Table of Contents

Chapter 1: Introduction to Career Development Interventions......................................................1
Chapter 2: Understanding and Applying Theories of Career Development.........................12
Chapter 3: Understanding and Applying Recent Theories of Career Development.............31
Chapter 4: Providing Culturally Competent Career Development Interventions...............47
Chapter 5: Assessment and Career Planning.................................................................61
Chapter 6: Career Information and Resources..............................................................75
Chapter 7: Using Technology to Support Career Counseling and Planning.....................83
Chapter 8: Career Counseling Strategies and Techniques for the 21st Century.............96
Chapter 9: Designing, Implementing, and Evaluating Career Development Programs and Services.................................................................109
Chapter 10: Career Development Interventions in the Elementary Schools..................120
Chapter 11: Career Development Interventions in Middle and High Schools..............131
Chapter 12: Career Development Interventions in Higher Education.........................143
Chapter 13: Career Development Interventions in Community Settings......................155
Chapter 14: Ethical Issues in Career Development Interventions........................................166
Answer Key.......................................................................................................................177

Full file at https://testbankgo.info/p/
Chapter 1
Introduction to Career Development Interventions

The first chapter introduces students to the importance of career development interventions in the 21st century to help individuals adapt to complex career concerns of today’s workers. Specifically, this chapter (1) traces the meaning of work across time (2) highlights the link between work and worth (3) provides an overview of systematic career development intervention while defining specific career related terms (4) highlights important events in the history of career development interventions, as well as the significant impact of Frank Parsons and (5) discusses future trends in the field.

The Meaning of Work Across Time

- The way in which individuals viewed work has greatly differed throughout history
- There is substantial evidence that the meaning of work is changing throughout the world in the 21st century
- Initially work was viewed as a means to serve God and evolved in the 19th century as a means of determining one’s status. Work has the same root as the Greek word: “sorrow”.
- Shift occurred at the beginning of the 20th century as individuals as individuals embraced a new work ethic called, “Career” ethic by which individuals “find their fit and don’t quit” (Maccoby and Terzi, 1981).
- Now in the 21st century (due to downsizing and a global economy) many organizations are flattening and leaving workers feeling betrayed, anxious and insecure about the future (Savickas, 1993).
- As a result, the meaning of work has expanded to encompass the totality of work/life roles throughout the course of one’s life.

Linking Work with Worth

- Research supports the importance and centrality of work within individuals’ lives
- Work provides social interactions, fulfillment of social and personal needs and a sense of personal identity and meaning (Doherty, 2009).
- Self-worth is substantially dependent upon how individuals feel about their work contributions
- Problems in self-esteem (or self-worth) occur when individuals develop unrealistic expectations for work, have not explored a variety of career options, feel that their skills are underutilized, or feel unable to manage numerous career transitions and tasks.

Providing Systematic Career Development Interventions

- Career development interventions need to be provided in a developmental and multicultural systematic fashion.
- This process includes helping children, adolescents and adults: (1) learn how to use both rational and intuitive approaches in career decision making, (2) become clear about the importance and values they seek to express through participating in various life roles, (3) cope with ambiguity and change, (4) develop and maintain self-
awareness, (5) develop and maintain occupational and career awareness, (6) maintain relevant skills and knowledge, (7) engage in lifelong learning, (8) search for jobs effectively, (9) provide and receive career mentoring, and (10) develop and maintain skills in multicultural awareness and communication.

- Key terms include career, career development, career development interventions, career counseling, career education, and career development programs.

**Important Events in the History of Career Development Interventions**

- Frank Parsons is a central figure in the history of career development interventions.
- He delineated a systematic approach to career decision making that became known as the Parsonian approach which consisted of three steps: 1) gain self-knowledge, 2) gain occupational knowledge and 3) use “true reasoning” to decide which occupation to pursue.
- This Parsonian approach later formed the basis for actuarial or trait and factor approach to career development interventions.
  - E. G. Williamson helped the advancement of trait-and-factor interventions by outlining a six-step process to guide trait-and-factor career counseling: analysis, synthesis, diagnosis, prognosis, counseling and follow-up.
  - The Theory of Work Adjustment proposed by Dawis and Lofquist stresses how the person and environment must continually attempt to maintain correspondence with one another so that the needs and requirements of each are satisfied.
- Personnel testing and placement activities as a result of World War II significantly contributed to the advancement of utilizing assessments to help place individuals into specific occupations.
- Donald Super significantly influenced the field of career development by placing career behavior in the context of human development.
- Computer assisted career guidance programs and information-delivery systems in the 1970’s led to an emphasis on career education.
- Within recent years, career development interventions have been developed to addressed the needs of diverse clients (gender, race, class, sexual orientation).
- Currently advocacy for clients’ career concerns are necessary due to external factors such as large-scale downsizing, wage, stagnation, and salary inequities.

**Future Trends in Career Development Interventions**

- New or revised career development interventions are needed to help individuals adapt to the rapid changes occurring in the world of work due to technological developments, the emergence of a global economy, and a diversified workforce.
- Future trends in career development interventions:
  - Highlight the importance of helping clients articulate and become aware of their values and how they impact their career choices.
  - Seek to go beyond objective assessments to try to capture stories behind the scores in a way that individuals’ life experiences are taken into consideration.
  - Embrace counseling based career assistance in order to help clients articulate their experiences and construct their lives.
  - Continue to emphasize the importance of multicultural career development theories and interventions such as economic hardship, ethnic minorities.
immigrants, personals with disabilities and persons who are gay, lesbian, bisexual or transgendered.

