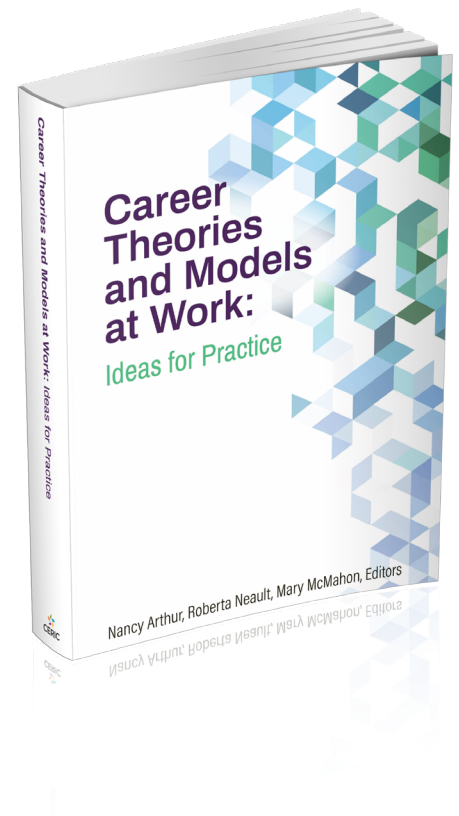




Career Theory and Models at Work: Ideas for Practice

FINAL PROJECT REPORT



December 2019

Developed with the support of



TABLE OF CONTENTS

PROJECT TEAM.....	2
EXECUTIVE SUMMARY.....	5
THE NEED FOR THE PROJECT.....	9
PURPOSE, GOALS AND OBJECTIVES.....	9
PARTNERSHIPS AND COLLABORATIONS.....	11
ACTIVITIES AND RESEARCH METHODS.....	11
TIMELINES AND DELIVERABLES.....	13
MARKETING AND DISSEMINATION.....	14
REVENUE GENERATION / COST RECOVERY.....	16
EVALUATION AND MONITORING.....	16
IMPACT ASSESSMENT/OUTCOMES.....	18
KEY FINDINGS / INSIGHTS.....	19
NEXT STEPS AND RECOMMENDATIONS	20
APPENDIX A.....	21
APPENDIX B.....	24

PROJECT TEAM



Dr. Nancy Arthur, Werklund School of Education , University of Calgary

At the time of commencing the project, Dr. Nancy Arthur was a Professor and Associate Dean Research in the Werklund School of Education, University of Calgary and served as the primary contact and project lead. Please refer to Dr. Arthur's website for recent projects related to career development, with a focus on international learning and work transitions:

http://werklund.ucalgary.ca/educ_info/profiles/nancy-arthur Dr. Arthur is currently employed as Dean: Research and Innovation at the University of South Australia,

The Werklund School of Education, University of Calgary has roots that date back more than a century to the establishment of the Normal School in Calgary in 1905. The Alberta Normal School, located at McDougall School, was the first program in the new province to prepare primary and secondary school teachers. In 1945, the Alberta Normal School became part of the Faculty of Education, University of Alberta. With the establishment of the University of Calgary in 1966, the Faculty moved to what is today the main campus of the University of Calgary.

In 2013, the University of Calgary introduced the Werklund School of Education. Today, more than 130 academic and support staff and 2400 students work and study at the Werklund School of Education.

There are more than 27,000 alumni of the Werklund School of Education that can be found in 148 countries around the world.

PROJECT TEAM

The following individuals and partnering organizations have contributed to the project.



Dr. Roberta Neault, Life Strategies Ltd.

Co-Editor, Dr. Roberta Neault, is the President of Life Strategies and the Associate Dean, Faculty of Behavioural Sciences, Yorkville University. Please refer to Dr. Neault's website for details related to her accomplishments in the field of career development: www.lifestrategies.ca



Dr. Mary McMahon, The University of Queensland

Co-Editor Dr. Mary McMahon is an Honorary Associate Professor, School of Education, The University of Queensland. Please refer to Dr. McMahon's website for details related to her accomplishments in the field of career development: <https://education.uq.edu.au/profile/178/marymcmahon>

EXECUTIVE SUMMARY

Please select the Guiding Principle(s) this application ended up actually applying or adhered to. Career development...

