

## THE CULTURAL DIMENSION OF CAREER DEVELOPMENT

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### ABSTRACT

*Career development and counselling are becoming increasingly wellknown in India. Nonetheless, neither the research nor the literature sufficiently address the topic of which applications can be transmitted cross-cultural approach from Indian career counselling. The study shows The research goes into great detail about career counselling. To locate concepts and approaches. In order to find concepts and methodologies, I counselled in several university career counselling centres in India. That might be applied to India in a cross-cultural context. In our qualitative research, nine categories of data emerged. The cultural validity of the ideas and models that drive their practise is a difficulty for career counsellors. The method for forming cultures is discussed as a framework for career counsellors to examine cultural impacts on their clients' professional obstacles, interventions, and collaboration. The presentation explains how cultural formulation can be utilised to assist international students with career planning. A case study explores the distinctive characteristics of cultural identity while addressing common. The case study highlights how investigating a client's numerous identities, such as the intersections of gender, ethnicity, and socioeconomic class, using a relational theoretical approach as seen through a feminist perspective can enrich the cultural-formulation process. A case study explains how students deal with frequent change concern. The interconnections of gender, ethnicity, and socioeconomic class will be the emphasis of the paper.*

**KEYWORDS:** Career Development, Counselling, Socioeconomic Class, Career Planning, Cross-Cultural.

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### Introduction

#### Career Development

Career development is Career advancement is the result of a combination of psychological, social, and economic factors. psychological, sociological, economic, and physical elements that define a person's lifelong sequence of jobs, occupations, and careers.

It considers a person's previous, current, and future job responsibilities. It affects a person's family life, self-concept, and every aspect of their social and cultural environment. Career development is a systematic and ongoing process that aims to produce more enriched and capable individuals. Counselling is both a science and an art. It's a short-term, interpersonal, theory-based profession that helps people.

#### Charecteristics of Career Couselling

- It's a never-ending process.
- It cultivates and disseminates transferable skills and competences.
- It aligns an individual's personal goals.
- It aids in the development of skills and abilities necessary for current and future leadership roles within a company.
- It improves the organization's professional work culture.

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### **Objectives of Career Development**

- To get a better understanding of professional development from both a developmental and intercultural standpoint.
- Develop intervention techniques for developing, engaging, rewarding, and retaining highly skilled employees.
- To be able to debate and put into practise career counselling models that are appropriate for usage in a company.
- To have a better understanding of how assessment processes are used in career development interventions.
- To learn how to incorporate technology into career development interventions.
- To help students comprehend personal, social, economic, and other issues that affect them throughout their organization's existence.

### **Importance of Career Counselling**

It aids in the development of individuals' abilities and competences for effectively establishing, extending, and managing a company, with a focus on real-world business scenarios and procedures.

It focuses on instilling an entrepreneurial attitude and potential in employees in order to help them become great innovators.

To make it easier to acquire the necessary skills, knowledge, and competences for organisational success.

### **Theories of Career Development**

#### **Trait-and-Factor Theory**

The theory began with those who argued that choosing a career was based on an accurate understanding of oneself, a complete understanding of job requirements, and the capacity to make a proper match between the two.

One of the most persistent theories of career counselling is the trait-and-factor hypothesis. In essence, it is concerned with matching people's personalities to their professions. This idea entails taking into account a person's abilities or aptitude, personal beliefs, and occupational interests in order to determine their personality. There are three main steps in the procedure:

- Individual research.
- Examining potential job paths.
- Application of "genuine reasoning" to match people to jobs.

The trait-and-factor theory has been questioned because it presupposes that everyone has the same job aim and that career choices are made mostly on the basis of ability. As the trait-and-factor theory suggests, many people do not have a single career aim.

Furthermore, these job objectives may alter over time. Also, matching someone with a career may not be the ideal method. Someone who is interested in a career but has not received any formal training in that subject. Rather of discouraging them from pursuing that field, they may simply require some encouragement to get started. Critics of this notion claim that it has pushed people like this away from activities that they could enjoy.

#### **Theory of Person-Environment Fit**

The basics of the Person-Environment Relationship Fit refers to the idea that if someone has a positive relationship with their workplace, they will be happy in their career. According to Dawis and Lofquist, work comprises connections, interactions, reward, stress, and other psychological aspects. These psychological concerns must be adequately addressed in the workplace. The individual must be able to meet the workplace's requirements. As a result, the human must not only fit the location, but also be able to fit the place. When both of these things happen at the same moment, it's called consonance.

#### **The fundamentals of the Person-Environment Relationship**

Fit is the concept that if someone has a positive relationship with their workplace, they will be satisfied with their job. Work, according to Dawis and Lofquist, includes relationships, interactions, reward, stress, and other psychological factors. The work atmosphere handle effectively.

