

# Vocational Psychology News

The Newsletter of the Society for Vocational Psychology:  
A Section of the Division of Counseling Psychology (17) of the American Psychological Association

Volume VIII, Number 2

Spring/Summer, 1997

## Interests Examined in Spring Conference

*Vocational interests topic of third conference in Advances in Vocational Psychology series*

by Paul Hartung

Bethlehem, PA - Lehigh University's Mountaintop campus provided a beautiful setting for the conference "Vocational Interests: Meaning, Measurement, and Use in Counseling, held here May 22, 23, 1997. Co-sponsored by the Society for Vocational Psychology Section of the American Psychological Association, Lehigh University's Counseling Psychology program, and the Behavioral Sciences Department of Northeastern Ohio Universities College of Medicine (NEOUCOM), this third conference



Arnie Spokane, Ph.D. welcomes participants to eastern PA and opens the Lehigh Conference.

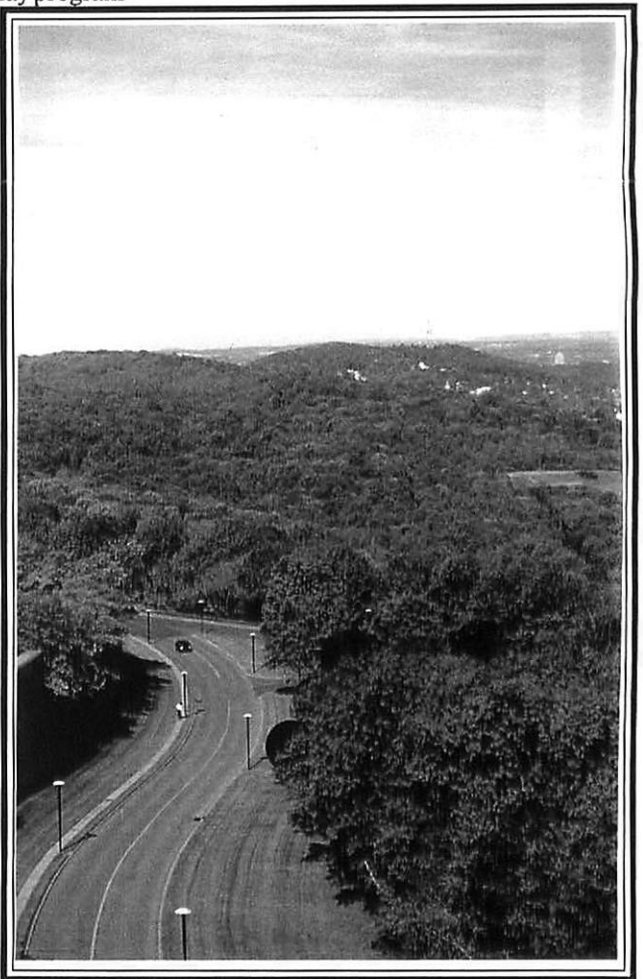
in the "Advances in Vocational Psychology" series examined and synthesized the current state of knowledge on vocational interests as a psychological construct and focus for career intervention. Conference organizers Arnie Spokane, Ph.D. (Lehigh University) and Mark Savickas, Ph.D. (NEOUCOM) orchestrated a highly productive, enjoyable, and thought-provoking two-day program delivered by a cast of 22 leading experts in the areas of vocational psychology and, specifically, vocational interests. Each day of the conference featured two symposia as well as workshops giving technical data on and demonstrations of five different interest inventories.

### Day One

Day one began with a welcome and overview by conference host Dr. Arnie Spokane. Linda Subich, Ph.D. Chair of the Section, also welcomed presenters and participants. Leading off the conference, John Crites, Ph.D. defined interests as a psychological construct and distinguished between expressed and inventoried interests as well as between interests and other traits (e.g., abilities and aptitudes). Linda Gottfredson, Ph.D. then examined interests in terms of behavioral genetics and heri-

tability. Dr. Gottfredson described the synergy of heredity and environment, commenting that environment may spark hereditary predispositions by providing opportunities for realizing those predispositions. Jane Swanson, Ph.D. subsequently explored the stability and change of interests as a trait and as a character-

Please turn to Page 2



View from atop Iacocca Hall on the campus of Lehigh University, site of the Society-sponsored conference on vocational interests held May 22-23, 1997.



