilled within me. She taught me to not allow people to place me within a box and reminded me that all things are possible with God. So, as the author wrote, that perception of myself reversed the negativity, which I have faced and, at times, continue to face.

It is a sobering thought that vocational choice and academic/career development are affected by an individual's perceptions of discrimination, perceived barriers and support, and career-related outcomes. Microaggressions in the workplace and fear of discrimination are real elements that not only people of color experience but also other minority ethnic groups. Concerning the discussion about the other minority groups, I was not shocked by the information presented in this chapter. I can see how acculturation can affect other ethnic groups, positively or

negatively, but the outlook on that effect is subjective, based on how the counselor views the individual's level of acculturation.

Some aspects that I certainly learned about were the career theories and the proposed metacognitive skills, which were suggested to be used in career counseling. An action plan is needed. It must be activated and self-monitored, and that plan must be evaluated. I would love to research more about the effects of nationalist and assimilationist ideologies on the African American male. I am also interested in further exploring the effects of workplace discrimination for African Americans and other minority groups. Finally, I would like to further learn more about the career development theories. Overall, I do not think that my thinking has changed. It has just brought up to the forefront what has been mostly in the background.

Master's Students

Concerning the implications of this chapter's content, I think that it is important that master's students understand the importance of cultural humility and cultural competence when working with individuals of minority ethnic groups. It is important to learn about their cultural values and how that affects their worldview. I would encourage them to understand and to be honest about their own biases and/or assumptions concerning the individuals that they decide to work with.

Personally, I would share with the master's students about being sensitive to some of the obstacles that people of other racial/ethnic groups might face. I would share some of the things that I have experienced and would encourage them to be a light and a source of support for the individual. I would also teach them the metacognitive skills, explore/teach them about the various career development theories, and allow them to choose the theory that would best help them to reach and encourage the individual.

The Role of Social Class and Poverty

Chapter 11 spoke about social class and poverty concerning the need for a renewed focus in career development. In this chapter, the authors explored the following themes: the definition and meaning of social class; inequality, decent work, and precarious labor; major career development theories to address this phenomenon; implementation of career theory to address social class issues; and how social class and poverty affect career development endeavors; and advice for career counselors. The authors started by introducing the reader to the term socio-economic status (SES), what this entails, and how this is linked with career development. The authors examined how low-income and economically marginalized (LIEM) populations can benefit from the use of career development theories by discussing issues with vocation as a result of social class and poverty. While specific theories have presented ways to address the poverty and social class issues concerning career development, the authors noted that career counselors, as well as psychologists, have some tools at hand to assist in equipping LIEM populations with ways to rise above poverty issues.

Reflections, Challenges, & Areas for Growth

As I ponder about this week's reading, many thoughts are considered. First, I learned about a popular, contemporary vocational theory known as the social cognitive career theory (SCCT), which reports an increase in socio-economic status (SES) research. I believe that it is important to understand how social class and poverty can play a role concerning career development, especially for those populations, which are low-income and economically marginalized (LIEM). I do not want to sound redundant in my papers, but I must admit that, as a member of the marginalized population, I have had thoughts within myself and conversations with friends about SES and LIEM issues. I thought that it was interesting to read about the

technical terms to issues, which I have seen my family members deal with and experience on a daily basis, especially regarding social class issues, poverty, and attempts to find a better job with benefits in the community.

I think that the authors did a great job in explaining to the readers about the real essence and definition of social class. I learned about objective social class (external variables to the individual or collectively) and subjective social class (personal comprehension of one's own social class). I had never heard of these terms before, but they make sense. The authors noted that subjective social class can negatively affect LIEM populations from desiring better opportunities vocationally and educationally. People need hope, and we must be able to use tools to foster and encourage hope within whomever we are to work with.

The discussion about Gottfredson's theory of development really made me think. The authors noted that her theory has relevance regarding social class and wealth discrepancy but has only had limited effect in career counseling. I personally think that the tenets of her theory are important and relevant, and I originally assumed that the authors were going to provide more positive information about her contribution to the field when I got to this section.

This week's reading has overall broadened my outlook about social class and poverty and its effects in career development. I learned about some terms such as neoliberalism, critical consciousness, SES, LIEM, etc. I believe that LIEM populations are affected by social class and poverty, which can make it harder for the individual to fight against social norms and negative inner perceptions of self. One thing that I must say is that just because someone is in the LIEM population does not mean that they are lazy, do not have a good image of self, and do not strive for better.