Furthermore, the individual must be able to match the demands of the workplace.

So, not only must the individual fit the location, but the individual must also be able to fit the place. Consonance is what happens when both of these things occurs at the same time.

Person-Environment Fit in Four Key Points:

- A good match between work personality and work environment is essential.
- When determining if the environment is a good fit, individual requirements are more significant.
- A good indicator of contentment is how well a person's wants match the surroundings and vice versa.
- The best way to position someone in a job is to match their personality to the requirements of the job.

### **Learning Theory of Career Counselling**

Krumboltz, Mitchell, and Gelatt proposed Learning Theory for the first time in 1975. Their original journal article on the theory can be found here.

This hypothesis is divided into two sections. The first section explains how professional choices are made. The theory's second section discusses how career counsellors are expected to assist clients in resolving career or job-related issues.

According to learning theory, there are four elements that influence a person's profession choice. Special abilities or genetic endowments, environmental conditions and events, learning experiences, and task approach skills are examples of these. The primary point is that no single factor influences a person's profession choice. This approach also emphasises that there is no one-size-fits-all career. Instead, theorists stress that anyone can advance in their job if they are prepared to broaden their abilities and interests.

A career counselor's duty here is less about job selection and more about assisting clients with career or employment challenges.

Individual therapy and career counselling may be used in this method.

This is because career counsellors that employ this approach will address concerns such as burnout, change, relationships, and career growth roadblocks, among other things.

### **Social Cognitive Career Theory**

Lent, Brown, and Hackett introduced Social Cognitive Career Theory in 1996. Some components of social learning theory and cognitive theories are combined in this theory. This hypothesis is made up of three main components.

The goal of counselling is to help people achieve self-efficacy. Counselors also discuss result expectations. These are people's personal predictions for what will happen as a result of their career choices. Finally, counsellors help clients address their goals so that they can impact and maintain their behaviour. Even the act of setting goals is thought to help people build a sense of efficacy. This method focuses on supporting clients in gaining a sense of agency over their job choices and challenges.

### **Self-Concept Theory**

In the 1950s, Donald Super began constructing career ideas, which he continued to do throughout his career. His thoughts developed in complexity as he expanded them.

However, the idea that we can divide the human lifetime into age groups lies at the heart of his beliefs. We acquire diverse impressions of the world around us, take on different duties, and prioritise the most important things to that time in life within these age groups. Super even did a study that tracked people for a long time, from 9th grade to their 30s, in order to back up his claims. Individuals' concepts of themselves and aspirations alter with growth and experience, he discovered. Individuals often focus on relationships with others in early adulthood, for example. Many people move on to enhancing their talents and occupations by the time they reach middle adulthood.

### **Social Learning**

For his major notions, John Krumboltz established a theory based on Bandura's theories, which he then used to develop his own theory, which includes career counselling. Krumboltz's theory is founded on the premise that an individual's development and experiences over the course of their life impact which vocation they are most suited for, rather than focusing on innate features.

Krumboltz's approach was based on innate personal characteristics, living circumstances, learning through consequences, and work-related abilities.

These factors and experiences, according to his hypothesis, define the optimum match for an individual and their career.

### **'Needs' Theory**

Ann Roe's 'needs' approach evaluates the structure of each individual's wants and values based on early life and childhood experiences.

However, the idea also takes into consideration environmental and genetic elements, which she believes should all be taken into account when looking for a job that meets an individual's 'needs.'

Six levels of skills are included in the theory, ranging from unskilled to professional/managerial (considered the top-level). Roe then goes on to list eight major occupation categories from which to choose, including science, technology, arts and entertainment, outdoor, service, business, managerial, and general cultural occupations.

### **Personality Theory**

The personality hypothesis, like Ann Roe's 'needs' approach to career development, places a high value on an individual's early life experiences.

The encounters that an individual has with their parents during childhood are the experiences that Roe focuses on the most in this situation.

In other words, the more interaction a person has with their parents, the more likely they are to pursue 'person focused' or 'non-person oriented' employment, according to her. She divides jobs into eight categories in her needs approach, five of which are person-oriented and three of which are non-person-oriented.

Individuals will have varying levels of independence based on their prior experiences. Non-person centred vocations, she also thought, were the most self-sufficient of the eight types.

### **Linda Gottfredson - circumscription and compromise**

Linda Gottfredson's circumscription and compromise theory, developed in the 1980s, is primarily concerned with children and the four stages of their development. These stages are broken down into age groups as well as developmental orientations at certain ages.

This idea explains why youngsters choose particular job pathways.

3-5, 6-8, 9-13, and 14 and up are the age groups covered.

Essentially, the jobs that children identify with are related to their current societal understandings. Younger children are more likely to pursue gender-specific jobs, whereas older children are more likely to pursue careers that are more closely related to their community values and personal identity.