Clockwise from top left: John Crites, Ph.D., Linda Gottfredson, Ph.D., Jane Swanson, Ph.D., and John Holland, Ph.D. examine the origin and nature of interests.

Continued from Page 1

istic of the person possessing the trait. Dr. Swanson made several conclusions about interest stability and change including that (a) interests generally have temporal stability, (b) the degree of this stability varies among individuals and may be related to variables such as age, types of interests, and personality variables, and (c) attempts to predict interest stability have not yet been successful. Closing the morning symposium, John Holland, Ph.D. delivered what many in attendance described as his best paper ever. Dr. Holland took the audience on an autobiographical "guided tour" of data to demonstrate the relationship between interests and personality. Following Dr. Holland's talk, participants attended one of five break-out sessions dealing with a specific interest inventory: the *ACT* (Edward Schmeitz), *Campbell Interest and Skills Survey* (Kathleen Boggs, Ph.D.), *Kuder DD* (Donald Zytowski, Ph.D.),

*Self-Directed Search* (Jack Rayman, Ph.D.), and the *Strong Interest Inventory* (Jeff Prince, Ph.D.).

Karen O'Brien, Ph.D. opened the afternoon session of day one by introducing Lenore Harmon, Ph.D. Dr. Harmon discussed types of interest measures and issues pertaining to how they are constructed. Nadya Fouad, Ph.D. then considered interest inventory scores in terms of their use with different populations and in different settings. In discussing issues of validity, Dr. Fouad noted that 40%-60% of people work in occupations that can be predicted by their interest inventory scores. Jim Rounds, Ph.D. ended the second symposium by examining structural models of vocational interests and how they essentially overlap in terms of representing interests. Dr. Rounds concluded from his extensive research in this area that "we construct and create the structures of interests and multiple structures can exist."

## Day Two

Participants started day two of the conference by attending one of the five interest inventory workshops. Linda Subich, Ph.D. then opened the conference's third symposium by introducing Donald Zytowski, Ph.D. Dr. Zytowski explored the use of interest inventory results in career counseling in terms of five principles of inventory interpretation: (a) prepare to discuss the results, (b) collaborate and dialogue with the client using the client's language, (c) say the results and show what they mean, ask the client for a recap, and identify a next step. Dale Prediger, Ed.D. continued by integrating interests with abilities and offered eleven specific suggestions for counselors. Dr. Prediger's eleventh suggestion provided a smooth segue into an examination by Nancy Betz, Ph.D. of self-efficacy and getting clients to act on their interests. David Blustein, Ph.D. then discussed how interests can be used to guide intrinsically and extrinsically motivated vocational exploration relative to cultural and other contexts. Closing the third symposium, Howard Tinsley, Ph.D. discussed outcome efficacy of interest inventory interventions. Dr. Tinsley posed five ques-

tions to the audience (to be answered in the forthcoming textbook based on the conference) about what contributes to effective use of interest inventories.

As discussant, Bruce Walsh, Ph.D. commented on what we know and need to know about interests based on the work presented and accomplished during the conference. Conference closing speaker Fred Borgen, Ph.D. discussed the future of interest measurement. Dr. Borgen emphasized the importance of passion, integration, and interaction in vocational interest and career development.

As with previous conferences in the *Advances in Vocational Psychology* series, a textbook based on the conference will be written and published. Mark Savickas and Arnie Spokane will edit the text.

Adding to the international scope of the conference were several

Please turn to page 3

**Vocational Psychology News** is published semiannually by the Society for Vocational Psychology: A Section of the Division of Counseling Psychology (17) of the American Psychological Association. The views expressed in this publication do not necessarily represent the policies of the APA, the Division of Counseling Psychology, or its Sections.

