


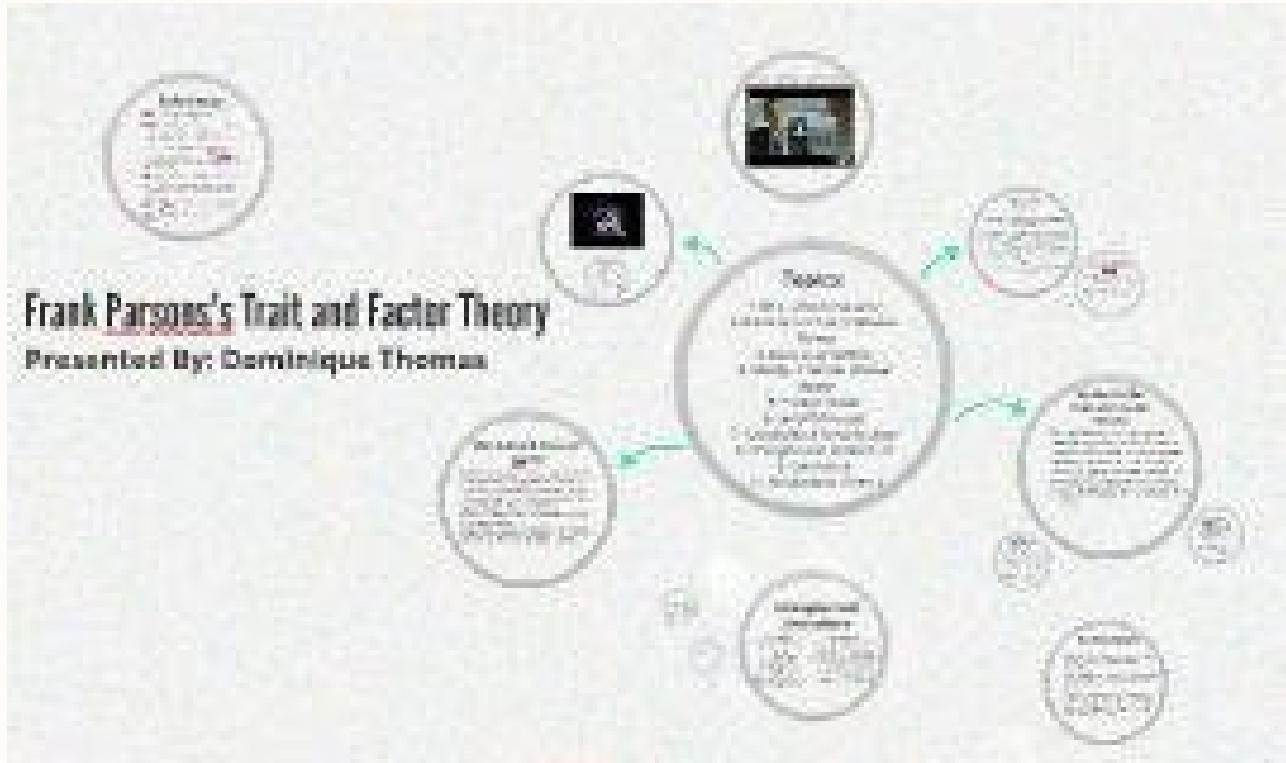
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Trait and factor theory by frank parsons ppt.



To apply this theory in practice, start by helping clients understand their skills, personality, and values through exercises like card sorting or the values and skills sort.

### Trait and Factor Theory

#### About the Founder

Frank Parsons (1854–1908) is known as the father of Vocational Guidance. Although he was educated as an engineer at Cornell University, he wrote several books on social reform movements and articles related to women's suffrage, taxation, and education for all. Additionally, he taught history, math, and French in public schools, worked as a railroad engineer, and passed the state bar examination for lawyers in Massachusetts in 1881. His university occupations included teaching at Boston University School of Law and at Kansas State Agricultural College and serving as dean of the extension division of Ruskin College in Trenton, Missouri. However, Parsons is best known for his interests in helping individuals make occupational and career choices (Zunker, 2002).

Frank Parsons is often credited with being the father of the vocational guidance movement. His work with the Civic Service House led to the development of the Boston Vocation Bureau. In 1909 the Boston Vocation Bureau helped outline a system of vocational guidance in the Boston public schools. The work of the bureau influenced the need for and the use of vocational guidance both in the United States and other countries. By 1918 there were documented accounts of the bureau's influence as far away as Uruguay and China. Guidance and counselling in these early years were considered to be mostly vocational in nature, but as the profession advanced other personal concerns became part of the school counsellor's agenda.

Career guidance appeared alongside advances made in the social sciences in the early 1900s. Frank Parsons, author of the 1909 work "Choosing a vocation" and who was also part of the development of 'vocational bureau' in Boston, USA, was one of the founders.