### **Tiedeman and Miller - Tiedeman's decision-making model**

The decision-making career development theory of Tiedeman and Miller is mainly based on Erikson's eight psychosocial stages.

This approach considers an individual's life as vital to their professional development as their employment choices. The decision-making model assists persons looking for a career path in weighing various key variables that will bring them to their final objective.

Tiedeman and Miller's theory is divided into two stages based on several elements. Anticipation or Preoccupation is the first preliminary step. Individuals go through four key stages throughout this stage: exploration, crystallisation, choice, and clarification. The steps of the second stage, dubbed Implementation or Adjustment, are induction, reformation, and integration.

### **Diversity Issues**

The environments in which people live and learn have a huge impact on their career development as social beings. The opportunities offered to individuals, the resources at their disposal, and the social environment within which people live all interact and contribute to their sense of self and their awareness and understanding of numerous career options.

As a result, it is necessary to evaluate a variety of personal and cultural aspects when seeking to comprehend an individual's career growth process.

### **Individual Factors**

#### **Gender**

A powerful and extensive socialisation process begins the moment a child is born, in which girls and boys learn what is expected and socially acceptable conduct based on their gender.

The type of play, leisure, and academic activities that children engage in, as well as the development of children's schemas of proper gender roles, are all influenced by this socialisation process. In addition, this socialization influences how individuals in the child's life will interact with the child and the types of behaviours that are reinforced. According to studies, by the age of eight, children have established a sense of what vocations are acceptable and unsuitable for their gender.

As a result, the types of occupations are influenced by children's experiences and gender role schemas.

Gender socialisation continues to have a substantial impact on men and women's professional development in adulthood. Women who work outside the home, for example, often struggle to balance numerous tasks and may believe that their jobs and responsibilities at work and at home are in direct conflict.

Men, on the other hand, may feel enormous pressure to succeed at work and to be the family's primary breadwinner. Men's perceptions of proper careers and positions may be influenced by the pressure to succeed and provide for their families in order to maintain a specific lifestyle.

Furthermore, because a man's personal identity is often linked to his employment, his psychological well-being may be jeopardised if he loses his job or performs poorly at work.

Despite the fact that changing social norms and job opportunities have led to an increase in the number of women entering traditionally male-dominated occupations (and, to a lesser extent, men entering traditionally female-dominated occupations), the impact of gender socialisation on career development remains a significant source of influence in both men and women's career choices and satisfaction.

#### **Race and Ethnicity**

Race and ethnicity have been mentioned as elements that should be taken into account throughout the job search.

Race and ethnicity can have an impact on the types of vocations that are considered acceptable and accessible from both a personal and cultural perspective. For example, one's racial and ethnic identification (the degree to which one identifies as a member of a certain racial or ethnic group) can influence the types of employment one considers as a viable option.

This impression may be influenced in part by the types of learning experiences and opportunities to which individuals of racial and ethnic minorities have been exposed, as well as the presence of role models from their racial or ethnic group in various job sectors.

Racial and ethnic discrimination and oppression may encourage members of racial and ethnic minority groups to avoid vocations they believe are inaccessible to them from a societal perspective. As a result, the influence of race and ethnicity on the career development of varied individuals must be investigated from both a phenomenological and a sociological perspective.

#### **Culture**

Culture, or a group's shared values and beliefs, influences how people see and interact with the environment, as well as their actions, decision-making, and goal-setting. Collectivism is an example of a cultural value shared by different racial and ethnic groupings.

When making decisions, individuals are more likely to consider the well-being, wishes, and best interests of the group to which they belong (family or community).

For example, in deciding what type of employment to pursue, a client whose culture values collectivism may consider the preferences of his or her parents or other family elders.

Individualism, on the other hand, indicates the tendency to make decisions and choices in the context of what is available.

**Individuals from individualistic cultures' decision-making** process may thus be characterised by choosing a vocation based on own interests and needs. Career counsellors must be conscious of and appreciative of the cultural environment and values that impact their clients' professional development.

Furthermore, professional counsellors must be conscious of their own cultural values and beliefs systems, as well as how these may influence the counselling interaction.

When career counsellors are conscious of their own personal values and views, they are less likely to impose their principles on their clients when supporting them with their professional development.

### **Sexual Orientation**

In the last decade, vocational psychology has begun to pay more attention to the career development of lesbian, gay, bisexual, and transgendered (LGBT) people. When working with this demographic, it's crucial to understand the intricate interplay between sexual identity development and professional development. For LGBT people, developing their sexual identity can be a stressful experience since they may be coping with gender identity confusion, unfavourable cultural stereotypes, and potential conflict with family and peers. This stage of development usually happens around adolescence, when young people begin to establish job interests and set objectives for the future. Lesbian, gay, bisexual, and transgendered (LGBT) people's professional growth has gotten more attention in the last decade.

