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CROSS-CULTURAL PERSPECTIVES IN CAREER DEVELOPMENT

The U.S. society has become more diverse than ever in the 21st century, and increasingly diverse populations will be growing steadily in the future. Counselors, regardless of whether they work in school or community settings, work with diverse clientele daily. Understanding the complexity of multicultural perspectives to individual well-being and to one's career development is critical for counselors to provide culturally appropriate intervention services. In this chapter, we will introduce some critical concepts related to multicultural issues in career development and intervention. It is important to understand these concepts and their implications to career development because sociocultural contexts influence people's career trajectory. In addition, developing cultural competency is the ethical obligation of every counselor. This chapter includes current demographic information on workforce and change in the work settings, cultural differences in regard to different dimensions, intersection of various dimensions of diversity and their implication to individuals' career development, multicultural issues related to career development in work settings, and development of multicultural competency in working with diverse population. The illustrations of the career-related issues in multicultural work environment should inspire students to better understand theories and strategies of individuals' career development to be presented in the following chapters.

LEARNING OBJECTIVES

After completing the reading and exercises provided in this chapter, you will be able to:

- describe the changing profile of the labor force in the workforce;

- identify social barriers such as gender, ethnicity, race, socioeconomic status, religious background, sexual orientation, able-status, and other personal factors in relation to one's career development;

- describe the definition and meaning of issues pertaining to multicultural career development in work settings such as occupational stereotypes, occupational segregation, occupational discrimination, and glass ceiling;

- examine cultural identity and acculturation and their relationship to career development;

- analyze how the intersection of contextual factors and personal inputs influences individuals' career development and decision-making process;

- develop cultural competency in working with diverse populations; and

- translate cultural competency and social justice awareness to advocate for disadvantaged groups for their career development needs.

CHANGING WORKFORCE

The labor force in the United States has experienced significant changes since the middle of the 20th century as the result of civil rights movement. More minority members and women entered the workforce beginning in the 1960s and continue to be the fastest growing groups in the labor force. The diverse workforce is a reflection of the American population change in the last two decades as well. According to the U.S. Census Bureau (2016), the Hispanic population grew 43% from 2000 through 2010, four times faster than the growth rate for the United States as a whole, and is the largest numerical minority group in United States. The census data from the American Community Survey (U.S. Census Bureau, 2016) shows that Hispanic or Latino individuals comprise 17.8% of entire the U.S. population, Black/African American 12.3%, Asian American 5.4%, Native American 0.7%, and Native Hawaiian and other Pacific Islander 0.2%. In regard to labor force participation, Hispanic Americans also surpass White Americans in labor force participation, and Hispanic men have the highest participation rate (74.4%) among all ethnic groups (Bureau of Labor Statistics, October 2017a). African-American men have had consistently lower rates than the rate of for all men; African-American women generally had higher rates than rates for all women and much higher rates than African-American men; rates for both Black men and women are projected to decline from 2016 to 2026. (Bureau of Labor Statistics, 2018). The participation distribution between men and women in 2016 was 53.2% and 46.8%, and in 2026 this ratio is projected to be 52.6% and 47.4% respectively (Bureau of Labor Statistics, October 2017b). The labor force continues to change in racial and ethnic composition, with the percentage of Asians and people of Hispanic backgrounds expected to grow much faster than the average annual rate from 2016 to 2026. One in five workers by 2016 is projected to be an individual of Hispanic origin (Bureau of Labor Statistics, 2017a). It is also noticed that more and more dual income families emerge due to not only the women's liberation movement but also economic necessity as the cost of living has also been on the rise in the recent decades. The traditional, average family with the husband being the breadwinner and the wife the caregiver is not necessarily the norm anymore.

There are several factors contributing to the growing diversity in the labor force. The American population experiences demographic changes over time, as illustrated by the census data. The composition of the U.S. population includes people representing diverse cultural backgrounds. Another factor impacting the increasingly diverse workforce is the rising number of immigrants in the last few decades. Unlike the first wave of immigrants at the beginning of the century that were mainly from Europe, the majority of new immigrants since the mid 1960s were from various continents, with more from Central and South American countries and Asian regions. Immigrants often filled low-paid positions requiring minimum language skills and education credentials. As stated above, women's rising participation in the labor force is mainly the result of the civil rights movement and education opportunities accessible to girls. In addition, more women choose to work outside of home due to the financial situation where additional income is needed to support the family. Similarly, some women have to work because they are the sole breadwinner for the family. Some families, on the other hand, make the decision that men stay at home and women work outside of home.