In 1905, Parsons became director of one of the Civic Service House programs called the Breadwinner's Institute (Zunker, 2002). Afterwards, Parsons organized the Bureau of Vocational Guidance. Nine months later, Parsons used the Bureau to train young men to be counsellors and managers for YMCA's schools, colleges, and businesses. A few years later, the School Committee of Boston created the first counsellor certification program, and eventually the program was adopted by Harvard University as the first college-based counsellor education program (Schmidt 2003). Also, the superintendent of Boston schools

This approach involves understanding an individual's skills, values, and personality, as well as their preferred work environment and pay expectations. By using structured sessions and psychometric tools like Holland's RIASEC test, career advisers can help clients identify suitable careers. To apply this theory in practice, start by helping clients understand their skills, personality, and values through exercises like card sorting or the values and skills sort. Then, use tools like Career Quest to explore job ideas that align with their interests. Encourage clients to research job opportunities on the careers.govt.nz website and narrow down their options based on their skills. Throughout the process, bring in your knowledge of jobs, training providers, and job market trends to provide a realistic perspective. Finally, have clients reflect on their values and skills to ensure that their chosen career aligns with these aspects of themselves. Trait-factor counseling finalizes with an analysis of assessment results, connecting them to relevant occupational classification systems. This approach assumes individuals can make rational career choices when given accurate information about themselves and job options. The concept originated from Frank Parsons' efforts to match individuals with jobs based on their work-relevant attributes and job knowledge. The 1930s saw the development of statistical applications and psychometric methods, enabling the empirical derivation and quantification of matching dimensions. The Minnesota Employment Stabilization Research Institute was established to address worker unemployment during the Great Depression, operationalizing Parsons' concepts using differential psychology research methods. Edmund G. Williamson adapted these methods for college students, writing extensively on this approach, earning it the nickname "Minnesota point of view." These approaches were later applied to classify armed forces recruits and assign them positions during World War II. Following the war, they were adopted by vocational rehabilitation counselors and college counselors assisting returning veterans. John Holland's theory of vocational personalities and work environments is a widely used trait-factor model, while another influential approach, theory of work adjustment, emerged from University of Minnesota researchers. Critics have labeled trait-factor counseling as "test and tell" and "three sessions and a cloud of dust," citing the high level of counselor expertise required for assessment and interpretation. This knowledge and power differential between counselor and client has sparked criticism. The trait-factor approach in counseling has been criticized for being too prescriptive and directive. This method assumes that individuals will make rational decisions with good information, but critics argue that decisions are also influenced by emotions, personal history, and the opinions of others.



Despite these criticisms, trait-factor counseling remains influential due to its scientific rigor and the development of assessment instruments like the Minnesota Importance Questionnaire and Strong Interest Inventory. These tools have led to advances in psychometrics, with the empirical keying methodology pioneered by E.K. Strong inspiring the development of the Minnesota Multiphasic Personality Inventory. Additionally, person-environment fit models like Holland's theory of vocational personalities and work environments and the theory of work adjustment represent an evolution from trait-factor counseling's relatively atheoretical roots to more sophisticated theories of career choice and adjustment. The Occupational Information Network (O\*NET) is a current example of trait-factor counseling, drawing on these theoretical foundations to provide online resources for self-assessment and vocational guidance. Information on occupations, updated periodically, is accessible to everyone.