## Section Officers

### Chair

Linda M. Subich, Ph.D. (1998)  
University of Akron

### Chair-Elect

Nadya A. Fouad, Ph.D. (1998)  
University of Wisconsin-Milwaukee

### Treasurer

Mark Pope, Ed.D. (1998)  
University of Missouri-St. Louis

### Communications Officer

Paul J. Hartung, Ph.D. (1997)  
Northeastern Ohio Universities  
College of Medicine

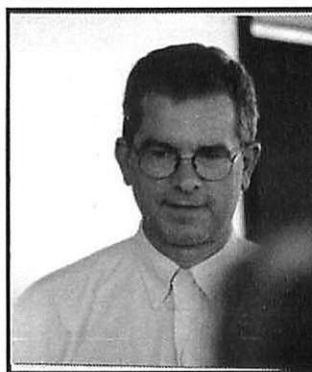
Check us out online at <http://www.umkc.edu/na/div17/vocpsych/>

## Lehigh Conference

*Continued from page 2*

participants from places other than the United States. These participants included Elchanan Meir, Ph.D. (Israel), Ronelle Langley, Ph.D. (South Africa), Hanoeh Flum, Ph.D. (Israel), Eberhard Todt, Ph.D. (Germany), and James Athanasou, Ph.D. (Australia).

It was announced at Lehigh that the next Section-sponsored conference will take place in 1999 at the University of Wisconsin-Milwaukee. Nadya Fouad, Ph.D. and Scott Solberg, Ph.D. will organize and host the conference which will examine the multiple contexts of career development and vocational behavior.



*Lenore Harmon, Ph.D. (top left), Nadya Fouad, Ph.D. (top right), and Jim Rounds, Ph.D. discuss interest measurement and structure.*



*Left to right: Don Zytowski, Ph.D., Dale Prediger, Ed.D., Nancy Betz, Ph.D., David Blustein, Ph.D. and Tony Tinsley, Ph.D. consider interest inventory interpretation.*



*Bruce Walsh, Ph.D (left) and Fred Borgen, Ph.D. highlight vocational interests in terms of past achievements and future directions.*

# Updates on School-to-Work Transition

## Some Arguments Against School-to-Work

by Margaret Barton

Following is an outline of arguments against School-to-Work (STW) based on a review of some letters from citizens, correspondence from members of Congress, newspaper editorials, and various articles. Some of the points may seem outlandish ("that's not what we're trying to do!"). However, it is clear that there are many intelligent, articulate, and proactive people who subscribe to these views.

I do believe it is in our best interests to gain a thorough understanding of and subsequently address the reasons why certain individuals and groups are so adamantly opposed to initiatives which we believe can only benefit students, parents, educators, employers, and communities. Perhaps by educating ourselves, we can focus our efforts on effectively informing and addressing these arguments.

1. **STW is a socialist or communist plot.** STW attempts to track children into specific career pathways, a model that is commonly used in socialist countries which centrally plan their economies. The government determines what career areas will be in demand economically and then uses these predictions to determine career tracks for students.
2. **STW limits career options for students.** The system of tracking students replaces the current liberal arts approach which maximizes career choices by exposing students to a wide variety of career options. A typical view from parents is: "It's OK for others' kids, but not mine -- they're college bound."

3. **STW reduces the emphasis on teaching basic and academic skills.** STW, specifically Goals 2000 legislation, "waters down the curriculum" by mandating the assessment of vague, subjective behaviors and attitudes through "performance-based assessment" or "outcome-based education." Students must perform a task over and over until they produce the required "outcome," a form of behavior modification. Furthermore, the state defines what is acceptable in terms of behaviors and beliefs -- children have to conform or they will fail.

4. **STW, specifically outcome-based education, intends to hold smart children back to the pace of the slowest learners.** This approach has had disastrous results in other states (e.g., Virginia, Oregon).

5. **STW undermines local and state control and centralizes unprecedented powers at the federal level.** For example, it replaces successful, voluntary, locally-based job training and vocational education programs with a large, top-down, government bureaucracy. Goals 2000 represents heavy-handed federal intrusion.

6. **STW is untested.** There is little research showing that various STW programs actually work.