The time, energy, and affective resources that may be focused on LGBT individuals' sexual identity development may have a negative impact on their career advancement. When LGBT people are ready to make career selections, their possibilities may be limited to jobs that are regarded possible or appropriate based on their sexual orientation. Furthermore, individuals may rule out specific occupations owing to real or perceived discrimination in certain work environments. As a result, career counselling specialists must address sexual orientation and the unique challenges that LGBT people face at work.

### **Other Relevant Considerations-Constructs**

Other important diversity problems for career counsellors to consider include, but are not limited to, the prevalence of physical or learning disabilities, as well as immigrant status and language proficiency. Individuals with physical or learning disabilities, for example, may have less opportunity to participate in career development-related events and build good decision-making skills, which can impede their professional advancement.

Individuals with disabilities must be assessed for personal (e.g., self-efficacy), disability-related, and environmental limits on their job growth by career counsellors.

It's crucial to pay attention to how immigrants are adjusting to their new surroundings, the stressors they're dealing with, language barriers, and current employment needs, as these things may have an impact on their career advancement. Career counsellors must pay attention to their clients' specific contextual experiences in order to assist them in developing and working toward realistic and achievable career goals.

### **Social and Economic Factors**

Because of the core tenets on which they are built, many conventional career development theories have been condemned as being classist.

Most Western conceptions of career development, for example, presume that people choose their occupations freely, that work is fundamental to one's life and identity, that structures have universal definitions, and that opportunities are open to everyone.

Ignoring the impact of social and economic issues on individuals' job development in our culture can be harmful to those with whom career counsellors work, and ignoring these elements leads to persistent class discrepancies.

### **Socioeconomic Status**

Although socioeconomic position is clearly one of the diversity-related criteria that has received little attention in the multicultural career literature, its impact on career development cannot be overstated.

Individuals' socioeconomic standing influences their lifestyles, the resources accessible to them, and the types of activities they engage in, all of which influence their social class.

As a result, the function of social class in people's lives is particularly crucial to comprehend because of the reciprocal relationship between employment and, more precisely, the type of work that people have access to and aspire to.

That is, one's social class can have a significant impact on one's job development, and one's career, in turn, plays a significant role in determining one's social class.

There are numerous ways in which one's social class background influences one's job growth, regardless of where one stands on the social class continuum. Counselors' perceptions of achievement and job goals are influenced by their social class. For example, if a counsellor believes that everyone can succeed if they work hard enough, the counsellor may fail to address societal barriers that may affect the professional development of clients who believe that no matter how hard they try, they will never succeed. Believing that hard work and talent are always rewarded, or that everyone in society has equal opportunity for economic success, places the sole responsibility for success and failure on the individual, ignoring the existence of institutional impediments.

### **Education and Academic Preparation**

Believing that hard work and talent are always rewarded, or that everyone in society has equal opportunities for economic success, places the sole responsibility for success and failure on the individual, ignoring the presence of institutional barriers (e.g., discriminatory hiring practices) that can prevent an individual from achieving his or her goals. Social class can also influence whether or not someone has the financial means to pursue further education, the social connections and networks needed to find work, and access to key information that can help them make career decisions.

### **Education and Academic Preparation**

The individual's socioeconomic level also has an impact on parts of the environment that can affect their professional growth.

Individuals' economic capital (or lack thereof) is linked to the quality of their houses, neighbourhoods, and schools. The calibre of teachers, educational materials available at school and at home, types of extracurricular activities offered at the school, and teachers' expectations for pupils all contribute to the education a student receives.

A strong, quality educational foundation across the main academic subject areas, but especially math, science, and reading-writing, prepares adolescents for secondary and postsecondary education from their early years of schooling.

In addition, math and science curriculum has been highlighted as being particularly important for entry into extremely prominent, high-paying industries.

A bad education might put young people at danger of not graduating from high school or limit their future educational options.

Because education is so closely tied to one's occupational standing, it's critical that everyone in society has equitable access to a good education and that those who wish to enhance their education have the resources they need.

### **Real and Perceived Barriers**

Discrimination, limited exposure to a range of careers, a lack of role models from the community employed in a range of careers, a lack of financial resources for education or training, a lack of support from teachers, peers, or family, and a lack of educational preparation are all real or perceived barriers that can influence individuals' career decisions and development.

Individually and collectively, these environmental limitations might influence one's internal views about one's ability to achieve one's goals and limit the types of occupations one believes are actually reachable.

### **Conclusion**

This research shows the theoretical concepts of Career Development. This includes the theories that affect an individual's personality. There are different approaches that affect an individual's behaviour.

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