

II B.Sc
COUNSELLING II
SEM IV

Unit – II
Subject Code: 18BPS46s

CAREER COUNSELLING

- Career Counselling helps them understand the career options that they have, and how to pursue them. Career Counselling helps them understand their own strengths and weaknesses with regard to their present course or profession, and lets them know what career they would be suited for.
- The scope for counselors/ counseling psychologists are in schools, work places, mediating family problems, stress management, mental health units. The scopes for clinical psychologists are in private practice and hospitals. There is always the added scope of research and/or teaching in some college/university.
- Career information describes information that supports career and learning choices. An important sub-set of career information is labour market information (LMI), such as salaries of various professions, employment rate in various professions, available training programs, and current job openings
- Theories:
 - Frank Parsons' Trait and Factor Theory.
 - Holland Theory of Vocational Types.
 - Bandura's Social Cognitive Theory.
 - Super's Developmental Self-Concept Theory.
 - Roe's Personality Theory.
- The emergence of the counseling field as something other than pure vocational guidance made its greatest leap forward when, during the 1930s, E. G. Williamson (1900-1979) developed what is considered to be the first comprehensive theory of counseling (as distinguished from Freud's theory of psychoanalysis). Known as trait and factor theory, or the Minnesota Point of View for the the University of Minnesota where Williamson was on faculty, Williamson's approach initially grew out of the ideas of Frank Parsons. Although originally vocationally oriented, the approach was modified and soon was seen as a generic approach to counseling and psychotherapy. The trait and factor approach involved a series of five steps, which included (1) analysis: examining the problem and obtaining available records and testing on the client, (2) synthesis: summarizing and organizing the information to understand the problem, (3) diagnosis: interpreting the problem, (4) counseling: aiding the individual in finding solutions, and (5) follow-up: assuring proper support after counseling had ended.
- **Social Cognitive Theory (SCT)** started as the Social Learning Theory (SLT) in the 1960s by Albert Bandura. It developed into the SCT in 1986 and posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior. The unique feature of SCT is the emphasis on social influence and its emphasis on external and

internal social reinforcement. SCT considers the unique way in which individuals acquire and maintain behavior, while also considering the social environment in which individuals perform the behavior. The theory takes into account a person's past experiences, which factor into whether behavioral action will occur. These past experiences influences reinforcements, expectations, and expectancies, all of which shape whether a person will engage in a specific behavior and the reasons why a person engages in that behavior.

- **Reciprocal Determinism** - This is the central concept of SCT. This refers to the dynamic and reciprocal interaction of person (individual with a set of learned experiences), environment (external social context), and behavior (responses to stimuli to achieve goals).
Behavioral Capability - This refers to a person's actual ability to perform a behavior through essential knowledge and skills. In order to successfully perform a behavior, a person must know what to do and how to do it. People learn from the consequences of their behavior, which also affects the environment in which they live.
- **Observational Learning** - This asserts that people can witness and observe a behavior conducted by others, and then reproduce those actions. This is often exhibited through "modeling" of behaviors. If individuals see successful demonstration of a behavior, they can also complete the behavior successfully.
- **Reinforcements** - This refers to the internal or external responses to a person's behavior that affect the likelihood of continuing or discontinuing the behavior. Reinforcements can be self-initiated or in the environment, and reinforcements can be positive or negative. This is the construct of SCT that most closely ties to the reciprocal relationship between behavior and environment.
- **Expectations** - This refers to the anticipated consequences of a person's behavior. Outcome expectations can be health-related or not health-related. People anticipate the consequences of their actions before engaging in the behavior, and these anticipated consequences can influence successful completion of the behavior. Expectations derive largely from previous experience. While expectancies also derive from previous experience, expectancies focus on the value that is placed on the outcome and are subjective to the individual.
- **Self-efficacy** - This refers to the level of a person's confidence in his or her ability to successfully perform a behavior. Self-efficacy is unique to SCT although other theories have added this construct at later dates, such as the Theory of Planned Behavior. Self-efficacy is influenced by a person's specific capabilities and other individual factors, as well as by environmental factors (barriers and facilitators).
- **Limitation of Social Cognitive Theory**

The theory is loosely organized, based solely on the dynamic interplay between person, behavior, and environment. It is unclear the extent to which each of these factors into actual behavior and if one is more influential than another.

BY

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