- Is a lifelong process of blending and managing paid and unpaid activities: learning (education), work (employment, entrepreneurship), volunteerism and leisure time.
- Should be self-directed; an individual is responsible for his or her own career, but is not alone - we all influence and are influenced by our environment.
- Should be self-directed; an individual is responsible for his or her own career, but is not alone - we all influence and are influenced by our environment.
- Can be complex and complicated, so context is key - there may be both internal constraints (financial, culture, health) or external constraints (labour market, technology).
- Is dynamic, evolving and requires continuous adaptation and resilience through multiple transitions.
- Is often supported and shaped by educators, family, peers, managers and the greater community.
- Involves understanding options, navigating with purpose and making informed choices.
- Entails determining interests, beliefs, values, skills and competencies - and connecting those with market needs.

If the application of guiding principles changed over the course of the project, please explain why.

It was challenging to check only one or a few of the guiding principles. Depending on the theory or model illustrated in the book chapters, different points were emphasised by the author(s).

State the over-arching need or gap that you identified that warranted such a project. How does this fill a 'gap' in the career counselling field?

Who needs theory? Who uses it? How does it apply to practice? These are questions that we used to develop an accessible text that contains contemporary career development theories and models. The project aimed to strengthen connection between the theories and models with ideas for practice.

Looking back, when we were students, we found that the theory texts assigned in our career development courses were very dense and difficult reading, and we were left wondering how to apply theory in practice. Although the range of theory texts has expanded, we identified a gap in the coverage of content and set out to showcase a full range of contemporary theories and models.

We have also noted that the programs of most professional conferences in the field of career development focus on strategies and techniques, with little attention paid to theoretical perspectives and theory-based practice. Our project has provided material that can be used as a whole book or, due to the standardized format, can flexibly be used for the selection and comparison of specific approaches. Through reading the book directly, through presentations by chapter authors in conferences and other forms of professional education, such as webinars, the application of the theories and models is a key feature of the book, making it accessible for practitioners.

Describe how the project meets CERIC's mission, vision and strategic priorities.

We noted the strategic priority of CERIC for proposals aimed at the development of learning materials: New Emerging Career Development Theories and Career Management Models. In response, learning materials are required that help practitioners make the connection between theory and practice. To that end, we developed an edited collection that brought together classical and emerging theories and models of career counselling and career management in a reader-friendly format to inform career development practices.

Describe the project in broad strokes – clearly state the problem you have identified needs to be addressed, the project purpose, goals, objectives and rough timelines.

The project entailed the development of a manuscript for an edited text, *Career Theory and Models at Work: Ideas for Practice*. Many career practitioners have been trained, when they do have theory in their training, with theories that were developed more than half a century ago, with limited attention to contemporary theories and models. Although we certainly value the contributions of our early theorists (e.g., Holland, Super), a whole range of new and emerging theories and models has been developed from many different countries around the world to inform the work of practitioners. Career practice in contemporary times requires practitioners to be equipped with the latest developments in the field – this includes knowledge about current theories and models and strategies for applying that knowledge in their work with clients who seek career support. We took this point further to emphasise that ethical career practice requires practitioners to be up-to-date with their knowledge about theory and how theory informs practice.

Our original proposal was for an edited collection of approximately 30 chapters. We are aware of the tendency towards privileging some theorists and the domination of Western perspectives in published literature on career development. Due to our international connections, we proposed to expand the inclusion of colleagues' work from several different countries. We surpassed our goal and incorporated 43 chapters, each with a different theory or model, with more than 60 authors from 9 different countries.

Objectives: The aims/objectives of producing our edited collection included the following:

1. To update career practitioners about theories and models of career development and career management;
2. To de-stigmatize views of theory and encourage more positive attitudes towards the relevancy of theory for practice;
3. To provide practitioners with a resource they can use to develop theory-informed interventions;
4. To internationalize the field through inclusion of multi-country perspectives on theory;
5. To produce a theory-based collection that will inform practice in Canada and in other countries of the world.

Timeframe: July, 2017 to October, 2018, with the book launched at CANNEXUS 2019.

Talk about your target audience, stakeholders and any partners/ collaborators.

Our edited collection is targeted specifically at practitioners and those entering the field to provide a practical and primary resource for them to access the latest developments and strategies. We anticipate that the book will also be used as a text for undergraduate and graduate courses focused on career counselling. For example, it was used as a text in a graduate course on career development theories at the University of Calgary. There is also an audience of trainers and practitioner-students in certificate and professional development courses within Canada and other countries who would use a practical resource instead of piecing together material for their training programs.