In summary, with the demographic changes in the American population; an influx of immigrants from various parts of the world; the civil rights movement resulting in awareness of equality for minorities, women, and other oppressed groups; and changes in education and employment, lifestyle choices, and financial necessity, more women and minority members have entered the labor force. As the workforce is becoming diverse in various dimensions, it is necessary to understand the implications of the diverse labor force to individuals in their career exploration so that counselors can better serve their clients.

SOCIAL BARRIERS TO CAREER DEVELOPMENT

Career development is personal, yet it is also social, as working involves interaction with the outside world beyond one's individual space. However, not everyone has equal access and resources to opportunities for satisfying career development. "The existence of social barriers such as racism, sexism, classism, heterosexism, and ableism function to create very disparate conditions that consign many individuals to a life of despair and want" (Blustein, 2006, p. 194). Though disparate conditions in the work environment have changed, conditions are still far from equitable. These barriers still significantly influence and can be impediments for individuals' career development.

Gender

Women's participation in the labor force has experienced significant changes in the past 50 years, evidenced by not only more women entering into the work world but also women holding more diverse occupations and positions than their counterparts in the earlier years. Women had access to education at the beginning of the 20th century, but their career choices were limited to a few service related fields such as teaching, nursing, and possibly secretarial or clerical jobs. Very few women at the beginning of

the 20th century could work outside of home or hold any professional positions other than in educational or service-oriented settings. This kind of occupational limitation for women gradually changed as a result of the women's liberation movement at the turn of the last century and the civil rights movement in the mid 20th century. As of today, a large number of women work in various positions, including occupations traditionally dominated by males (e.g., engineers, scientists, factory workers). However, even with an unprecedented number of women entering the workforce, women are still less represented in science, technology, math, and engineering (STEM) fields and in top administrative positions in any organizations (Betz, 2005). It is argued that persistent underrepresentation of women and ethnic minorities in STEM fields across different levels of schools and professions is a complex social problem that requires more systematic intervention (Syed & Chemers, 2011).

A long time stereotypical view of roles for women is that they are innate caretakers and nurturers. The implied meaning is that women are better suited for domestic work and taking care of family rather than working outside of home. In fact, many researchers have found that multiple roles are important to women's mental and physical health and protect against unfavorable mental health (Barnett & Hyde, 2001). Betz (2005) argued that women, just like men, need satisfaction of achievement and interpersonal relationships outside of the home. In addition to psychological needs and well-being, working also provides women independence and economic security that could not be possible if women still relied on others for meeting their basic needs. With the high cost of living and depressed economic situations in modern society, dual incomes are sometimes a necessity for families rather than an option. However, participation in the labor force, though making significant progress in the historical context, does not mean women have equal access, opportunity, and compensation as men. Equity is still a critical issue for women in regard to career choice and advancement.

Women by far still do not have equal opportunities to highly paid or prestigious jobs as men. There are many fewer females holding top administrative positions in all types of organizations. For instance, there were only 40 female college presidents out of 254 American college presidents (Newman, 2014). Women disproportionately work in low-paid, less stable jobs and have less mobility (Niles & Harris-Bowlsbey, 2013). For the same jobs (exact same job duties and responsibilities, requiring the same credentials), females are paid only 82% of males' compensation, a progressive growth from 65% in the 1970s (Bureau of Labor Statistics, 2017c). Such inequality has been addressed by various professionals over a long time period and progress has been made, compared to even bigger discrepancies in pay for women in earlier years. Nonetheless, women still do not have equality in opportunity or rewards. For instance, women veterans had lower employment rates than their male counterparts (Greer, 2017).

Barriers to equality in work settings for women involve restricted choices, ability utilization, opportunities for advancement, and equal pay. The traditional gender role as homemaker and mother might be still an important factor for many women when making career decision and choices (Fitzgerald, Fassinger, & Betz, 1995). The restricted choices might be due to gender role stereotyping like women being in service-related occupations. Research has found that this traditional gender role identification was the result of socialization of belief and behavior patterns (see Gottfredson, 1981; Farmer, 1997; Betz, 2006). Girls and boys had similar career aspirations when they were young and progressively

showed changed as they aged, with female adolescents adjusting their career aspirations to be more consistent with the traditional female-dominated occupations. Similarly, the educational system in the United States reinforced this socialized belief through implicit or sometime even overt messages in classroom activities and learning experiences. The early studies about college students found that only 30% of the females believed they could complete a degree in engineering compared to 70% of the males who thought so (Betz & Hackett, 1981). More recent studies found a similar pattern of discouragement for women choosing STEM occupations. Female engineering graduate students were found to gradually adapt their occupational aspirations and career identities to fit socio-cultural expectations and struggle in their early yeas as female employees in STEM fields (Papafilippou & Bentley, 2017). Parents probably also play a role in shaping children's beliefs about gender stereotypes of occupations. Further, this socialization could be internalized by females, causing them to avoid male-dominated occupations, thinking that they are not fit for these occupations (Betz, 2005; Cook, 1993).