- Focus on helping individual develop and continue to express themselves in multiple life roles
- Seek to incorporate social justice and advocacy into career development interventions

Classroom Activities
1. Divide the class into small groups. If you have multiple counseling specialties present, divide the groups by the population with which they intend to work (e.g. elementary school, higher education, community). Ask each group to identify a list of career development concerns clients might bring up in their counseling sessions.

2. Ask students to draw their lifeline and identify the important factors in their lives that have influenced their career development. As a larger group, create an aggregate lifeline including important factors volunteered from the class participants. Discuss themes that arise.

3. Provide the class with a career counseling case that involves multiple issues (work and non-work concerns). Discuss which of the issues are appropriate for career counseling. Highlight the difficulty in separating career from personal issues in career interventions.

Class Discussion Questions
1. What myths about career counseling have you heard? Where do you think they come from? Are they (myths identified) justified?

2. What career development concerns might you encounter in session during your future work as a counselor?

3. How is a career important to an individual? What value might it add to their life? How might it affect their self-concept?
Test Bank – Chapter 1

Essay Questions
1. Describe the Parsonian approach to career decision making and its contribution to the career counseling profession.

2. How has a global economy and corporate downsizing impacted today’s worker?

3. How can linking work with worth negatively impact a client’s well-being?

4. Identify and describe at least one future trend in career development interventions.

5. How can career counselors help individuals manage their career development effectively in the 21st century?

Multiple Choice
1. Today’s, career development practitioners help individuals manage their career development by helping them EXCEPT:
   A. cope with ambiguity and change
   B. use rational and intuitive approaches in career decision making
   C. help them maintain relevant and up to date skills
   D. land the perfect job and keep it.

2. By definition, ____________ involves the person’s creation of a career pattern, decision making style, integration of life roles, values expression, and life-role self-concepts.
   A. career education
   B. the Parsonian approach
   C. career development
   D. career counseling

3. The idea that feelings in one area of life affect feelings in another area of living is know as
   A. true reasoning.
   B. trait-and-factor approach.
   C. values-based decisions.
   D. spillover hypothesis.

4. Those adhering to a self-fulfilling work ethic are seeking a career that allows them to be
   A. free-spirited, allowing things to unfold over time, laissez-faire.
   B. involved in family, community, leisure, and/or other life roles.
   C. caring for others while maintaining one’s own needs and interests as well.
   D. conservative, managing risk, and making sure one’s own opinion is heard.

5. Entrepreneurial and career work ethics have been replaced by the
   A. wish-fulfillment ethic.
   B. altruistic ethic.
   C. self-fulfillment ethic.
   D. self-containment ethic.
6. Career uncertainty and occupational dissatisfaction may cause
   A. both psychological and physical stress.
   B. psychological stress.
   C. physical stress.
   D. none of the above.

7. A systematic process for occupational decision-making, labeled *true reasoning*, was developed by
   A. Parsons.
   B. Super.
   C. Herr.
   D. Strong.

8. Forty years ago the prevailing term for one’s career was
   A. avocation.
   B. vocation.
   C. guidance.
   D. career path.

9. The work of James Cattell, Alfred Binet, and Walter Bingham contributed extensively to the emphasis of ________ in career counseling.
   A. decision-making
   B. group work
   C. psychoanalysis
   D. testing

10. Parsons’ tripartite model for vocational direction developed into the approach to career development interventions known as
    A. trait-and-factor.
    B. developmental stage model.
    C. cognitive behavioral.
    D. values-based career decision making.

11. The goal of the trait-and-factor approach to career counseling is to
    A. find a job for a person.
    B. identify areas of one’s life that have affected the success or failure on a previous job and not make the same mistake again.
    C. seek support and possibly refer an individual to a more skilled professional or an employment agency.
    D. identify the degree of fit between the person and the occupation.

12. The Career Pattern Study was
    A. one of the first longitudinal studies of career development.
13. Which of the following was the first to shift the focus of career development interventions to that of an ongoing process?
A. Frank Parsons
B. Carl Rogers
C. Mark Savickas
D. Donald Super

14. The main organization for professional career counselors is the
A. National Career Development Association.
B. National Vocational Guidance Association.
D. American Association for Career Specialists in Group Work.

15. According to Savickas, the competencies which will become the main areas of focus for career counselors are
A. job placement and performance.
B. job skills and competency.
C. critical thinking, self-affirmation, and commitment to community.
D. time of working and retirement.
Defining Key Terms

- Career
- Career Development
- Career Development Interventions
- Career Counseling
- Career Education
- Career Development Programs

Career
- Today career is conceptualized as a lifestyle concept
- -the course of events constituting a life (Super, 1976)
- the total constellation of roles played over the course of a lifetime (Herr, Cramer, & Niles, 2004)

Career Development
- The lifelong psychological and behavioral processes and contextual influences shaping one’s career over the life span
- A person’s creation of a career pattern, decision-making style, integration of life roles, expression of values, and life-role self-concepts

Career Development Interventions

*Activities that empower people to cope effectively with career development tasks*

- development of self-awareness
- development of occupational awareness
- learning decision-making skills
- acquiring job search skills
- adjusting to choices after their implementation
- coping with job stress

Career Counseling

A formal relationship in which a professional counselor assists a client or group of clients to cope more effectively with career concerns through

- establishing rapport.
- assessing client concerns.
- establishing goals.
- intervening in effective ways.
- evaluating client progress.

Career Education

Full file at https://testbankgo.info/p/
The systematic attempt to influence the career development of students and adults through various types of educational strategies – including:

- provision of occupational information.
- infusion of career concepts into the academic curriculum.
- offering of worksite-based experiences.
- offering career planning courses.