Clearly state the project deliverables.

The project involved producing an edited word document of the final manuscript of the book. The components of the book chapters were developed in three sections, a) theory, b) case study and analysis, and c) practice notes. We prepared the manuscript, in word format, to permit ease of formatting for the hard copy and e-version.

Was the project carried out as intended? If yes, what was different? If no, skip to next question.

Yes, the project was carried out as intended, with the revision to increase the number of chapters from 30 to 43.

Did the nature of any of the deliverables change over the course of the project? If so, how and why? If not, skip to the next question.

The main change to the deliverables was the increase in the number of chapters, from 30 to 43 chapters.

Did the timelines change? If so, how and why? If no, skip to the next question.

No.

What was the anticipated outcome?

The anticipated outcome was the production of an edited text with contemporary theories and models of career development.

How does this compare to the actual outcome?

The anticipated and actual outcome were matched.

Were there changes to any other components of the project? If so, what was the nature of the change and what was its impact on the project?

There were several changes that occurred, primarily due to unexpected and positive developments. For example, although the Editors originally thought that 30 chapters might be ambitious, our networking and combined contacts resulted in a greater number of chapters, finalized at forty-three. We had to decline one chapter due to quality issues. After reviewing one chapter submission, we decided that the material would be better represented as two separate chapters. We also gave our lead authors the flexibility to add and change expertise to inform the chapters. As a result, we ended up with more coauthored chapters that involved seasoned and new professionals.

One of the most positive outcomes of the changing deliverables of the project was the increased number of submission from Francophone authors. To facilitate their involvement, we gave authors the opportunity to submit their chapter manuscript in either English or French. Consequently, more resources were required for the translation of several chapters.

Overall, as the scope of the project increased, a second funding request was successfully made to CERIC to accommodate the additional chapters, time for translation, copyediting, and overall project management.

THE NEED FOR THE PROJECT

Discuss the need for this project and describe changes, modifications, adaptations, if any, and very brief justifications to the originally presented problem to be solved.

Career interventions need to be theory-informed with contemporary resources. To that end, we developed an edited collection that brought together classical and emerging theories and models of career counselling and career management in a reader-friendly format to inform career development practices.

We have also noted that the programs of most professional conferences in career development focus on strategies and techniques, with limited attention paid to theoretical perspectives, and theory-based practices. Our project will provide materials that can be used as a whole book or, due to the format of each chapter, can flexibly be used for the selection and comparison of specific approaches.

PURPOSE, GOALS AND OBJECTIVES

Summarize the purpose, goals or objectives.

Overall Objective and Purpose:

The aims/objectives of producing our edited collection included the following:

1. To update career practitioners about theories and models of career development and career management;
2. To de-stigmatize views of theory and encourage more positive attitudes towards the relevancy of theory for practice;
3. To provide practitioners with a resource they can use to develop theory-informed interventions;
4. To internationalize the field through inclusion of multi-country perspectives on theory;
5. To produce a theory-based collection that will inform practice in Canada and in other countries of the world.

PARTNERSHIPS AND COLLABORATIONS

Briefly describe intended partnerships and collaborations.

The partnerships for the book included the three editors.

If the project involved collaborating with another/other organization(s), including any not referred to in your proposal, please comment on the collaboration's effect on the project and how this process influenced you, your organization and your partner organization(s). What role did your collaborator(s) play? How often and in what manner did you meet with your collaborator(s)?

The collaboration worked extremely well, bringing together the expertise of the three Editors to conceptualise and complete the project. It is noteworthy that we were based in different organisations, two of the Editors lived in different parts of Canada and one of the Editors lived in Australia. We knew each other professionally but this was the first project the three of us had worked on together. We managed the communication process through Skype meetings, face-to-face meetings while attending conferences, and e-mail. The project lead provided regular updates to the other two Editors, and we were each very conscientious about circulating project materials electronically to each other in a timely manner. The project lead managed the majority of the communication with chapter authors, but in the case of chapters that required additional support, distributed the support needs between the three Editors. The project lead also took responsibility as the main point of contact with the copyeditor and the translator. Through these practices, there was a clear line of communication for the project while supporting a distributed model of leadership.

What non-financial supports did you request and/or receive from CERIC (eg. marketing, etc.)? How did this impact your project?