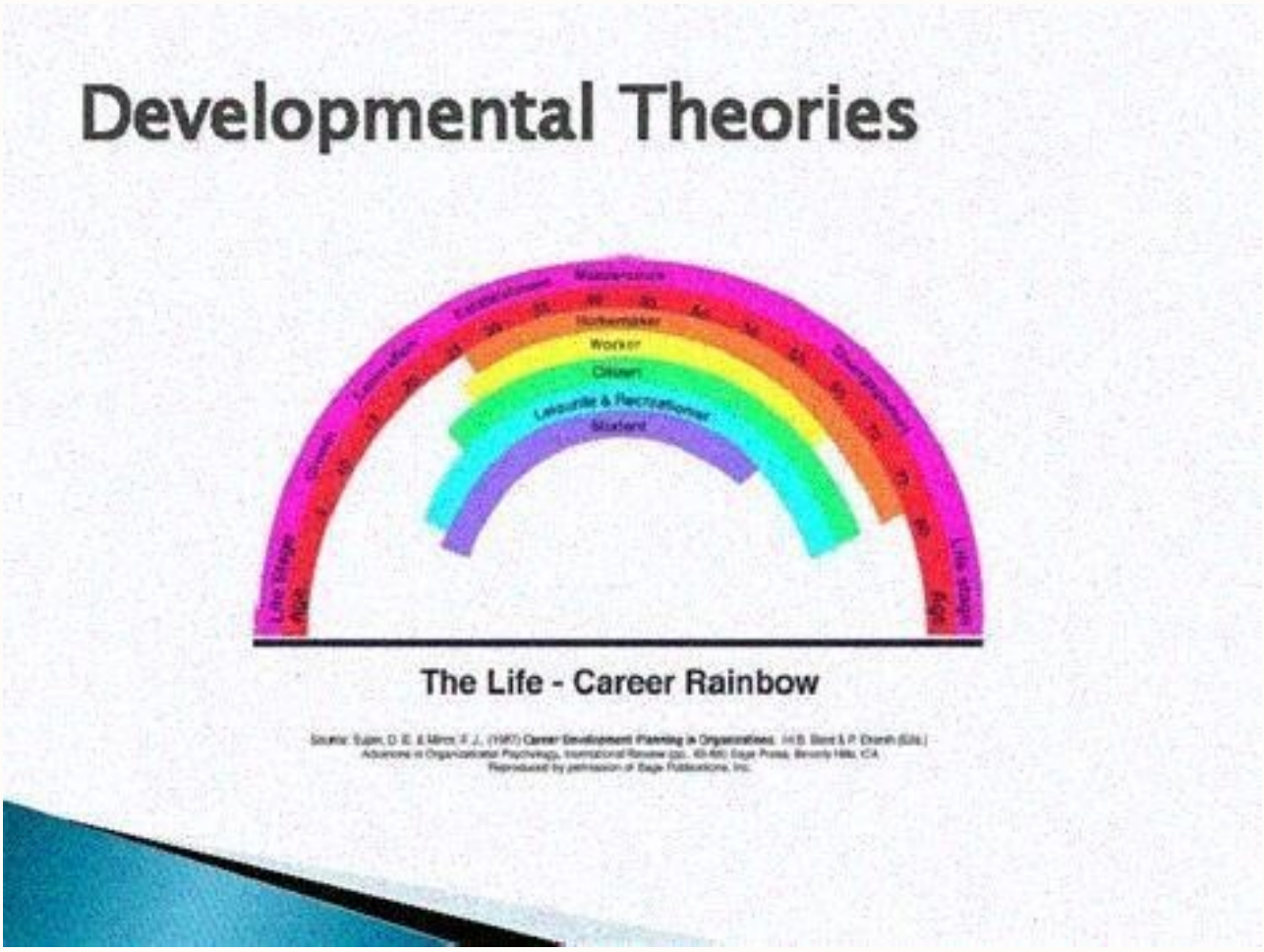
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Edmund G. Williamson's Career Development Planning

TasCollege

Assessment Resource Summary		
Unit Details:	Unit Details: Student is given development session	
Assessment Type:	This is a practical assessment. The assessment needs students' prior knowledge in understanding the assessment.	
Assessment Methods:	Written Questionnaire	Assessment 1
	Written Report and Presentation	Assessment 2
	Presentation	Assessment 3
	Role Play and Written Report	Assessment 4

Parsons' trait and factor theory is a career development framework that emphasizes matching personal traits with job factors to achieve job satisfaction and success. This approach involves understanding an individual's skills, values, and personality, as well as their preferred work environment and pay expectations. By using structured sessions and psychometric tools like Holland's RIASEC test, career advisers can help clients identify suitable careers. To apply this theory in practice, start by helping clients understand their skills, personality, and values through exercises like card sorting or the values and skills sort. Then, use tools like Career Quest to explore job ideas that align with their interests. Encourage clients to research job opportunities on the careers.govt.nz website and narrow down their options based on their skills. Throughout the process, bring in your knowledge of jobs, training providers, and job market trends to provide a realistic perspective. Finally, have clients reflect on their values and skills to ensure that their chosen career aligns with these aspects of themselves. Trait-factor counseling finalizes with an analysis of assessment results, connecting them to relevant occupational classification systems. This approach assumes individuals can make rational career choices when given accurate information about themselves and job options. The concept originated from Frank Parsons' efforts to match individuals with jobs based on their work-relevant attributes and job knowledge. The 1930s saw the development of statistical applications and psychometric methods, enabling the empirical derivation and quantification of matching dimensions. The Minnesota Employment Stabilization Research Institute was established to address worker unemployment during the Great Depression, operationalizing Parsons' concepts using differential psychology research methods. Edmund G. Williamson adapted these methods for college students, writing extensively on this approach, earning it the nickname "Minnesota point of view." These approaches were later applied to classify armed forces recruits and assign them positions during World War II. Following the war, they were adopted by vocational rehabilitation counselors and college counselors assisting returning veterans. John Holland's theory of vocational personalities and work environments is a widely used trait-factor model, while another influential approach, theory of work adjustment, emerged from University of Minnesota researchers.



Frank parsons trait and factor theory of occupational choice. Frank parsons trait and factor theory year.

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