Career Development Program
A systematic program of counselor-coordinated information and experiences designed to facilitate individual career development (Herr & Kramer, 1996)

Misconceptions about Career Counseling
- Focuses on occupational information and test administration
- Requires different and less sophisticated skills
- Requires the counselor to be directive
- Is irrelevant to future work as a counselor

Career Development Interventions
- The skills and techniques required encompass and extend those required in more general counseling.
- The focus of counseling is to increase life satisfaction.
- Clients need a high level of self-awareness to translate their experiences into career choices.

Career Development Interventions, continued
- People often need help in clarifying their values, life-role salience, interests, and motivation as they attempt to make career choices.
- Many clients come to career counseling with psychological distress, low self-esteem, weak self-efficacy, and little hope that the future can be more satisfying than the past.

Skills, Behaviors, and Attitudes People Need to Manage Careers
- Learn new skills, cope with change, and tolerate ambiguity
- Acquire general and specific occupational information
- Interact with diverse co-workers
- Adjust to changing work demands
- Use technology

Characteristics of Effective Interventions
- Holistic, comprehensive, and systematic
- Provided developmentally across the life span

Meaning of Work Across Time
- Way in which individuals have viewed differs throughout history
- Survival (primitive societies)
• Opportunity to share with others (early Christians)
• Means of spiritual purification (Middle Ages)
• Way to serve God (Protestant Reformation)

**Meaning of Work Across Time (continued)**
• Opportunity for self-sufficiency and self-discipline (19th century)
• Challenge to find a fitting long-term career (20th century)
• Means to self-fulfillment (21st century)

**Linking Work with Worth**
• Research supports importance and centrality of work
• Work provides social interactions, fulfillment of social/personal needs; and a sense of personal identity/meaning
• Self-worth is dependent upon how individuals feeling about their work contributions

**Problems with Linking Work with Worth**
Occurs when individuals:
• develop unrealistic expectations for work
• have not explored a variety of career options
• feel that their skills are underutilized
• feel unable to manage numerous career transitions/tasks

**Providing Systematic Career Development Interventions**
• Need to be developmental (children, adolescents, adults) and multicultural
• Use both rational and intuitive approaches in career decision making
• Help individuals cope with ambiguity and change
• Help develop and maintain self-awareness
• Help develop and maintain occupational and career awareness

**Providing Systematic Career Development Interventions (cont.)**
• Maintain relevant skills and knowledge
• Engage in lifelong learning
• Help individuals search for jobs effectively
• Provide and receive career mentoring
• Help individuals develop and maintain skills in multicultural awareness and communication

**Important Events in the History of Career Development Interventions**

*Highlights*
• Career development interventions began with Frank Parsons (*Parsonian* approach)
• Parson’s approach became the foundation for the trait and factor approach
• WWII necessitated personnel testing and placement activities to match individuals to occupations
• Donald Super then influenced the field by emphasizing the developmental aspects of career
• Career Guidance systems in the 1970’s led to an emphasis on career education
• Career development interventions today address the needs of diverse clients

Beginning with the Parsonian Approach
• Introduced by Frank Parsons
• Step 1: Develop a clear understanding of yourself -- aptitudes, abilities, interests, resources, limitations, and other qualities.
• Step 2: Develop knowledge of the requirements and conditions of success, advantages and disadvantages, pay, opportunities, and prospects of jobs.
• Step 3: Use true reasoning to relate these two groups of facts.

Basic Assumptions of Trait-and-Factor Theory
• Because of one’s psychological characteristics, each worker is best fitted for a specific type of work.
• Workers in different occupations have different psychological characteristics.
• Occupational choice is a single, point-in-time event.

Basic Assumptions of Trait-and-Factor Theory, continued
• Career development is mostly a cognitive process relying on rational decision making.
• Occupational adjustment depends on the degree of agreement between worker characteristics and work demands.

Williamson’s Six-Step Process to guide trait and factor approaches
• Analysis
• Synthesis
• Diagnosis
• Prognosis
• Counseling
• Follow-up

Williamson’s Description of a Client’s Presenting Problem
• No choice
• Uncertain choice
• Unwise choice
• Discrepancy between interests and aptitudes

Later Developments
• Testing movement (early 20th century)
• Formation of NVGA (1913)
• Formation of Department of Labor (1913)
• Vocational Rehabilitation Act (1918)
• Formation of United States Employment Service (1933)
• First edition of Dictionary of Occupational Titles (1939)
Later Developments, continued
- Increased personnel testing and placement (World War II)
- Carl Roger’s book Counseling and Psychotherapy (1942)
- Formation of APA Division 17 (1947)
- Formation of APGA (1951)
- Theory development (1960’s)

Later Developments, continued
- Increase in number of career assessments (1960’s)
- Development of computer-assisted career planning systems (late 1960’s)
- Career education as a national priority (1970’s)
- Attention to the career development of diverse populations (1990’s)

Factors Influencing 21st Century Career Development
- Global unemployment
- Corporate downsizing
- Demise of social contract
- Dual careers
- Work from home
- Intertwining of work and family roles
- Many job shifts
- Need for lifelong learning

Ways to Construct Responsive Interventions in the 21st Century
- View career decisions as values-based decisions
- Offer counseling-based career assistance (move beyond assessment)
- Provide multicultural career interventions
- Focus on multiple life roles
Chapter 2
Understanding and Applying Theories of Career Development

The second chapter introduces theories that have longstanding prominence in the field of career development, specifically those developed by Super, Gottfredson, Holland, and Krumboltz. Studying a variety of approaches to career theory is important because no single theory can sufficiently explain the whole of individual or group career behavior. Content covered in the chapter includes:

- Savickas (2002) notes that career theories emphasize either “individual differences” related to occupations (viewed as describing how people can find their fit within the occupational structure) or “individual development” related to careers (viewed as how people express career behavior across time)
- Six key questions are provided for evaluating career theories.