I believe that the challenge for us is to make sure that we are not biased and do not project our assumptions onto others due to their social class level. I think my challenge is to practice patience for those people, who might not have been exposed to a concept contrary to his/her inner perception of self. So, concerning an area of growth, I plan to learn more about these major career development theories, in order to become better equipped to provide people with the tools needed to break generational cycles of poverty and poverty mentality. I now recognize the importance and need of refocusing on career development to combat poverty and issues with social class and SES, which is something that I would like to further research.

Master's Students

Concerning master's students, I believe that it important that they understand how poverty, social class, and SES can seriously affect career development in the lives of individuals, as well as communities. It is always important to recognize one's biases and assumptions because that worldview can affect how others are perceived and treated. This is a continuous and necessary practice. It is also essential that career development theories are explored, in order to be able to meet the needs of those who come to us for assistance. It is important to learn and to have the necessary tools to meet people where they are.

I would encourage the master's students to begin to think about their personal thoughts about poverty, social class, and SES because they might have to work through issues within themselves before they can help someone in a different social class. I would also encourage them to approach career development authentically, honestly, and relationally and would share with them that in doing this they can become better prepared and equipped to become even more effective in changing lives.

Lesbian, Gay, Bisexual, and Transgender Individuals

Chapter 12 spoke about career development of lesbian, gay, bisexual, and transgender individuals. The following themes were discussed by the authors in this chapter: a brief discussion and explanation about correct terminology pertaining to members of the LGBT community, career theories and career assessment tools to assist the LGBT populations, employment and career issues for transgender individuals, and practical implications and approaches to increase counselor competence regarding the LGBT community. The authors started by discussing that the LGBT community has experienced situations similar to those of marginalized populations, such as negative stereotyping and discrimination, as well as a deficit of legal shielding. The authors also made it a point to clarify to the readers terminology specific to people in the LGBT community. Through the presentation of theories, the authors explored how workplace climates can support or negatively affect LGBT individuals at work and also discussed about the needs and experiences of transgender individuals in the workplace. Overall, the authors discussed that more has to be done and explored, as it pertains to the career development of the LGBT community, and that counselors should embrace an LGBT-affirmative approach in encouraging and supporting the LGBT populations.

Reflections, Challenges, & Areas for Growth

Many thoughts captivated my mind as I pondered about this week's reading. I personally feel that too much emphasis has been placed on people's sexual orientation. Emphasis should not be placed on the person's sexual orientation but if that person can effectively and respectfully do the job. However, this is where our society is right now, and these issues must be addressed. First, I learned about terminology specific to the LGBT populations. I believe that, in order to increase competency in working with these populations, counselors must become knowledgeable

and sensitive in how to address and relate to the LGBT, in order to not offend the very people, whom we are trying to offer support and guidance. Honestly, I had an issue with the comparison of the LGBT as a marginalized group of people with those of minority groups of people; however, LGBT people do experience discrimination in the workplace also. Everyone deserves respect, a safe place to work, and an equal opportunity to advance and pursue any career opportunity. Respect is reciprocal.

The authors did a great job in discussing and showing the readers about how the various career theories can be used to offer support to the LGBT populations. I learned how coming out in certain work atmospheres can either provide support to the individual or can create a toxic, discriminatory, and homophobic environment. With this in mind, I also learned that work environments that are highly supportive normally present the individual with better outcomes, while environments that are not as supportive produce negative outcomes for that individual.

Overall, this week's reading has opened my eyes to some of the things that people in the LGBT community deal with career wise. I learned about the differences between and within the LGBT individuals (within-group and between-group differences). I also learned about Chung's five strategies in how "LGB" people deal with sexual identity management at work. This was very enlightening to learn and read. Personally, I believe that it is that individual's decision to disclose his/her sexual preference. Next, I learned that it is important that counselors use effective assessments in working with LGBT clients. Finally, I learned that trans men are more accepted than trans women in the workplace.