The marketing support from CERIC has been strong through electronic sources and media used in regular updates and advertising. CERIC also followed up on arrangements for book signings at national and international conferences, e.g., CANNEXUS, APCDA, NCDA, CDAA, IAEVG. These events have provided positive interaction with consumers from numerous sectors and countries. Consequently, the book has received far more exposure than would have been received from a traditional publisher.

As an extension of the project, CERIC agreed to organize and host free webinars lead by selected chapter authors. The webinars have been hugely successful, offering professional development to literally hundreds of career practitioners from Canada and many other countries around the world.

ACTIVITIES AND RESEARCH METHODS

Describe your project's activities and/or research methods.

We proposed an edited collection of approximately 30 chapters and revised the initial proposal to include 43 chapters. Our international connections helped to expand the inclusion of colleagues' work from several different countries.

Specific project activities included the following:

1. Complete list of authors based on models and theories.
2. E-mail invitations to authors.
3. Planning meetings between the three editors to determine the authors, plan table of contents, author instructions and writing guidelines, schedule for the project.
4. Follow-up correspondence to confirm authors, provide writing guiding guidelines and author instructions, schedule for writing, answer any questions about process.
5. Division of 43 chapters among the three Editors for 3-5 rounds of review.
6. Writing the front end material including Preface to the book, acknowledgements, and Table of Contents.
7. Correspondence to authors with Table of Contents.
8. Liaison with translator who managed chapters from Francophone authors.
9. Proof-reading final draft copy.
10. Hiring of copy-editor and reviewing copyedited document.
11. Correspondence with CERIC regarding milestones and project progress.
12. Preparation of final draft of the manuscript format.
13. Collection of author agreement forms from first author.
14. Several reviews of formatted book prior to printing.

The editors have also been involved in marketing the book through conference presentations and local networking opportunities.

Detail your activities, milestones etc. and any changes therein over the project life-cycle. Consider a chronology of actual events/activities and milestones to tell the story of how your project unfolded.

The activities were consistent with the original proposal. There were two exceptions:

1. Addition of the number of chapters from 30 to 43
2. Additional funds were secured to support translation of chapters from Francophone colleagues. This was a key activity and a milestone to bring these authors into the project.

As applicable to your project, for each of your activities or milestone, detail factors that were helpful, factors that were challenging or presented obstacles and areas where changes were required as a result.

Factors that were Helpful

1. Three meetings between the lead Editor with CERIC Executive Director to discuss the overall goals for the project and become more familiar with the project administration.
2. Strong commitment and expertise provided by the three Editors, who met several times to negotiate a shared vision for the project.
3. Ongoing communication between Editors was key (e-mail, Skype, face-to-face).
4. Maintaining ongoing communication with authors by lead Editor supported authors to meet deadlines.
5. Building relationships with Francophone authors and providing translation of their chapters was key for inclusive practices.
6. Meeting in person and regular e-mail contact between lead Editor and CERIC staff was key to understanding roles and meeting deadlines.
7. Reviewing drafts of CERIC-produced marketing materials helped with content directed at the authors and for distribution at conferences.
8. Hiring a skilled copy-editor improved the quality of the final chapter proofs.

Challenges

1. The quality of writing varied considerably between authors and additional support had to be offered by the Editors.
2. Formatting of the final document was problematic due to lack of clarity about roles and lack of expertise on the production side regarding APA format. There were some gaps in functions normally managed by publishing company staff.

Clearly state where activities differed or deviated from activities proposed in your application.

1. Number of original chapters expanded from 30 to 43.
2. Translation of chapters by Francophone authors was an additional cost.
3. Amount of time for final proofreading extended beyond proposed budget.
4. Authorship forms were secured from first author only; request from CERIC for authorship forms from all authors was made after book was published.

TIMELINES AND DELIVERABLES

Describe your project timeline.