Super’s Life-Space, Life Span Theory
- Super’s life-span, life space theory asserts that career choice is a developmental process (rather than a single decision) that spans across the life span
- Super’s life span, life-space theory is segmented into three elements: life span, life space, and self-concept
- Super conceptualized career as “the life course of a person encountering series of developmental tasks and attempting to handle them in such a way as to become the kind of person he or she wants to become” (Super, 1990, pp.225-226).
- The key terms career maturity and career adaptability are defined.
- Life span addresses the longitudinal expression of career behavior and includes the stages of growth, exploration, establishment, maintenance, and disengagement. Each stage contains developmental tasks.
- The life space segment of Super’s theory acknowledges that people differ in the degree of importance they attach to work as it is expressed via different life roles (home, school, workplace, community).
- Work may be central for some, but on the periphery for others. Important values can be expressed multiple ways through multiple roles. Understanding the life role salience of each client is an important beginning step in the career counseling process.
- One’s occupational choice reflects the implementation of one’s self-concept in an occupational role.
- Helping people clarify and articulate their self-concepts usually requires providing objective and subjective career development interventions.
- Self-concepts continue to develop over time; therefore, the process of adjusting one’s career choices signify a lifelong career task.
- The Career Development Assessment and Counseling Model (C-DAC) represents Super’s translation of theory into practice through the systematic application of career assessment instruments.
- Other career assessments utilize Super’s theory:
  - The Adult Career Concerns Inventory (ACCI) (Super, Thompson & Lindeman, 1988) measures planfulness or concerns for the developmental tasks of the four career stages of exploration, establishment, maintenance, and disengagement.
posed in the life-span, life-space theory.

- The Career Development Inventory (CDI) (Super, Thompson & Lindeman, 1988) assesses whether high school and college students are ready to make career decisions.
- Salience Inventory (Super & Nevill, 1986) measures the relative importance of five life roles (student, worker, citizen, homemaker, and leisurite) on three dimensions, one behavioral and two affective.

- Life role self-concepts are shaped by the dominant culture and the culture of one’s origin.

Important to examine one’s life-role participation holistically and can be clarified by using two different methods: actuarial method and the developmental method.

- Super’s theory continues to be studied today and results indicate that while there is still need for more research related to Super’s propositions and career stage model, his framework has been “generally supported” from the research (Fitzgerald, 1996).
- Other authors (Salmone, 1996; Borgen, 1991; Brown, 1996) each assert that Super’s theory has withstood the test of time over the past 40 years.

**Anne Roe’s Personality Theory of Career Choice**

- Anne Roe (1904-1991), a clinical psychologist, considered the impact of children’s early child-rearing environments on their later career choice.
- Drawing upon Maslow’s (1954) needs theory, Roe suggests that unmet needs become important motivators in the occupational choices people make.
- Roe identified three primary modes of child rearing environments: emotional concentration (overprotection-overdemanding), avoidance (neglecting needs), and acceptance (physical and psychological needs are met).
- Roe suggests individuals choose occupation fields based on their need structures. For example, that individuals in service fields are people oriented and likely had accepting or overprotected childhood environments; whereas individuals in scientific occupation fields not oriented towards people, likely experienced rejecting or avoidant childhood environments.
- Researchers have been challenged to validate Roe’s theoretical assumptions due to the variability of parenting style and early life environments by members of same occupation.
- Little empirical support for this theory given the inherent challenge of longitudinal causality studies.

**Linda Gottfredson’s Theory of Circumscription, Compromise, and Self-Creation**

- Gottfredson’s theory of circumscription, compromise, and self-creation answers the question, “Why do children seem to re-create the social inequalities of their elders long before they themselves experience any barriers to pursuing their dreams?” (Gottfredson, 2002, p. 85).

- Gottfredson’s theory is a developmental and sociological view of career development that emphasizes that people attempt to place themselves in the broader social order through their career choices.
- A person’s conclusion as to where they fit into the broader social order constitutes
their “social space” or “zone of acceptable occupational alternatives”.

- Circumscription involves the process of eliminating unacceptable occupational alternatives based primarily on gender and social class.
- Compromise involves the process of modifying career choices because of limiting factors such as the availability of jobs.
- Gottfredson proposes four stages of cognitive development to describe the circumscription process: orientation to size and power, orientation to sex roles, orientation to social valuation, orientation to the internal and unique self.
- Overall, research related to Gottfredson’s theory has not been extensive and existing research results have been equivocal.
- One research study, however (Cochran, Wnage, Stevenson, Johnson, & Crews, in press) did find that occupational aspirations, ability, and gender were significantly related to career achievement in later life and that adolescent girls achieved less career success in mid-life than adolescent boys.

