

Developmental Career Assessment and Counseling: The C-DAC Model

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The C-DAC model seeks to improve career development theory and to use innovative assessment measures together with improved counseling methods to improve vocational and life career counseling. At this stage, the project puts more attention to assessment, partly because if one is to counsel with career maturity in mind, one must understand the developmental status of the counsellee. In career counseling, facts as well as feelings are important. Therefore, in this article the authors deal with the assessment of career development in detail, raising issues (necessary by the theory) and expressed preferences as basic project data to be viewed in the light of career maturity, the salience of life roles, and the values sought in life as moderator variables. The instruments are described and their use shown in a sample profile for assessment and checking in the reader in another readily available published source.

The Career-Development Assessment and Counseling model (C-DAC) recognizes that, in an age of increasingly rapid cultural and economic change (McDaniels, 1989), no simple process of matching people and jobs can adequately meet the needs of individuals and society. It is built on the need to take into account the possibility, and the likelihood, of changes in individual needs, values, interests, and circumstances, and the changing nature of work, as people go through life. It cannot, of course, predict which changes will take place, nor just when, but it can take into account the probabilities as ascertained in test research, in studies of occupations and of careers, and of the organization of work in industry and business (e.g., Arthur, Hall, & Lawrence, 1989; Bloom, 1964; McDaniels, 1989; Monstros & Shinkman, 1992). The manuals for the C-DAC tests are also helpful, as is Bloom, on individual change.

The model, like most, has a varied ancestry spread out over many years, although its immediate parentage is clear and current. Frank Parsons (1909) first wrote about matching people with jobs on the basis of concern for and work, with youth making the transition from school to work. Donald Parsons, at the University of Minnesota, who provided the model made rationally and instrumentally useful by Beatrice Dworkin of the United States Department of Labor before, during, and after World War II, directed the pioneer scientific and technical work that established the matching process. A well-documented compendium, critique, and manual for the use of instruments for vocational assessment became a standard work in the training of vocational counselors. The matching method was put into a simple, easily used, well-validated form by Holland in 1959 and was updated in 1985 (Holland, 1985).

The second set of ancestors was also spread out over more than one generation. The Developmental model was foreshadowed by the life span study carried out in Austria by Becker (1933), by a survey of adult men in California by Davidson and Anderson (1937), by another survey of adult men by Miller and Form (1951), and by tests and articles by Super (1942, 1957, 1983, 1990).

THEORETICAL MODELS UNDERPINNING THE MODEL OF PRACTICE

The Life Career Rainbow (Super, 1990; Super in Monstros & Shinkman, 1992) portrays the development or unfolding of the life career of a person from birth until death. The two outside arcs of the Rainbow show, one, the name of the life stage and, two, the approximate ages of transition from one stage to another. It cannot be overemphasized that these ages are not precise endings and beginnings of stages; they are ages at which these transitions are often noted, but for some they come earlier and for others later, and many recycle through several stages as they make transitions, change jobs or occupations, become disabled, leave, or reenter the labor market and the labor force. Thus, these two Rainbows have breaks in the worker roles at times of educational or job transitions, and in some versions have darker or lighter shading or coloring to depict great or lesser commitment to a role.

The width of the shading of an arc depicts the time devoted to participation in it, and the depth (darkness or lightness) of the shading shows the amount of affect invested in and the commitment to the job. No distinction is accepted in this model between position, job, occupation, company, or career in the sense of an idealized sequence of increasingly self-fulfilling jobs and occupations. A diagram can portray only so much, or it soon gets cluttered and confusing.

Thus, the Rainbows depict the person's career in terms of a life span, life space, formed by nine major roles played first only as a child with the other roles of pupil-student, learner, citizen, worker, spouse, home maker, parent, and (at the end of the worker role or segment of an arc) pensioner or annuitant. When these people died, four roles were still being played (after a maximum of eight at the peak of the career): learner, citizen, pensioner, and parent. It is notable that the child role was played, with differing specifications at different life stages, until the age of about 60 years and that the student role was played from about 5 years of age until about 62 years, but with interruptions and with

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