I believe that the challenge for us is to not allow biases, fear, and lack of knowledge and empathy to create an environment that is not inclusive for every worker that is actively present. I do not agree with the authors that counselors should at first assume that all clients might be a part

of the LGBT community. I believe that we, as counselors, should encourage unity and support. I think that a challenge for me is to not feel like I must go out of my way to explore if someone is a member of the LGBT community. We live in a time where mostly everyone knows someone, who is a part of this community, and no one deserves to be discriminated due to sexual preferences. So, an area of growth for me is to become even more empathetic and encouraging for this specific population. While I consider myself to be sensitive to people and their feelings, I wrestle with the notion that too much has been placed on people's sexual preferences. I now realize that this conversation is needed amongst healthcare professionals, and I plan to work on becoming more sensitive, more empathetic, and more supportive of members in the LGBT community.

Master's Students

I believe that it is important for master's students to be introduced and taught about the issues concerning the career development of the LGBT community. It is important that they understand that this population experiences discrimination and hate, which can negatively affect their career. It is also important that they understand the necessity of creating a safe, encouraging, and highly supportive atmosphere for everyone. Equally important is the need to be honest, recognize personal biases, as well as assumptions, and understand one's worldview; all of which can negatively affect working with the LGBT populations. The goal is to be a part of the solution and not a part of the problem, and this self-reflection is continuous.

Concerning master's students, I would encourage them to become familiar with the specific LGBT terminology and to learn as much as they can about some of the advancements, which have taken place in this area. We can no longer ignore this conversation. I would encourage the students to consider how they can better offer this population support.

Youth and Young Adults with Disabilities

Chapter 13 spoke about the career development of youth and young adults with disabilities. In this specific chapter, the authors focused on the following themes: barriers to employment, disability-focused legislation as it pertains to not only practice but also work-related barriers, career theories related to disabled youth, and implications for practice. The authors began by sharing with the reader that youth with disabilities not only experience unique situations that can affect their career development but also experience serious challenges acquiring career opportunities and finding and maintaining a viable job. According to the authors, federal legislation and policy initiatives, as well as innovative advancements in career programs and practices, have addressed the work barriers for youth and young adults, who deal with disabilities. The authors discussed how disabled youths can face a continuous struggle to financially live independently and stressed the importance for them to enroll and complete postsecondary education and training programs, in order to be able to attain careers that are similar to those in their age range, who are not disabled. While the authors discussed in depth about the career interventions and theories that are in place for disabled youth and students via legislations and career theories, the authors endorsed and encouraged the implementation of social cognitive constructs that can help to better prepare disabled youth and young adults through evidenced-based practices, as well as the exposure and encouragement of career-related confidence.

Reflections, Challenges, & Areas for Growth

As I reflect about this week's reading, many thoughts have been embraced. First, I learned that youth and young adults, who deal with disabilities, deal with serious challenges in being able to experience successful career opportunities. It makes sense. It is sad to say that

sometimes this population is not given the opportunities like many of the young people their age, who are not disabled. I believe that disabled youth and young adults are fortunate to have federal legislation, policy initiatives, and interventions in career programs, as well as practices. They help to break down the barriers and assist disabled youth and young adults in the ability to have a better quality of life and possibly a successful career. One of my cousins was disabled and not much was expected of him. Even though he completed high school, he never worked and was never taught a trade so that he could become equipped to enter into the career market. He received his government check, lived with one of our aunts, and lived a simple life until he passed away. Reading this material has encouraged me to really think more about some of the things that this population experiences and possibly will not experience if they are not properly and intentionally prepared.

I personally think that the authors did a fantastic job in discussing how disabled youth and young adults can be better equipped to enter into the work force if they are provided the tools via postsecondary education, as well as training programs. The authors noted that these interventions are extremely important in giving them the opportunity to obtain a lucrative and successful career. I cannot help but think about my cousin and how the trajectory of his life could have possibly been different if he had been placed in a training program and was given the opportunity to work and learn. I feel that this population is sometimes ignored, but some of these programs, practices, and interventions have been noted as evidenced-based practices, i.e. the ones pertaining to transition (into the work force).

One of the main things that I have really reflected upon after reading this content is the concept about preparing disabled youth and young adults early, in order that they can have a better transition and ultimately a better career outcome. It appears that the potential for a better

outcome is possible when they are exposed to work early on and are involved in programs that focus on social cognitive constructs.