John Holland’s Theory of Types and Person-Environment Interactions

- Holland’s theory has been described as structural-interactive because it provides an explicit link between various personality characteristics and corresponding job titles and because it organizes massive data about people and jobs (Weinrach, 1984, p. 63).
- Holland’s theory contains four key assumptions: (1) individuals can be categorized as one of six types; (2) the six types are realistic, investigative, artistic, social, enterprising, and conventional; (3) people search for environments that will let them exercise their skills and abilities and express their attitudes and values; (4) a person’s behavior is determined by interaction between their personality and environment.
- The more a person resembles any particular personality type, the more likely it is that the person will manifest the behaviors and traits associated with that type.
- Environments can be described using the same six types.
- A key construct in Holland’s theory in congruence. Congruence describes the degree of fit between an individual’s personality types and current or prospective work environments. The better the fit, or the higher the congruence, the more likely it is that the person will find the occupation to be satisfying and rewarding. The opposite is also true (i.e., lower congruence results in less satisfaction).
- Differentiation describes the degree to which persons -- and environments -- resemble the six types. For example, some people are highly differentiated (i.e., they primarily resemble one or a few of the types, and they clearly do not resemble the remaining types). Undifferentiated people resemble multiple types equally and, thus, may have greater difficulty making occupational decisions. Lack of differentiation can result from multipotentiality, poor decision-making skills, or lack of exposure to multiple environments.
- Consistency describes the degree of relatedness among the types. Holland used a hexagon to portray the degree to which the types are related to each other.
- Vocational identity is defined as the possession of a clear and stable picture of one’s goals, interests, and talent (Holland, 1985, p. 5).
- The Self-Directed Search, Vocational Preference Inventory, Position Classification Inventory, and My Vocational Situation are measures used in applying Holland’s...
theory.
- Holland’s theory has been subjected to more empirical tests than any other career theory (Spokane & Cruza-Guet, 2005).
- Overall there is considerable support for his theory: personality types remain stable over time (Miller, 2002), interests are significant predictors of occupational choices (Lent, Brown, Nota, and Soresi, 2003); and the RIASEC model was related to better career decision making outcomes among college student (Tracey, 2008).

John Krumboltz’s Learning Theory of Career Counseling
- Krumboltz offers a learning theory of career counseling based largely on Bandura’s (1977, 1986) social learning theory.
- Krumboltz and his colleagues developed the Social Learning Theory of Career Decision Making. In this theory, four factors influence career decisions: genetic endowment and special abilities, environmental conditions and events, learning experiences, and task approach skills.
- These four factors lead to four outcomes: self-observation generalizations, worldview generalizations, task approach skills, and actions.
- Krumboltz describes a Learning Theory of Career Counseling that is based on four career-related trends identified by Mitchell and Krumboltz (1996): (1) people need to expand their capabilities and interests, (2) people need to prepare for changing work tasks, (3) people need to be empowered to take action, and (4) career counselor need to play a major role in dealing with all career problems, not just career selection.
- Krumboltz divides career development interventions into two categories: developmental/preventive and targeted/remedial.
- The Career Beliefs Inventory (Krumboltz, 1988) helps counselors and clients identify problematic beliefs and assumptions that might be impeding the client’s career development progress.
- Krumboltz recommends that career counselors evaluate the success of career development intervention by whether their clients experience a reduction in career indecision and whether career development interventions have stimulated their clients to engaged in new learning activities.
- While LTCC is relatively new and untested, there is extensive research supporting the general social learning theory from which the LTCC is derived.

Activities

1. Ask students to divide a circle into segments representing their current pie of life representing the different roles they play and the amount of time and energy devoted to each. Discuss how the slices of their pie might represent the different life roles they play. Ask students to then draw their preferred pie of life. Discuss the comparison of the two and how this comparison might be used in career counseling.
2. Provide students with a printout of a blank career rainbow and colored pencils. Give them time to draw their own career rainbow while depicting their life roles for the past, present, and projected future. Break students into small groups to discuss their career rainbows and the utility of this exercise.

3. Play the party game! Tape the six different Holland Types on the walls of the classroom to create six distinct gathering spots that represent the six points on the Holland Hexagon. Tell the class that a party is going on, they are all invited, and they get to chose which area of the party they are most drawn to (represented by the Holland code they are most drawn to). After each has gone to their first choice, have the small groups discuss two questions: 1) Why did you chose this Holland code? And 2) What careers or work environments might best fit those who gather here? Students are then asked to congregate at their second and third choice codes as well. OPTION – if the hexagon is accurately represented in the room, this is a wonderful opportunity to demonstrate consistency.

4. Ask students to draw a personal lifeline and identify the important events in their career development. Ask students to consider whether these events were internally or externally generated (i.e., things they initiated or things there were “done to them”). Break the students into small groups and ask them to discuss these events from the perspective of the developmental theory they are studying. OPTION - create a worksheet (to be used in Activity 5) so that they can keep notes on each theory.

5. Divide the class into small groups. Using the worksheet from Activity 4, ask groups to complete a case study using two of the four theories covered thus far. Identify how the conceptualization differs based on their use of each theory. In the larger group, discuss how theoretical perspective impacts case conceptualization.

Discussion
1. Should career development theories address life roles other than work? Why?

2. Identify at least one unique contribution from each of the four career development theories discussed in this chapter?

3. Which career development theory offers the best link to your future counseling practice/population?

4. How well do the career development theories discussed in this chapter address persons from diverse backgrounds?
Test Bank – Chapter 2

Essay Questions
1. You have a career counseling client whose Holland type is RIA. She is working in an environment that is classified as SEC. With regard to this client, what can you say about consistency and congruence?

2. List and briefly describe Super’s 5 Life Span Stages.

3. List and briefly describe the four stages of cognitive development described by Gottfredson.

4. Describe worldview generalizations and how, according to Krumboltz, they impact career decision-making.

5. In the 21st century, individuals’ personalities, abilities, behaviors, attitudes, are conceptualized as embedded within a specific context, to what degree does this challenge some of the assumptions of previous career developments? In what ways do those theories still remain relevant today?