7. **STW asks too much of businesses.** Business wants voluntary partnerships, not government mandated and regulated partnerships.

8. **STW is a capitalist plot by CEOs of large, international companies.** The underlying philosophy of STW is to keep students dumbed down enough to be satisfaction, and poorer promotion records than less educated employees.

9. **The costs of STW are incalculable.**

Also note: The following are "bad words" or viewed as loaded jargon among those who are opposed to STW: School-to-Work, "national" standards, outcome-based education, Goals

2000, SCANS, certificates, certificates of mastery, assessments, performance-based assessments, and even skills.

## School-to-Work News

by Cindy Juntunen and Roger Worthington

During the working conference sponsored by the Society in November, 1996 (*School-to-Work: Defining the Role of Vocational Psychology*), we were asked to gather School-to-Work (STW) information and pass it along to members of the Society. This is our first update on STW information and events, and there are many things to share. *If you are interested in seeing particular types of information in this update column, please send your requests to Cindy Juntunen at cjuntune@badlands.nodak.edu.*

### Division 17 and APA

There is a special section on STW in the upcoming issue of *The Counseling Psychologist*. STW will also be increasingly visible in the Division 17 programs at the APA Convention in Chicago. A symposium, entitled "Applying Vocational Psychology Theories to the School-to-Work Transition" will be presented. Presenters include Jane Swanson, Ph.D., John Krumboltz, Ph.D., Robert Lent, Ph.D., Mark Savickas, Ph.D., David Blustein, Ph.D., and Nadya Fouad, Ph.D. Also, a roundtable session on transitions will include a discussion of the STW transition, and a symposium on interprofessional collaboration will include a presentation on STW.

### The National Scene

On the national level, a report from the Departments of Education and Labor (Riley & Reich, 1996) indicated that

Please turn to Page 5

Continued from Page 4

more than 500,000 students are already involved in STW experiences. Those students represented only the 10 states that had well-developed programs at the time of the study, so we can assume that a substantially greater number of students have the opportunity to participate in STW activities. Research activities are focusing on a national employer survey, a longitudinal survey of youth participation, policies and implications for high school dropouts and an effort to assess experiential learning (Riley & Reich, 1996). The research completed thus far is limited and presents a number of opportunities for involvement by vocational psychologists. The Riley and Reich report can be viewed on the web at <http://stw.ed.gov/execpage/htm>.

*The President's Summit for America's Future*, held in Philadelphia on April 27, also addressed STW issues by establishing as one of its central goals to help students develop marketable skills through effective education by forging "new partnerships among businesses, schools and citizen volunteers to provide more young people with mentors, summer jobs, internships, and the essential skills of reading and mathematics" (see <http://www.stw.ed.gov/>).

### Career Counseling

Career development is beginning to attract greater attention in STW programs, as well. An article in a recent issue of the *School to Work News* (which can be accessed at <http://www.school-to-careers.com/recnters/stc/news/stwn1296c.html>) focuses on the roles of career counselors and strategies that might be useful for STW transition counseling. Examples of effective programs are also described. Career counseling strategies described here and in similar publications might be helpful for introducing counselors-in-training to STW issues, and also provide a starting point for developing comprehensive programs for specific school districts.

### On the Internet

A great deal of STW information can be readily accessed through internet

## Society Casts Votes to "Name the Newsletter"

*Members Choose "Vocational Psychology News" as Title*

by Paul Hartung

And the Winner is...me? Yes me. Sounds suspicious. Let's see, the person collecting and counting the votes wins the contest to name the newsletter. Okay, sure. No, but it really is true. Maybe we should call in Price-Waterhouse to...nah.

From a slate of 25 title entries submitted by seven different Society members, *Vocational Psychology News* (VPN; submitted by yours in communication) was selected as the official name for the newsletter of the Society for Vocational Psychology: A Section of the Division of Counseling Psychology (17) of the American Psychological Association.