Overall, this week's reading has re-ignited a passion to be able to assist disabled youth and young adults when possible. Even though my cousin and I were the same age, this reading made me do some self-reflection concerning how I could have been more present in his life and could have encouraged him to get involved in programs that could help him work on developing a trade. So, I will make sure that I do this, even as a homage to his memory. Everyone deserves the opportunity to be able to have a career and to experience some form of self-efficacy. If I would have a challenge in this area, it would be that I make the time to help disabled youth and young adults. I work a lot, but I will make sure that I can assist where I see the need. I need to learn more about the federal laws and programs, in order to become more effective in this area.

Master's Students

As it relates to master's students, I believe that it important that they understand the importance of the career development of youth and young adults with disabilities. I would require them to read this chapter and write a paper, in order to ensure their comprehension about what is needed in assisting this population. I would encourage them to do some self-reflection about how they have related to someone with disabilities and would also ask them if they know someone, who is a disabled youth or a young adult. I would ask them how they would feel if that person was not given the opportunity because of their disability and was not prepared to work.

Like I plan to do, I would encourage master's students to learn about the federal laws, regulations, interventions, and practices that are in place to help disabled youth and young adults. We need to become a valuable resource for this population and be able to encourage career-related self-efficacy, which I believe comes from self-reflection and actively helping them.

Older Workers and Retirees

Chapter 14 discussed about the career development of older workers and retirees. In this chapter, the following themes were explored by the authors: the application of major theories, as well as developing viewpoints on career development, choice, and adjustment, concerning the late career development and older workers' career essentials; developmental aging literature that is focused on the late career period; organizational and work-related research results about lucrative aging at work; the importance about transitioning to retirement; and practical implications and suggestions for practitioners. According to the authors, it is important that career development research and practice discuss and explore older workers and retirees' careers due to their staying in the workforce longer. The authors discussed and explored the positive/negative factors and coping strategies of having older employees and, at times, compared them to the coping strategies and factors of younger employees. This compare/contrast made the reader aware about the important contributions that older workers and retirees can provide in the workplace and can also give back and assist younger workers. While the authors discussed about the various possible factors (individual, macrolevel, and contextual) and reasons why older workers might retire, the authors made it known that practitioners need to be aware of their personal biases against older workers, need to have programs in place to teach about the late career and older employees, need to understand retirement laws, and also need to provide them support and resources for what they need concerning their career development.

Reflections, Challenges, & Areas for Growth

As I reflect about this chapter, many thoughts have been contemplated. First, I learned about how the developing viewpoints of calling, meaning, and also volition have crucial suggestions for older workers and retirees. A very reflective moment was when I read that

research states that older workers have a greater desire to view and engage their relationships and work as significant. I have this same mindset, and I can identify with this aspect of the research because, at this point in my life, my focus is to only engage with work and relationships that I consider to be important and/or significant. This also made me reflect about my own views, biases, stereotypes, and even myself. Being that I am getting closer to my mid 50's, I have begun to think about my own retirement and have begun to question myself about how this process looks like for me.

I believe that the authors did a great job in the research discussion about older workers' ability to manage their emotions better than those of their younger co-workers. The authors referred to them generally using more adaptive strategies and generally being able to manage emotionally charged situations better. I agree with what this research suggests. I have experienced observing older people handle emotional situations better than younger employees. Even though this cannot be an absolute statement, older people generally have this attribute. It is refreshing that the authors noted that this could be an advantage and could be beneficial for older workers and retirees in the general workplace. I believe that it is also encouraging that this skill could be used as a resource as it pertains to career development, as well as transitions. This made me think of my mother when she was in her 60s, having to deal with younger co-workers. Older workers have valuable assets that they can provide in the workplace.

Something that really encouraged me in this reading was the section about experiencing successful aging at work. I tell people that when you change your perspective about something it can make the world of difference. I believe that we can look at the aging process optimistically and that older workers can still maintain and function at high levels in every aspect, while continuing to make an impact in the workplace. I have come to realize that much more research

needs to be done in this area; however, I embrace the concept that it is important to understand, concerning successfully aging at work, what issues can impact an older worker's desire, ability, and even motivation to work. It is worthwhile to continuously explore our own prejudices and feelings about issues, such as age stereotypes, age and job performance, etc.