Multiple Choice
1. The theory that focuses on the career development process as it relates to the types of compromises people make in forming their occupational aspirations was presented by
   A. Krumboltz.
   B. Holland.
   C. Gottfredson.
   D. Super.

2. The three parts of Super’s segmental theory are life span, life space, and
   A. life time.
   B. life concept.
   C. life skills.
   D. self-concept.

3. In Super’s theory, adolescents’ readiness for career decision making is known as
   A. career adaptability.
   B. career maturity.
   C. social learning.
   D. decisiveness.

4. Self-concepts developed through comparison of the self with others are known as
   A. cognitive.
   B. developmental.
   C. subjective.
   D. objective.
5. One factor that influences life role salience is
   A. genetics.
   B. circumscription.
   C. educational aspirations.
   D. the dominant culture.

6. According to Gottfredson, the ____ represents a person’s conclusions as to their fit in society.
   A. occupational choice.
   B. compromise.
   C. self-creation.
   D. social space.

7. According to Super, methods used to guide and clarify vocational identities for clients are
   A. cognitive behavioral.
   B. developmental.
   C. both of the above.
   D. neither of the above.

8. In Gottfredson’s model, the process of eliminating unacceptable occupational alternatives based primarily on gender and social class is labeled
   A. circumscription.
   B. compromise.
   C. congruence.
   D. salience.

9. According to Anne Roe’s personality theory of career choice, people choose occupational fields based on their ____________, which were influenced by the childhood environments that they experienced.
   A. interests
   B. parent’s occupation
   C. need structures
   D. attachment to their parental figure

10. In terms of Holland’s theory, congruence describes the degree of fit between an individual’s personality type and that of his or her
    A. parents.
    B. current boss.
    C. current or prospective work environment.
    D. siblings.

11. In Holland’s model, the degree of relatedness within types, such that similar types are located next to each other and have more in common, is a concept called...
A. congruence.  
B. circumscription.  
C. adaptability.  
D. consistency.  

12. Social learning theory identifies four factors that influence decision making, including all of the following except  
A. genetic endowment and special abilities.  
B. environmental conditions and events.  
C. instrumental and associative learning experiences.  
D. self-observation generalizations.  

13. According to Krumboltz, career concerns are least likely to arise from  
A. the absence of a goal (career indecision).  
B. expressed feelings of concern about high aspirations (unrealism).  
C. conflict between equally appropriate alternatives (multipotentiality).  
D. a presence of too many goals (indecisiveness).  

14. Krumboltz proposes to use indecision in the counseling process as  
A. a desirable quality that motivates clients to seek alternative jobs elsewhere.  
B. a negative quality that motivates clients to engage in new learning experiences.  
C. a desirable quality that motivates clients to engage in new learning experiences.  
D. a negative quality that motivates clients to stick to their present situation.  

15. The theory that has generated more research than any other seems to be that of  
A. Super.  
B. Krumboltz.  
C. Holland.  
D. Gottfredson.
Text for PowerPoint Presentation
(available on website)

Questions to Ask About Theories
• How well does the theory
  – describe the career development process for diverse populations?
  – describe the career development process generally?
  – identify the factors involved in career choice?

Questions to Ask About Theories, continued
• How well does the theory
  – inform practice?
  – provide documentation of empirical support?
  – cover all aspects of career development?

Super’s Life-Span, Life-Space Theory
• A differential-developmental-social-phenomenological career theory (Super, 1969)
• Built on 14 assumptions

Assumptions of Super’s Theory
• People differ in their abilities, personalities, needs, values, interests, traits, and self-concepts.
• People are qualified, by virtue of these characteristics, for a number of occupations.
• Each occupation requires a characteristic pattern of abilities and personality traits.

Assumptions of Super’s Theory
• Vocational preferences and competencies, the situations in which people live and work, and hence, their self-concepts change with time and experience.
• The nature of the career pattern…is determined by the individual’s parental socioeconomic level, mental ability, education, skills, personality characteristics, career maturity, and by the opportunities to which he or she is exposed.

Assumptions of Super’s Theory
• Success in coping at any given life-career stage depends on the readiness of the individual to cope with these demands.
• Career maturity is a constellation of physical, psychological, and social characteristics.

Assumptions of Super’s Theory
• Development through the life stages can be guided, partly by facilitating the maturing of abilities and interests and partly by aiding in reality testing and the development of self-concepts.
• The process of career development is essentially that of development and implementing occupational self-concepts.
Assumptions of Super’s Theory
• Work satisfactions and life satisfactions depend on the extent to which the individual finds adequate outlets for abilities, needs, values, interests, personality traits, and self-concepts.
• Work and occupation provide a focus for personality organization for most men and women, although for some persons this focus is peripheral or even nonexistent.

Life Span
• Growth - fantasy, interests, capacities
• Exploration - crystallizing, specifying, implementing
• Establishment - stabilizing, consolidating, advancing
• Maintenance - holding, updating, innovating
• Disengagement - decelerating, retirement planning, retirement living

Life Space
• While workers are busy earning a living, they are also busy living a life (Savickas)
• The simultaneous combination of life roles we play constitutes the life style; their sequential combination structures the life space and constitutes the life cycle; the total structure is the career pattern. (Super)

Life Space, continued
• The salience people attach to the constellation of life roles they play defines life structure.
• The life space segment of the theory acknowledges that people differ in the degree of importance they attach to work.