Timeline:

- July, 2017 - contract signing date and commencement
- July and August, 2017 - initial contact with chapter authors for indication of interest
- September 2017 - follow-up invitation to chapter authors
- October 2017 - letter to authors with complete chapter titles, names of authors, schedule, sample chapter
- December 2017 - first draft of chapters due
- February, 2018 - first round of feedback to authors
- April, 2018 - second draft of manuscripts due
- May, 2018 - second edit and feedback to authors
- June, 2018 - third and final draft of manuscripts due
- August, 2018 - edited version of manuscript completed
- September, 2018 - copyediting of manuscript completed, review by editors completed
- October 15 - manuscript to CERIC
- November 1 - review of format produced by CERIC, prior to publication
- January, 2019 - book launch at CERIC
- June - August 2019 - followup survey to determine use and impact (Part II)
- December, 2019 - followup survey to determine use and impact (Part II)

Were reporting and other deliverables given on time and what possible adjustments needed to be made to proposed timeline given outside considerations (e.g., ethics approval from outside agencies; unanticipated delays or interruptions).

The manuscript was submitted to CERIC in August, 2018 prior to the October 15 deadline. The only delay was caused by formatting issues in the final production which created the need for several rounds of proofreading before it could be sent for printing.

MARKETING AND DISSEMINATION

How will the initiative be promoted and marketed to its intended audience?

CERIC has managed the marketing for direct sales. The Editors have promoted the book at provincial, national and international conferences through book signings and presentations based on the book chapter content, e.g., CANNEXUS, ACDC, APCDA, CDAA, IAEVG. One of the Editors will participate in the 'road-shows' organized by CERIC. Chapter authors attending the conferences and road-shows have been invited to participate in the book signing events. The international webinar series organized by CERIC provides professional development to practitioners about specific chapters while featuring the entire book.

How were deliverables shared? How did you market and/or disseminate outputs/findings/learnings of the project?

For each of the deliverables listed below, state how learnings generated from them will be shared. Deliverables were shared through direct marketing and through presentations and book signings at conferences. Each editor completed a blog about the book, posted on CERIC's CareerWise platform.

What was your plan? What strategies did you use? What were critical factors that impacted the successful implementation of your plan?

Support has been provided to CERIC for targeting conferences attended by the three Editors, including chapter authors who are attending the conferences. CERIC's support to bring the Editors together at CANNEXUS, 2019, for the launch of the book, was a critical factor for successful implementation. By design, Mary McMahon was selected as one of the keynote speakers. A MegaSession was devoted to bringing together Francophone and Anglophone authors, providing simultaneous translation. The three Editors have since organized conference presentations that featured theories contained in the book at national and international conferences.

What was your plan? What strategies did you use? What were critical factors that impacted the successful implementation of your plan?

Although research was not included in the project plan, the three Editors have commenced research on the content of the chapters. One of the manuscripts from the research will target CJCD.

Was the dissemination successful? How could you tell?

CERIC provided approximately 930 copies of the book to delegates at CANNEXUS 2019, which should be recognized as a substantive contribution to professional development. The book signing activity at CANNEXUS 2019 attracted 15 chapter authors and we interacted with more than 100 delegates at the conference about features of the book. There were also queries to CERIC to pre-order the book.

We have received great interest in the book, evidenced by number of people attending conference presentations and book signings in provincial, national and international settings. Book purchases have occurred for courses and through professional associations. Individual purchases have been made by practitioners from several different countries.

REVENUE GENERATION / COST RECOVERY

If you had developed strategies for to generating revenues within the project, describe these and speak to how you did in relation to how you expected to do (as per your proposal).

The names of potential knowledge champions were provided to support sponsorship of the book. This was the only source of potential revenue beyond sales of the book.

EVALUATION AND MONITORING

Explain how you will know whether the project has achieved success.

The proof will be in the purchases and use of the book! This would include the entire edited collection or selected parts of a e-format. Based on the feedback received by the Editors about how readers are using the book, the three Editors created a handout with ideas about using the content of the book, posted on the CERIC website and distributed during book signing events.

What evaluation tools did you use? How did you evaluate? Describe the inputs to the project, the process and the results, including the impacts.

Following the delivery of the manuscript, the Editors would like to work with CERIC to track sales within and beyond Canada and create a user-survey for short- and long-term tracking of outcomes and impact. The latter activity is not included as a request for funding in the current proposal. It is suggested that the survey be sent out to attendees of the 2019 CANNEXUS conference and to associations who have purchased the book. As part of a larger career practitioner survey, questions could be included regarding use of the book and connections to understandings about theories and models represented in the chapters. Data collection would provide some information for further marketing during 2020.

Describe the connections between evaluation tools you used for the project and the goals you have identified.