Overall, this week's chapter has made me reflect upon my own thoughts about older workers and retirees. So, my plan is to make sure that I continue to learn, educate others, and advocate about the needs of older workers and retirees. It is important to be honest about our personal biases and stereotypes about this group, to recognize the various factors which might bring about an early retirement, and to provide resources, support, and interventions, which are focused on the needs and the strengths of older workers and retirees. If we change our worldview about this age group, we can respect that older workers and retirees have a lot to still contribute in the workplace and that we must assist and advocate for their needs.

Master's Students

Concerning master's students, I believe that it is important that they understand the significance of older workers and retirees' career development. First, I would have them recognize any personal biases and negative stereotypes towards this age group. Then, I would educate them about their important contributions in the workplace, how to recognize the factors which can cause early retirement, and how to provide positive support and interventions as they transition in their career. Next, I would share my personal experiences and how I learned to provide support and interventions to assist in the transition of older workers and retirees. Finally, I would encourage them to join me in advocating publicly against age discrimination and for laws that would protect their rights and provide them with the support that they need as they face retirement. This not only helps them but everyone else who comes after them.

Nature, Importance, and Assessment of Interests

Chapter 15 discussed about nature, importance, and assessment of interests. In this chapter, the authors explored and discussed about the following themes: interests and vocational theories; the relationship between interests, personality, and abilities; stability of interests; why interests are measured and its congruence with satisfaction and performance; methods of interest inventory scale construction; the three popular interest inventories; and the importance and responsibility associated with employing interest inventories in career counseling. According to the authors, most career development theories include vocational interests as a variable. The authors discussed the importance and differences about the following major vocational theories of career development, which are as follows: Holland's theory of vocational personality types, which are focused mostly on interests, the theory of work adjustment. Super's theory of vocational development, career construction theory, and social cognitive career theory (SCCT). While the author shared about the interconnectedness between interests, personality, and abilities, the author also made sure that the reader understood about the significance of construct stability, as it relates to the stability of interests along with the scores' reliability in assessing those interests. The author also made sure that the reader understood the following things: the reasons for measuring interests, the most utilized interest inventories, the importance of interest inventories in career counseling, and the ramifications of preparing, administering, and interpreting an interest inventory, as well as the responsibilities associated with doing so.

Reflections, Challenges, & Areas for Growth

Upon my reflection about this chapter, several thoughts have come to mind. First, I learned about the significance concerning Holland's theory of vocational personality types and how this 6-types theory explains the relationship between vocational interests and satisfaction,

career decision-making, and performance. Holland's theory has definitely been beneficial in career development. One instance is its use in organizing all important interest inventories' profiles. After reading about all of the positive effects of this theory, I recalled when I took this inventory with my class a few months ago. I was so excited to read how my interests were rated. It really helped me to feel even more confident and validated concerning my interests and the reasons for what I do. I believe that this is an inventory that everyone should take. It was also very insightful.

The authors did a great job in presenting the material in this chapter. It was a lot to digest; however, I understood the importance of knowing these different theories and their perspective and significance in career development. Where I really support Holland's theory, someone else might prefer social cognitive career theory. One of the conversations that I thought was really enlightening was the conversation about nature's role in interest development. How much does genetics possibly play in the development of someone's interests? I would like to learn more about this approach and about the neuroscientific model.

Something that I felt was really needed was the conversations about the reason for measuring interests, as well as the responsibilities associated with these tests. The author made sure that the reader understood why interests should be measured and how this can be effective in career development. I also felt that the reader was made aware about the significance of all aspects of assessing interests. Whoever administers this test has a responsibility of making sure that it is done ethically and explained and used professionally with the individual. With this in mind, I plan to be more intentional and make sure that I understand all aspects of administering an interest inventory. I plan to reread this chapter again. Overall, the author exposed us to

material, which is relevant and needed to understand the important role that this information has in career development.

Master's Students

Concerning master's students, I believe that it important that they understand the importance about nature and assessment of interests. First, I would have them read this chapter. Then, I would have them write down their major reflections. Next, I would place them in groups of 3's and have them share with each other. Finally, I would talk with them as group, share my thoughts, and have them share what they learned from this material. This was a lot of material, but I believe that this can be most beneficial for master's students.