A ballot went out to all Section members in April. A total of 158 votes were cast (individuals could vote for more than one title) and returned by the May 20 deadline. VPN won with 25 of the 158 votes (16%), *SVP News* came in second with 15 votes (10%), and *Voca-*

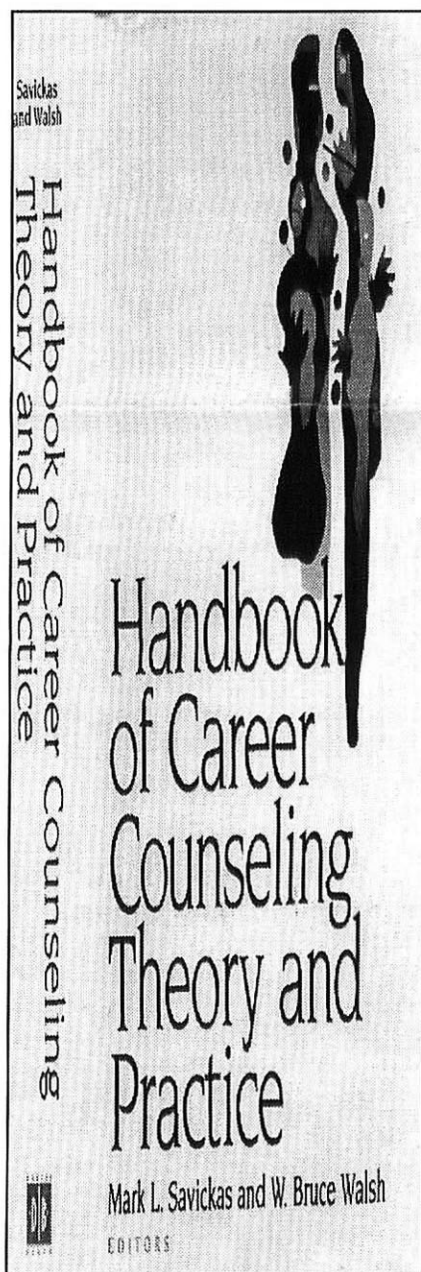
resources. Two sources that are particularly helpful are the *School-to-Careers* homepage at <http://www.school-to-careers.com> and the *School to Work Internet Gateway* at <http://stw.ed.gov>. A listing of more than three dozen upcoming meetings and conferences on STW can be found at <http://www.stw.ed.gov/calendar/calendar.htm>.

### Reference

Riley, R.W., & Reich, R.B. (1996, September). Implementation of the School-to-Work Opportunities Act of 1994: Report to Congress. [<http://stw.ed.gov/execpage.htm>].

*tional Viewpoint* placed third with 14 votes (9%) cast in its favor. The remaining 22 titles on the ballot each received at least one vote.

The prize for the winning submission is a copy of *Handbook of Career Counseling Theory and Practice* edited by Mark Savickas, Ph.D. and Bruce Walsh, Ph.D.



# Chicago Site of 1997 APA Convention

## *Windy City to Provide Backdrop for Full Slate of Section-Sponsored Programs and Activities*

by Linda Subich

Since convention materials have just come out, it seems timely to share the good news about our APA program proposals. All three of the programs we submitted were accepted! Also, Ed Watkins and Vicki Campbell did a great job of scheduling our programs given all the constraints within which they had to work (e.g., all roundtables had to be scheduled at 8 or 9 AM).

Barring unforeseen changes that might come from beyond the Division level, the following are the program times recommended by Ed and Vicki to APA: our *Mentoring* roundtables will take place at 8 AM on Friday, August 15; our symposium on *School-to-Work Transitions* will take place at 10 AM on Saturday, August 16 and will be a featured part of the weekend convention programming; and our roundtables on *Work Transitions* will occur at 9 AM on Monday, August 18.