Our overarching goal for this project was to increase the accessibility and use of career theories and models by practitioners. The evaluation tool suggested above will help to collect descriptive qualitative information about how consumers are using the book chapters.

What specific marketing activities (website tracking; presentations; exhibits; blog posts; Twitter) were used in terms of project evaluation metrics?

These forms of marketing were not considered to be part of the Editors' roles.

You provided three letters of support from key stakeholders. What impact did your project have on them? Was the impact different from what they anticipated from the project?

You can download and reference your 3 letters of support from your project page.

Follow-up is required with one of the people who provided letters of support. Two letters of support were provided by individuals who subsequently contributed to two chapters. The book was selected as the course text for a graduate course by one of individuals. The second individual is currently working on a book project with CERIC.

IMPACT ASSESSMENT / OUTCOMES

Explain the intended outcomes from your proposal and describe data collections methods and tools.

Outcomes will be measured both quantitatively and qualitatively. Numbers of usage can be tracked through individual and group sales for associations and courses and through collecting basic demographics of purchasers, such as sector and country. Qualitative data could be collected through open-ended questions about how consumers have utilized the content, e.g., which theories and models, and new links between theory and practice.

What were the actual outcomes of the project?

The primary outcome was to develop a manuscript that could be sold in book format. More than 900 copies were distributed at the 2019 CANNEXUS conference. Sales beyond the conference can be tracked directly by CERIC, as the publisher and distributor.

What were your measures of success? Be specific. For example, in the case of a website project, talk about the usability and navigability of the site, speak to the content of the site, etc. If tools or guides were being developed, provide examples of tools and plans for the use of the guide.

Measures of success included launch of the book at CANNEXUS and distribution to practitioners in Canada. As noted above, more than 900 copies were distributed at the conference and further distribution has occurred in other countries, such as New Zealand and countries in South Asia.

KEY FINDINGS / INSIGHTS

Share your key findings from the project. Provide any insights and any learning from the project.

Key learning: Colleagues in the field, across nations, are genuinely committed to linking theory with practice. We had overwhelming support for the developing the book because they liked the format and saw the practical value for practitioners.

Provide any reflection on project implementation process and learnings from the project.

Major reflections: If you want something done and done well...

1. Ask two well-respected and very busy colleagues to be your co-editors;
2. Keep in regular contact with CERIC staff about progress and sharing ideas for the project;
3. Stay on track with the proposed timelines;
4. Regularly scheduled communication between the project lead team lead to invaluable input about decisions as we proceeded.
5. Hire experienced editors and translators - worth every penny in terms of quality of materials produced;
6. Keep your eye on the overall goal during some difficult days.
7. Add about 30% to the time anticipated for project co-ordination.
8. Enjoy the positive feedback from people who really like the book!

Did you undertake any anticipated or unanticipated political activities with funds provided for this project partnership?

The first advocacy activity has been to provide a resource to practitioners to strengthen their understanding and use of career theory and models. The second advocacy activity has been to strengthen the content of conference programs to include contemporary theories and models of practice.

NEXT STEPS AND RECOMMENDATIONS

What next steps would you recommend to enhance work done through the project or contact information for those interested in their area of work or, again, future projects to continue to support evaluation?

Collaboration with co-editors who are presenting at conferences during the next year will help to feature the book. This may also be used to build relationships with international organizations.

APPENDIX A

Testimonials: Career Theories and Models: Ideas for Practice

Wow! As a practitioner, *Career Theories and Models at Work: Ideas for Practice* is a fantastic, comprehensive and significant contribution to the field of career development. To have gathered so much information from respected scholars and practitioners around the globe is marvelous. It is a tremendous resource for anyone interested in career development, and a must have for both new and seasoned staff.

Jennifer Browne
Interim Director, Student Life
Memorial University

This book is an outstanding compilation of the work of leading international career development scholars and practitioners. Each author provides a succinct overview of their theoretical perspective along with clear practical applications that provide a wealth of resources for career and employment professionals.

Bill Borgen
Professor, Counselling Psychology
Faculty of Education
University of British Columbia

This text is a breakthrough in bridging theory and practice! It shines a spotlight on leading-edge theories from around the world and the myriad ways theory can enhance and extend practice. This is most definitely a must read!

Sareena Hopkins
Executive Director
Canadian Career Development Foundation (CCDF)

This book is exactly what we needed in the field of career counselling. It shows how rich this field of research has become. I will most certainly have my students read it.