According to Betz and Hackett (1981), the reason for females avoiding science and technology occupations was related to lack of role models, encouragement from others, and self-efficacy. Self-efficacy, denoted in Bandura's (1977, 1986) social learning theory, influences people in their choice of behaviors. For example, when young girls see few female adults working as engineers or lawyers, when they receive messages from teachers, parents, and other people constantly that girls are not suited for certain jobs, and when they see more boys than girls are given opportunities to try hard math problems, they begin to doubt their own abilities in these areas and accept the belief of female inadequacy in math and science themselves; consequently, girls avoid occupations that require abilities in math and science. Interventions addressing gaps in gender role identification and equality need to provide supportive learning experiences for female students, such as living learning programs in which female college students interact with peers to discuss academic and career issues (Szelenyi, Denson, & Inkelas, 2013).

Race and Ethnicity

A pluralistic society as in the United States, with people from multicultural, multiethnic, and multilingual backgrounds, presents complexity for understanding the career development needs of each individual. Though this section will describe some characteristics of racial/ethnic minority groups in regard to their career-related needs, it does not mean that only between-group differences are important to understand in order to provide culturally appropriate career intervention; in other words, it is equally important to be aware of within-group differences and individual characteristics. In the section Intersection of Diversity, we will discuss in more detail the interrelatedness of various dimensions of one's cultural background.

The disparity for females in the work environment also occurs to racial and ethnic minority members. For instance, labor statistics showed that African Americans have the lowest labor force participation among all racial groups (63.6%, compared to national average at 70.2% and 71% for White Americans). Regarding education levels, Hispanic Americans had the lowest rate of completing bachelor's or higher degrees among all ethnic groups (17%) and had the highest rates of high school dropout (Bureau of Labor Statistics, 2013). African Americans had a high rate of school dropout, too, at the level of 26%; and

African-American males had the highest rate of unemployment (14.2%,), according to recent labor statistics (Bureau of Labor Statistics, 2013). African and Hispanic Americans were also overrepresented in service and laborer intensive occupations as compared to White Americans. It is noticed that Asian Americans had the highest percentage of completing undergraduate degree (58%) and the fewest high school dropouts. However, Asian Americans were less represented in top administrative positions and were disproportionately overrepresented in technology fields. What these data and research findings reveal is that racial/ethical minorities, regardless of their educational credentials, face barriers in career attainment. As a matter of fact, when college students were interviewed about their perceptions of barriers to career development, racial and ethnic status was identified as one of the barriers (Luzzo, 1993). A meta-analysis of race and ethnicity in career development research found that there is no significant difference among racial/ethnic groups in regard to career aspiration or career decision making; however, racial and ethnic minorities perceived more barriers and fewer opportunities than their White American counterparts (Fouad, Byars, & Winston, 2005). Racial and ethnic minorities have similar aspirations, but they are not properly represented in all levels and types of work as compared to White Americans; this may be due to barriers as a result of discrimination (Fouad & Kantamneni, 2008).

The barriers to minority members in regard to career choices and career advancement are multiple. In addition to limited access to quality educational opportunities and resources, occupational stereotypes, occupational discrimination, occupational segregation, and the glass ceiling were considered as having impacts on minority members' career development (Leong and Serafica, 2001). The next section will discuss these concepts in detail.

The following reviews some major characteristics of racial/ethnic minorities in regard to career development. It needs to be noted that these are just common features shared by many members of the groups and, in some cases, also are indications of stereotypes. It does not mean that every single member within the group will perfectly fit to these characteristics. In other words, one needs to be careful not to stereotype any individuals because she or he belongs to a certain ethnic group.

