Career development in classical, modern and post modern theories
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Abstract
Career development theories are explanations of how people develop certain traits, personalities, and self-precepts. These theories are also about the contexts in which people live and how the variables in those contexts interact with personal characteristics to influence development and decision making. In sum, career choice and development theories are about dynamic, ever-changing phenomena. Changes in our concepts of work and career reflect a move from traditional and modern era to what has been termed a postmodern, an era wherein our concepts of career development also need to change. This paper will discuss about application and evolution of career development approaches.

Keywords: Career development, classical theories, modern theories, post modern theories

Introduction
The roots of career development theory did not emerge until Frank Parsons (1909) believed that if people actively engage in choosing their vocations rather than allow chance to operate in the hunt for a job, they are more satisfied with their careers, employers’ costs decrease, and employees’ efficiency increases. Career development theories help make sense of experiences. A theory is, in effect, a rationalized set of assumptions or hypotheses that allows you to explain the past and predict the future. As such, theories may provide "direction" and as theories are tested and prove "true", theories may be said to expand knowledge.

Traditional approaches:
Traditional approaches to theories that have focused consistent individual differences on job behavior. This theory is known as synchronization personal and environmental. In view of these theories of career choice and development as a continuous process of adjustment and is accompanied The person looking for a work environment that is appropriate his needs. And interact with the environment on the individual's ability to fulfill the job requirements. The main idea of this approach include:
Holland's theory
Myers Briggs theory
Theory of occupational adujsment Davis

Holland’s Theory of Vocational Personalities in Work Environment
In the past few decades, the theory by Holland (1985, 1997) has guided career interest assessment both in the USA and internationally. The theory by Holland offers a simple and easy-to-understand typology framework on career interest
and environments that could be used in career counselling and guidance. Holland postulated that vocational interest is an expression of one’s personality, and that vocational interests could be conceptualised into six typologies, which are Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). If a person’s degree of resemblance to the six vocational personality and interest types could be assessed, then it is possible to generate a three-letter code (e.g., SIA, RIA) to denote and summarise one’s career interest.

Parallel to the classification of vocational interest types, Holland (1985, 1997) postulated that vocational environments could be arranged into similar typologies. In the career choice and development process, people search for environments that would allow them to exercise their skills and abilities, and to express their attitudes and values. In any given vocational environment, there is a tendency to shape its composition so that its characteristics are like the dominant persons in there, and those who are dissimilar to the dominant types are likely to feel unfulfilled and dissatisfied.

The concept of “congruence” is used by Holland to denote the status of person-environment interaction. A high degree of match between a person’s personality and interest types and the dominant work environmental types (that is, high degree of congruence) is likely to result in vocational satisfaction and stability, and a low degree of match (that is, low congruence) is likely to result in vocational dissatisfaction and instability. The person-environment congruence perspective in Holland’s theory is quite similar to TWA’s concept of correspondence.

The six Holland interest typologies are arranged in a hexagon in the order of RIASEC, and the relationship between the types in terms of similarities and dissimilarities are portrayed by the distance between corresponding types in the hexagon. The concept of consistency is used as “a measure of the internal harmony or coherence of an individual’s type scores” (Spokane & Cruza-Guet, 2005, p. 24). Accordingly, types that are adjacent to each other in the hexagon have the highest degree of similarity in terms of their personality characteristics and vocational orientations, types that are opposite in the hexagon have the least degree of similarity, and types that are separated by one interval have a moderate degree of similarity.

A simple way to determine the consistency of an interest code is to look at the distance between the first two letters of the code in the Holland hexagon (high, moderate, or low consistency). In addition to congruence and consistency, another major concept in Holland’s theory is differentiation. Differentiation refers to whether high interest and low interest types are clearly distinguishable in a person’s interest profile. An interest profile that is low in differentiation resembles a relatively flat line in which high and low interest types are not distinctive.

**Modern Approaches:**

Theories that focus on specific domains. Many of this theory select the specific psychological theory then it is used in career development theory (Sharf, 2006). In view of this theories, people career development originating from particular streams and important concepts that have affecting role on this process (Sharf, 2006). Some of these concepts include: learning, consensus, self-efficacy, cognitive information processing and other concepts. According to this theory the most important research topics under consideration are: Social Learning Theory, Social Cognitive Theory, Cognitive Information Processing Theory.
Social Cognitive Career Theory

Social Cognitive Career Theory (SCCT) (Lent, Brown, & Hackett, 2002; Lent, 2005) is anchored in Bandura’s self-efficacy theory (1977, 1997), which postulated a mutually influencing relationship between people and the environment. SCCT offers three segmental, yet interlocking process models of career development seeking to explain (a) the development of academic and vocational interest, (b) how individuals make educational and career choices, and (c) educational and career performance and stability.

The three segmental models have different emphasis centring around three core variables, which are self-efficacy, outcome expectations, and personal goals.

Lent (2005) defined self-efficacy as “a dynamic set of beliefs that are linked to particular performance domains and activities” (p. 104). Self-efficacy expectations influence the initiation of specific behaviour and the maintenance of behaviour in response to barriers and difficulties. Consistent with early formulation by Bandura (1977) and others (e.g., Hackett & Betz, 1981; Betz, Borgen, & Harmon, 1996), SCCT theorised that self-efficacy expectations are shaped by four primary information sources or learning experiences, which are personal performance accomplishments, vicarious learning, social persuasion, and physiological and affective states.

Lent, Brown, and Hackett (2002) defined outcome expectations as “personal beliefs about the consequences or outcomes of performing particular behavior” (p. 262). Outcome expectations include beliefs about extrinsic reward associating with performing the target behaviour, self-directed consequences, and outcomes derived from task performance.