Life Roles
• People tend to play some or all of nine major roles --
  – Son or daughter
  – Student
  – Leisurite
  – Worker
  – Spouse (Partner)
  – Homemaker
  – Parent
  – Pensioner
Life Roles
- The theaters for these life roles are the
  - home,
  - school,
  - workplace, and
  - community.

Self-Concept
- Career decisions reflect our attempts at translating our self-understanding into career terms (Super, 1984)
- Self-concepts contain both objective and subjective elements.
- Self-concepts continue to develop over time, making career choices and adjusting to them lifelong tasks.

Career Development and Assessment (C-DAC Model)
- Super and his colleagues translated the three segments of the theory into the C-DAC Model.
- Assessments used in the model include
  - Career Development Inventory
  - Adult Career Concerns Inventory
  - Salience Inventory
  - Values Scale
  - Self-Directed Search

Super’s Thematic Extrapolation Method
- Addresses subjective career development
- Gives counselors the role of historians who invite clients to construct autobiographical stories of development
- Life stories are examined for recurrent themes or threads of continuity that make sense of the past, explain the present, and draw a blueprint for the future.

Steps in the Thematic Extrapolation Method
- Step 1: Analyze past behavior and development for recurring themes and underlying trends.
- Step 2: Summarize each theme and trend, taking into account the other themes and trends.
- Step 3: Project the modified themes and trends into the future by extrapolation.
Steps in Super’s Cyclical Model of Career Counseling
• Nondirective problem exploration and self-concept portrayal
• Directive topic setting
• Nondirective reflection and clarification of feeling for self-acceptance and insight
• Directive exploration for factual data
• Nondirective exploration of attitudes and feelings
• Nondirective consideration of possible actions

Anne Rowe’s Personality Theory of Career Choice
• Anne Roe (1904-1991), a clinical psychologist, considered the impact of children’s early child-rearing environments on their later career choice
• Drawing upon Maslow’s (1954) needs theory, Roe suggests that unmet needs become important motivators in the occupational choices people make

Rowe’s Theory of Career Choice (cont.)
• Roe identified three primary modes of child rearing environments:
  - emotional concentration (overprotection-overdemanding),
  - avoidance (neglecting needs)
  - acceptance (physical and psychological needs are met)
• Roe suggests individuals choose occupation fields based on their need structures.

Gottfredson’s Theory
• Offers a developmental, sociological perspective of career development
• Gottfredson’s theory answers the question, “Why do children seem to re-create the social inequalities of their elders long before they themselves experience any barriers to pursuing their dreams?”

Gottfredson’s Theory, continued
• Circumscription - the process of eliminating unacceptable occupational alternatives based primarily on gender and social class
• Compromise - the process of modifying career choices due to limiting factors, such as availability of jobs

Circumscription: Stages of Development
• Stage 1: Orientation to size and power
• Stage 2: Orientation to sex roles
• Stage 3: Orientation to social valuation
• Stage 4: Orientation to the internal, unique self
Applying Gottfredson’s Theory to Practice

• Programs should
  – be sensitive to the mental capabilities of the age group.
  – introduce students to the full breadth of options
  – display for youngsters their circumscription of alternatives
  – be sensitive to the dimensions of self and occupations along which circumscriptions and compromise take place so that their role can be explored

Gottfredson’s Criteria for Determining a Counselee’s Restriction of Options

• Able to name one or more occupational options
• Possesses interests and abilities adequate for the occupation(s) chosen
• Satisfied with the alternatives identified
• Has not unnecessarily restricted alternatives
• Is aware of opportunities and realistic about obstacles

Holland’s Theory of Person-Environment Interactions

• Most persons can be categorized as one of six types:
  – Realistic
  – Investigative
  – Artistic
  – Social
  – Enterprising
  – Conventional

Holland’s Theory, continued

• There are six environments:
  – Realistic
  – Investigative
  – Artistic
  – Social
  – Enterprising
  – Conventional

Holland’s Theory, continued

• People search for environments that will let them use their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.
• A person’s behavior is determined by an interaction between his or her personality and the characteristics of his or her environment.
The Realistic Type
- Conforming
- Humble
- Frank
- Materialistic
- Persistent
- Genuine
- Practical
- Hardheaded
- Shy
- Honest
- Thrifty

The Investigative Type
- Analytical
- Independent
- Cautious
- Intellectual
- Pessimistic
- Introverted
- Precise
- Critical
- Rational
- Curious
- Reserved

The Artistic Type
- Imaginative
- Original
- Disorderly
- Impractical
- Intuitive
- Emotional
- Impulsive
- Nonconforming
- Expressive
- Open
The Social Type
• Idealistic
• Helpful
• Cooperative
• Kind
• Sympathetic
• Friendly
• Patient
• Tactful
• Generous
• Responsible
• Understanding

The Enterprising Type
• Domineering
• Optimistic
• Adventurous
• Energetic
• Pleasure-seeking
• Extroverted
• Ambitious
• Impulsive
• Self-confident
• Sociable
• Popular

The Conventional Type
• Conforming
• Inhibited
• Persistent
• Conscientious
• Obedient
• Practical
• Careful
• Orderly
• Thrifty
• Efficient
• Unimaginative
The Realistic Environment
- Requires explicit, ordered, or systematic manipulation of objects, tools, machines, or animals
- Encourages people to view themselves as having mechanical ability
- Rewards people for displaying conventional values and encourages them to see the world in simple, tangible, and traditional terms

The Investigative Environment
- Requires the symbolic, systematic, and creative investigation of physical, biological or cultural phenomena
- Encourages scientific competencies and achievements and seeing the world in complex and unconventional ways
- Rewards people for displaying scientific values