The *Mentoring* roundtables will include the following topics--How to Publish in Vocational Journals (B. Hesketh & B. Walsh), Grantsmanship (E. Lent & D. Luzzo), Obtaining a Professional Position (R. Fassinger & D. Nord), Independent Practice and Consulting (M. Pope), and Developing and Maintaining a Research Program (J. Chartrand & S. Brown). The *School to Work* symposium was organized by R. Lent and R. Worthington and focuses on applying vocational psychology theories to STW transitions--P-E Fit theory (J. Swanson), Developmental

theory (M. Savickas), Learning theory (J. Krumboltz), and Social Cognitive theory (R. Lent), with discussants D. Blustein and N. Fouad. The *Transitions* roundtables will address the following topics--School to School transitions (K.O'Brien & M. Coleman), School to Work transitions (B. Bizot &

C. Juntunen), Work to School transitions (C. Arbona & R. Dukstein), Voluntary Job Changes (C. Debell & P. Hartung), Job Loss (M. Heppner & L. Avedon), and Retirement (D. Tinsley & J. Hinkleman).

## APA At-A-Glance

### Schedule of Section-Sponsored Programs at APA

#### Friday August 15

8:00-8:50 AM

Roundtable Discussion: *Mentoring One Another: Facilitating the Professional Development of Vocational Psychologists*

(Hyatt Regency Grand Ballroom E)

#### Saturday August 16

10:00-11:50 AM

Symposium: *Applying Vocational Psychology Theories to School-to-Work Transitions*

(Location TBA)

#### Monday August 18

9:00-9:50 AM

Roundtable Discussion: *Transitions: School-to-Work, Work-to-Work, Work-to-Leisure*

(Hyatt Regency Grand Ballroom E)

1:00-3:00 PM

Business Meeting of the Society for Vocational Psychology: A Section of the Division of Counseling Psychology (17) of the APA

(Division 17 Hospitality Suite)

Time TBA

Social Hour cosponsored by Division 17 and the Society  
(Location TBA)

#### Section Business Meeting Agenda

- ◆ Approval of the Agenda
- ◆ Approval of the Minutes
- ◆ Annual Report of Activities
- ◆ APA Activities (programming, Division Fair, Social Hour)
- ◆ Membership summary
- ◆ Newsletter and Website Information
- ◆ Book and Video Publication Activity
- ◆ Reports on DC and Lehigh Conferences
- ◆ Membership Directory
- ◆ Treasurer's Report
- ◆ Communications Officer Election Results
- ◆ Upcoming Elections for Chair-Elect and Treasurer
- ◆ School-to-Work Activities
- ◆ Plans for Next Society Conference at UWM in 1999
- ◆ Plans for 1998 APA Programming
- ◆ Symposia and Roundtables
- ◆ Social Hour
- ◆ Other New Business

# The Chair's Corner

by Linda Subich

I recently put together a handout on our section for the Division's Golden Anniversary Fair display. In that handout, I included a synopsis of our goals as stated in our bylaws as a way to let interested persons know who we are and why we formed the section. Reflecting on those goals since I have returned from our Lehigh conference, it became clear to me that from a variety of perspectives this latest conference was yet another successful Society project. It met our goals by:

◇ Promoting the science and practice of vocational psychology and career intervention;

◇ Bringing together in a warm and collegial way counseling psychologists with interests in vocational issues;

◇ Promoting the integration of science and practice through integrating scientific presentations with workshops to improve skills in using interest assessment measures;

◇ Linking members with others in related specialties who attended and who share our interest in vocational behavior and career intervention; and

◇ Producing another text (to be based on the conference proceedings) which will be a resource in the training, education, research and practice of vocational psychology and career intervention.

Quite an impressive list of accomplishments from one conference, and we have Arnie Spokane and Mark Savickas to thank for organizing and directing this effort and making it such a success.

As has been the case for me at each of our SIG and Section conferences, I left looking forward eagerly to the next gathering. It will be in the spring of 1999 at The University of

Wisconsin at Milwaukee where Nadya Fouad and Scott Solberg will host a conference on the importance of context in vocational psychology and career intervention.

Fortunately, however, we need not wait until 1999 for another opportunity to realize our section goals. The upcoming APA convention will include opportunities to advance our science and practice with a symposium on "Applying Vocational Psychology Theories to the School-to-Work Transition," roundtables on "School-to-Work, Work-to-Work and Work-to-Leisure" transitions, and many papers and presentations made by our members. We also will have the chance to network and socialize at our roundtables on "Mentoring Each Other," at our business meeting, and at the social hour we are co-sponsoring with the Division on Monday evening. This latter endeavor is a new one for the Society and we need the full support of our members for it to be successful. Please plan to be in Chicago on Monday evening and attend the social hour.