Overall, it is hypothesised that an individual’s outcome expectations are formed by the same information or learning experiences shaping self-efficacy beliefs. Personal goals refer to one’s intention to engage in certain activity or to generate a particular outcome (Lent, 2005).

SCCT distinguished between choice content goals, referring to the choice of activities to pursue, and performance goals, referring to the level of accomplishment or performance one aims to attain. Through setting personal goals, individuals could persist in tasks and sustain their behaviour for a long time in the absence of tangible external rewards or reinforcement. Self-efficacy, outcome expectations, and personal goals served as core variables in the interest, choice, and performance models of SCCT. The interest model specifies that individuals would likely develop interest in activities that (a) they feel efficacious and (b) anticipate that there would be positive outcomes associated with the activities.

The dynamic interaction among interest, self-efficacy, and outcome expectations would lead to the formation of goals and intentions that serve to sustain behaviour over time, leading to the formation of a stable pattern of interest in adolescence or early adulthood. The SCCT choice model views the development of career goals and choices as functions of the interaction among self-efficacy, outcome expectations and interest over time. Career choice is an unfolding process in which the person and his/her environment mutually influence each other. It involves the specification of primary career choice or goal, actions aiming to achieve one’s goal, and performance experience providing feedback to the individual on the suitability of goal. In addition, SCCT posited that compromises in personal interests might be required in the career choice process due to contextual immediate to the person (e.g., cultural beliefs, social barriers, lack of support). An “ability”
factor, defined as one’s achievement, aptitude, and past performance, was highlighted in the performance model of SCCT. Ability serves as feedback from reality to inform one’s self-efficacy and outcome expectation, which in turn would influence performance goals and levels. Lent (2005) suggested that incongruence between efficacy and objective ability (e.g., overconfidence, under-confidence) would likely lead to undesirable performance (e.g., ill-prepared for task, performance anxiety). An optimal point is a slightly overshot self-efficacy which would promote further skills utilisation and development.

**Postmodern Approach**

In this way helps people to expressed stories, key themes of life, mental structures and to identify better them. they have tried to modify or coordination. An important and distinctive feature of the postmodern style of counseling, including narrative counseling, short stories, and special attention to the Oneness people. The main difference with the traditional ways are different in a consultation process Including career narrative counseling can be called career construction theory, systems theory and theories of narrative. According to this theory the most important research topics under consideration are:

Career Construction theory
Savickas Theories of anecdotes
Systems theory Career

**Career Construction Theory**

Career construction theory is one of many career theories that seek to explain occupational choice and work adjustment, each interrogating a different aspect of vocational behavior. Career theories that have risen to prominence have done so because they effectively address important questions. For example, the model of person-environment fit emerged early in the 20th century to address the question of how to match workers to work. The model of vocational development emerged in the middle of the 20th century to address the question of how to advance a career in one organization or profession. These theories of vocational personality types and vocational development tasks remain useful today when considering how to match workers to work and develop a career in an organization.

However, the global economy of the 21st century poses new questions about career, especially the question of how individuals can negotiate a lifetime of job changes without losing their sense of self and social identity.

Career construction theory responds to the needs of today’s mobile workers who may feel fragmented and confused as they encounter a restructuring of occupations, transformation of the labor force, and multicultural imperatives. This fundamental reshaping of the work world is making it increasingly difficult to comprehend careers with just person-environment and vocational development models that emphasize commitment and stability rather than flexibility and mobility.

While the form of career changes from stability to mobility to reflect the labor needs of post-industrial societies, career construction theory seeks to retain and renovate the best concepts and research from the 20th century career models for use in the 21st century. For example, instead of measuring personality traits as realist concepts and trying to prove construct validity, the theory concentrates on how individuals use what they have. In replacing scores with stories, career construction theory focuses on how individuals use their vocational personality to adapt to a sequence of job changes while remaining faithful to oneself and recognizable by others.

The theory does this by focusing on the meaning that structures an individual’s career as it plays out across the ten or more different jobs that a worker today can expect to occupy during her or his work life. The developmental theory of constructing careers, is an undated and expanded version of Super’s theory of vocational development. In crafting this update of the
theory, savickas have adopted Super’s suggestion that “self-concept theory might better be called personal construct theory” (Super, 1984, p. 207). Career construction theory adheres to the epistemological constructivism that says we construct representations of reality but diverges from the ontologic constructionism that says we construct reality itself. A second important update is the switch from an organismic worldview to a contextualist worldview—one more attuned to conceptualizing development as driven by adaptation to an environment than by maturation of inner structures. Careers do not unfold; they are constructed. Viewing careers from constructivist and contextual perspectives prompted several innovations, the most noticeable being the replacement of the maintenance stage in vocational development theory with the management stage in career construction theory. In the end, these changes have more tightly integrated the segments of the theory and incorporated contemporary developments from mainstream psychology.

**Summary and Conclusion**

Alternative points of view, such as those taken by the traditional, modern and postmodern theorists in this article, can be very helpful if readers carefully consider the points of view of the theorists as they read their material. It may be useful to recall that theories are neither true nor false. It may also be useful to discuss about theory and how develop and change.

In this article, only one of the theories from traditional modern and postmodern of approaches are described in detail. The traditional concept of career focused on job for life within a framework of vertical progression. The main emphasis is on individual differences in work and considered harmony between person and enviroment. The modern view of career development Comes from important concepts such as learning and self-efficacy that have influential role on this process. The postmodern approach help people to express stories, key themes of life, mental structures and to identify better them. they have tried to modify or coordination. development across career is indeed important subject, and career development should critically evaluate the cross-cultural.
References


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