The Artistic Environment
- Requires participation in ambiguous, free, and unsystematized activities to create art forms or products
- Encourages people to view themselves as having artistic abilities and to see themselves as expressive, nonconforming, independent, and intuitive
- Rewards people for the display of artistic values

The Social Environment
- Requires participation in activities that inform, train, develop, cure, or enlighten
- Requires people to see themselves as liking to help others, as being understanding of others, and of seeing the world in flexible ways
- Rewards people for the display of social values

The Enterprising Environment
- Requires participation in activities that involve the manipulation of others to attain organizational and self-interest goals
- Requires people to view themselves as aggressive, popular, self-confident, and sociable
- Encourages people to view the world in terms of power and status
- Rewards people for displaying enterprising goals and values

The Conventional Environment
- Requires participation in activities that involve the explicit, ordered, or systematic manipulation of data
- Requires people to view themselves as conforming, orderly, nonartistic, and as having clerical competencies
- Rewards people for viewing the world in stereotyped and conventional ways
Key Terms
• Differentiation - the degree of difference between a person’s resemblance to one type and to other types; the shape of a profile of interests
• Congruence - the degree of fit between an individual’s personality type and current or prospective work environment

Key Terms, continued
• Consistency - degree of relatedness between types
• Vocational identity - possession of a clear and stable picture of one’s goals, interests, and talent

Applying Holland’s Theory
• Relies on assessment instruments used to measure congruence, differentiation, consistency, and vocational identity -
  – Self-Directed Search
  – Vocational Preference Inventory
  – My Vocational Situation
  – Position Classification Inventory

Applying Holland’s Theory
• Code can be used to identify occupations, jobs, majors, and leisure activities
• Types can be used to organize curriculum, career fairs, and information about occupations, jobs, and majors

Krumboltz’ Learning Theory: Influential Factors
• Genetic endowment and special abilities - sex, race, physical appearance, intelligence, abilities, and talents
• Environmental conditions and events - cultural, social, political, and economic forces beyond our control
• Instrumental and associative learning experiences
• Task-approach skills

Outcomes of the Factors Influencing Career Decision Making
• Self-observation generalizations
• World-view generalizations
• Task approach skills
• Actions
Reasons Why People Prefer a Particular Occupation

• They succeed at tasks they believe are like those performed in that occupation.
• They have observed a valued model being reinforced for activities like those performed by members of that occupation.
• A valued friend or relative stressed its advantages to them; they observed positive words and images associated with it.

The Learning Theory of Career Counseling (Mitchell & Krumboltz)

• Counselors must be prepared to help clients cope with career concerns in four ways:
  – Expand their capabilities and interests
  – Prepare them for changing work tasks
  – Empower them to take action
  – Play a major role in dealing with all career problems

Ways Career Counselors Need to Help Clients

• Correct faulty assumptions.
• Learn new skills and interests.
• Identify effective strategies for addressing issues emanating from interactions between work and other life roles.
• Learn skills for coping with changing work tasks.
## Answer Key

### Chapter 1—

**CORRECT ANSWERS**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>

### Chapter 2—

**CORRECT ANSWERS:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

### Chapter 3—

**CORRECT ANSWERS:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

### Chapter 4—

**CORRECT ANSWERS:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

### Chapter 5—

**CORRECT ANSWERS:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>
5. B 10. A  15. D

1. F
2. F
3. T
4. T
5. T

Chapter 6—

CORRECT ANSWERS

5. D 10. A  15. D

1. F
2. F
3. T
4. T
5. T

Chapter 7—

CORRECT ANSWERS

2. C  7. A  12. A

1. T
2. T
3. F
4. F
5. F

Chapter 8—

CORRECT ANSWERS:
1. D  
2. A  
3. D  
4. A  
5. A  
6. D  
7. B  
8. C  
9. C  
10. C  
11. B  
12. D  
13. C  
14. D  
15. A  

Chapter 9—

CORRECT ANSWERS:
1. D  
2. B  
3. D  
4. C  
5. C  
6. A  
7. B  
8. C  
9. B  
10. C  
11. A  
12. B  
13. A  
14. D  
15. B  

1. T  
2. F  
3. T  
4. F  
5. T  
6. T  
7. T  
8. F  
9. T  
10. T  

Chapter 10—

CORRECT ANSWERS
1. D  
2. D  
3. A  
4. A  
5. D  
6. B  
7. D  
8. A  
9. C  
10. C  
11. B  
12. B  
13. D  
14. D  
15. B  

Chapter 11—

CORRECT ANSWERS
1. D  
2. C  
3. B  
4. A  
5. C  
6. A  
7. B  
8. A  
9. D  
10. C  
11. C  
12. C  
13. B  
14. D  
15. C  

Chapter 12—

Full file at https://testbankgo.info/p/
**CORRECT ANSWERS**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>6</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>7</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>8</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>9</td>
<td>C</td>
</tr>
<tr>
<td>5</td>
<td>B</td>
<td>10</td>
<td>D</td>
</tr>
<tr>
<td>11</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>B</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chapter 13——

**CORRECT ANSWERS:**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>6</td>
<td>B</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>7</td>
<td>C</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>8</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>9</td>
<td>C</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>10</td>
<td>D</td>
</tr>
<tr>
<td>11</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. T
2. F
3. T
4. F
5. T

Chapter 14——

**CORRECT ANSWERS**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>7</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>8</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td>9</td>
<td>D</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td>10</td>
<td>B</td>
</tr>
<tr>
<td>11</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>