Guðbjörg Vilhjálmsdóttir
Professor, Career Guidance and Counselling
School of Social Sciences
University of Iceland

This is an impressive and useful book that offers a wealth of examples of contemporary approaches for career guidance and counselling work. The design of each chapter helps the reader to understand the theoretical underpinning before providing a case study example that illustrates its use in practice. Authors represent the breadth of innovative developments within the international field. For practitioners, trainers and students keen to enhance their professional knowledge, this is an essential text.

Dr. Hazel Reid
Emeritus Professor of Education & Career Management
Canterbury Christ Church University, UK

A treasure trove of resources to stimulate the imagination of any career development practitioner, this book is packed full of classic and contemporary career theories. Each one is related to a client case study, with accessible reading lists and digestible points for practice. This valuable book is sure to stimulate new and experienced practitioners alike in finding creative ways to integrate theory with their practice in innovative ways. If you ever wondered how career development theory is relevant to practice, this book shows you how.

Gill Frigerio
Principal Teaching Fellow
Centre for Lifelong Learning
University of Warwick

Applying theory to practice is an essential competency for practitioners who are providing career services. Each career theory has distinct features and career practitioners often combine more than a single theory in designing interventions with their clients in accordance with their local conditions. This edited collection highlights the latest development and the emergence of new approaches in our field. It provides the practitioner with a structured framework for mutual learning and a rationale for selecting appropriate practices, which they can use in increasing capacities to navigate both complexities and new opportunities of the current labour market.

Raimo Vuorinen, PhD
Project Manager, Finnish Institute for Educational Research
University of Jyväskylä, Finland

With its multi-country perspectives, *Career Theories and Models at Work: Ideas for Practice* is a treasure trove.

Representing the depth and breadth of current career theory and practice models, the "tried and true" is refreshed and new gems added.

Individuals starting out in the field and developing their professional identity will appreciate the scope this book offers to inform practice.

Career development educators seeking a comprehensive, easy-to-understand text with illuminating case studies will want this publication on their students' reading lists.

Researchers across country contexts and disciplines will undoubtedly cite this work as background to their own contributions to the field.

Those who advise and make career-related policy would do well to familiarize themselves with this valuable up-to-date guide to the theory and practice underpinning our profession.

Jennie Miller
National President
Career Development Association of New Zealand

Career Theories and Models: Ideas for Practice has certainly inspired me with interesting ideas on how I could enhance the career counselling assistance I give to my clients in Singapore.

I especially appreciate the Case Vignettes which illustrate how clients can be assisted using the different theories and models. The illustrations facilitate better understanding of the contextualization of these theories and models to assist clients who may not share the culture of the clients usually referred to in other publications.

The practice points at the end of each chapter summarize succinctly how the theories/models could be used effectively. This is another appreciated feature of this book.

Great work!

Sing Chee Wong (Ms)
President
People and Career Development Association (Singapore)

APPENDIX B

Career Theories and Models at Work: Ideas for Practice

Nancy Arthur, Roberta Neault, Mary McMahon (Eds.)

Chapter 1

Active Engagement: Answering the Call for Imagination

- Amundson, Norman

Chapter 2

Understanding the Career Development of Children with Dyslexia: The Cultural Preparation Process Model of Career Development

- Aravind, Sajma and Gideon Arulmani

Chapter 3

Culture-Infused Career Counselling: Connecting Culture and Social Justice in Career Practices

- Arthur, Nancy

Chapter 4

Life Course Theory: Ideas for Career Counsellors

- Bakshi, Anuradha and Noellene Fialho

Chapter 5

Implementing the Synergistic Theory of Organizational Career Development

- Bernes, Kerry

Chapter 6

Sociological Career Theory: Reframing Choice

- Jenny Bimrose

Chapter 7

The Psychology of Working Theory: A Transformative Approach to Work and Career

- Blustein, David, Ryan Duffy, Whitney Erby, and Haram Kim

Chapter 8

Narrative Career Counselling: The Storied Approach

- Brott, Pamela

Chapter 9

Career Self-Determination Theory in Practice

- Chen, Charles and Julie Wai Ling Hong

Chapter 10

Decision-Action Model: Overview and Application to Career Development

- Cournoyer, Louis and Lise Lachance

Chapter 11

Cultural-Historical Activity Theory: Group Career Counselling for Social Justice of Racialized Women