Finally, I encourage all members to attend our business meeting at APA. It is a chance not only to meet and socialize with one another, but also to contribute to and help to shape our activities for the next year and beyond. The agenda for the business meeting is printed elsewhere in this newsletter, but I want to highlight two areas. First, I encourage all members to think about what kind of programming you would like to see in San Francisco in 1998. Ideas can be brought to the business meeting, or forwarded to our listserve (vocational-sig@riker.neoucom.edu) or to me (at lsubich@uakron.edu) if you will be unable to attend the meeting. Our APA programming has always been the heart of the Society's activities, so it is essential that we have member input on this important task. Second, I noted in reviewing our bylaws that we indicated that one of our goals was to recognize outstanding contributions of our members with Section awards to be presented at APA. This is not a goal that we have acted on as yet and I am interested in discussing at our meeting what types of

contributions we might want to recognize and how we might do so. Again, for those unable to attend the meeting, feel free to forward your thoughts to me or our listserve.

I look forward to seeing many of you at APA. We have many exciting activities planned and they are detailed on page 5 of this newsletter, so bring it along as your guide to all the best convention activities!!!

## In the News

### Section Member News and Notes

**Y. Barry Chung, Ph.D.** received the National Career Development Association 1997 Graduate Student Research Award given at the American Counseling Association 1997 annual meeting in Orlando, FL. The title of Dr. Chung's research paper was *Predicting Career Motivation of Black College Students Using Demographic, Culturally Relevant, and Noncognitive Variables*. Lenore W. Harmon, Ph.D. served as his dissertation advisor.

**Darrell A. Luzzo, Ph.D.** authored the workbook *Making Career Decisions that Count: A Practical Guide*. The book is published by Gorsuch Scarisbrick Publishers in Scottsdale, Arizona (800-544-8398).

**Donna Schultheiss, Ph.D.** has accepted a faculty position in the counseling department at Cleveland State University.

*Send your news, notes, and newsletter articles to:*

phartung@neoucom.edu.

*Deadline for Fall/Winter issue is 10/1/97*

### **Journal Seeks Manuscripts, Subscribers**

*Australian Journal of Career Development* publishes three issues per year with articles on career development, planning, guidance and education, labour market and training issues, vocational education and training, occupational information, career management policy, practice and programs, and employment issues. *AJCD* also includes reviews of career counseling and guidance materials, research digests, case studies, and a careers forum. Recent issues of *AJCD* have included articles on gender differences, cross-cultural career counseling, career guidance with long-term unemployed individuals, young women's career choices, occupational information, the ethics of testing, and a review of career assessment instruments. Subscription rate is \$85/yr and back issues are available for \$15 each.

**Direct manuscript contribution inquiries to:**

Wendy Patton, Editor  
Faculty of Education  
Queensland University of Technology  
Kelvin Grove Campus  
Queensland 4059  
Ph: (07) 3864 3526 Fax: (07) 3864 3987  
email: w.patton@qut.edu.au

**Send subscription requests to:**

The Australian Council for Educational Research  
Private Bag 55  
Camberwell, Vic 3124 Australia  
Tel: +61 3 9277 5532  
Fax: +61 3 9277 5678  
email: sales@acer.edu.au



Left to right: *Bruce Walsh, Ph.D., Scott Solberg, Ph.D., Mark Savickas, Ph.D., and John Crites, Ph.D.* bid farewell from Lehigh University and look forward to Chicago and the 1997 American Psychological Association annual convention

---

***Society for Vocational Psychology:***

**A Section of the Division of Counseling Psychology (17) of  
the American Psychological Association**

c/o Behavioral Sciences Department  
Northeastern Ohio Universities College of Medicine  
P.O. Box 95  
Rootstown, OH 44272-0095