- Dionne, Patricia and Audrey Dupuis

Chapter 12

Career Counselling Using Contextual Action Theory: Key Concepts for Practice

- Domene, Jose and Richard Young

Chapter 13

Schlossberg's 4S Model of Life Transitions: Assessment and Intervention Planning

- Goodman, Jane

Chapter 14

My Career GPS: A Self-Orienting Career Model for People and Organizations

- Goyer, Liette and Marie-Paule Dumas

Chapter 15

My Career Chapter: The Dialogical Self as Author and Editor of a Career Autobiography

- Healy, Michael and Peter McIlveen

Chapter 16

Children's Reasoning about Career Development: The Conceptions of Career Choice and Attainment Model

- Howard, Kimberly and Stephanie Dinius

Chapter 17

KIPINÄ: SPARKS Career Counselling

- Kattelus, Minna

Chapter 18

Poetic Creativity: The Career Writing Method for Professional Reflexivity in the 21st Century

- Lengell, Reinekke, Frans Meijers, and Charlene Bonner

Chapter 19

Acceptance and Commitment Therapy Fuels Innovation of Career Counselling

- Luken, Tom and Albert de Folter

Chapter 20

Coherent Career Practice: A Framework to Organize Career Development Concepts and Practices

- Magnusson, Kris and Dave Redekopp

Chapter 21

Career Construction Theory and its Application

- Maree, Kobus

Chapter 22

Conceptualizing Athletic Career Transitions with the Holistic Athletic Career Model

- McCoy, Lauren

Chapter 23

The Systems Theory Framework of Career Development: Applying Systems

Thinking to Career Development Theory and Practice

- McMahon, Mary and Wendy Patton

Chapter 24

Solution-Focused Theory and Career Practice

- Miller, Judi

Chapter 25

Holland's Theory of Career Choice: Matching Personalities and Environments

- Nauta, Margaret

Chapter 26

Career Engagement: A Conceptual Model for Aligning Challenge and Capacity

- Neault, Roberta and Deirdre Pickerell

Chapter 27

Creating and Sustaining Hope in Career Development: The Hope-Action Theory

- Niles, Spencer, Norm Amundson, and Hyung Joon Yoon

Chapter 28

Cognitive Information Processing Theory: Applying Theory and Research to Practice

- Osborn, Debra, V. Casey Dozier, Emily Bullock Yowell, Seth C. W. Hayden, and

James P. Sampson, Jr.

Chapter 29

Career Development Practices from the Capabilities Perspective of Social Justice

- Picard, France, Michel Turcotte, Simon Viviers, and Patricia Dionne

Chapter 30

Hope-Filled Engagement: New Possibilities in Life/Career Counselling

- Pochnell, Gray

Chapter 31

Relational-Cultural Theory: Exploring How Relationships Influence Career

Development

- Natalee Popadiuk

Chapter 32

The Career Counselling with Underserved Populations Model in Practice

- Mark Pope

Chapter 33

Chaos Theory for Career Counsellors

- Pryor, Robert and Jim Bright

Chapter 34

Counselling/Psychotherapy: Bringing a Vocational Perspective Into Psychotherapy Practice

- Richardson, Mary Sue

Chapter 35

The Continuous Participation Model: The Ever-Evolving Perception of Work

- Riverin-Simard, Danielle and Yanik Simard

Chapter 36

Social Cognitive Career Theory: Overview and Practical Applications

- Sheu, Hung-Bin and Xiao Ting Wang

Chapter 37

SocioDynamic Career Counselling

- Spangar, Timo

Chapter 38

Ecological Career Counselling Model: Enhancing Accordance of Person and Environment for a Meaningful Life

- Tang, Mei

Chapter 39

The Space Model for Intrapreneurship: Facilitating the Development of a New Career Role

- Van Brussel, Gert

Chapter 40

Taking Care of Oneself by Taking Care of One's Work: A Clinical and Critical Perspective on Work and Mental Health

- Viviers, Simon

Chapter 41

The Living Systems Theory of Vocational Behaviour and Development

- Vondracek, Fred and Donald Ford

Chapter 42

The Career Development Assessment and Counselling Model of Donald Super
- Watson, Mark

Chapter 43

The Theory of Work Adjustment: Seeking and Maintaining Satisfaction and
Satisfactoriness
- Woodend, Jon