Hispanic Americans

Hispanic Americans are actually a very diverse group representing various race, ethnicity, language, immigration status, and religious backgrounds. Often referred to as Latino/a Americans, this indicates one historical characteristic associated with this group—most have origins related to Latin American continents. This is the fastest growing and largest minority group in the United States and will grow from currently 9% of the population to 22% by 2050 (Zunker, 2012). Hispanic Americans, especially Hispanic women, were underrepresented at all educational levels and had lower high school graduation rates. Consequently, they had restricted employment and were more likely to work in lower paid, less skilled occupations (Flores & O'Brien, 2002). Hispanic Americans value family unity and prioritize family goals over individuals ones; strong family relationships and interdependence are treasured; family members as well as community members usually show deference to authority figures who typically are older male adults (Brown, 2012). The male dominance in Hispanic-American culture intensifies the challenges for Hispanic women in regard to their

career development because the traditional role designation for Hispanic women is being a mother, caretaker of the family, not pursuing career success outside of the home (Rivera, Chen, Flores, Blumberg, & Ponterotto, 2007). Hispanic women have to reconcile inconsistencies between their career aspiration and their family expectations when they pursue nontraditional career choices, for example, requiring more education, higher income, and status (Flores & O'Brien, 2002). When examining Mexican-American girls' career decision-making process, career self-efficacy, perceived support and barriers, along with acculturation were found to be influential for choosing nontraditional career choices (Flores & O'Brien, 2002).

Language and immigration status are two important factors that influence Hispanic Americans' career path. The majority of the Hispanic population in the United States is of Mexican heritage (Gibson & Mitchell, 2006). As an increasing number of Hispanics are migrating from the southern states to the Midwest and northern states in the United States, there are changing trends for the workforce, economy, and cultural interactions with both the Hispanic community and the entire society. For instance, bilingual signs in public arenas are more available beyond border states in the South.

African Americans

African Americans are the second largest minority group in the United States and have historically been the victims of oppression and discrimination for a long time. African Americans are the most researched minority group (Miller & Brown, 2005) in educational and career development areas. African Americans are overrepresented in poverty, unemployment, and lower level occupations with little room for professional growth and career advancement; however, the data also show that a high percentage of African-American workers are in managerial and administrative positions (Herr & Cramer, 1996). Middle-class and college-educated African-American parents are more likely to encourage and aspire for their offspring to attain higher educational achievement and occupational accomplishment. Family support and strong parental expectations are the motivation for many young African Americans to achieve highly in academic performance and professional advancement (Miller & Brown, 2005). Their accomplishments do not overshadow the discrimination and racism experienced by African Americans in education and work domains. The low rate of high school graduation is still prevalent in urban schools where there is a disproportionately large number of African-American youth. African Americans are still overrepresented in labor-intensive, low-paid, low-skilled occupations.

Asian Americans

The term *Asian American* is simply a convenient label to lump together everyone whose ancestors or who themselves come from Asia; however, in terms of race/ethnicity, language spoken, religious background, and cultural background, there is more diversity than commonality within this group. For example, people from central Asia (e.g., an Arab-speaking Turkish Muslim) and Southeast Asia (e.g., a French-speaking Vietnamese Buddhist) do not share anything in common except that their origin is in the Asia continent. Diversity among Asian Americans also occurs in their generation status, place of birth, and acculturation levels. One of the misconceptions of Asian Americans

is the model minority stereotype. Though some or even many Asian Americans have achieved success in academic domains—the basis on which this model minority label is mainly based on—it does not mean that every Asian American has accomplished the same level of success. Such an incorrect label, in fact, overshadows the needs of Asian Americans because lacking awareness of the true situation blocks the access and availability of resources to help members in need; thus, Asian Americans are more likely to be underserved. For example, Asian-American high school students have difficulty securing college scholarships or financial aid compared to other racial groups because of model minority myth. The model minority myth is detrimental to the interests of many Asian Americans because this empirically inaccurate discourse masks the diversity (in regard to socioeconomic status, educational attainment, academic achievement, and need for services) within the group (Tang, 2008; Tsunokai, 2005), and consequently, difficulties (limited English skills, miscommunication, discrimination, and alienation) experienced by Asian Americans have become invisible to policymakers (Yang, 2004).

Research about Asian Americans' career development has recently become more available than before. Many studies have found that family and acculturation are two significant factors influencing career choices and decision making of Asian Americans (Leong & Chou, 1994; Patel, Salahuddin, & O'Brien, 2008; Tang, Fouad, & Smith, 1999). Family influences individuals in multifaceted ways. Filial piety is a core value in traditional Asian culture, which indicates that parents have the authority to make decisions for their children, including educational and career plans, and sometimes marriage. Though in modern society, not many parents would make decisions for their children or demand absolute obedience; however, the expectation of children's deference to their parents' authority is still prevalent not only among parents but also among children. Young people feel obligated to fulfill their parents' expectations or feel guilty if they disobey. The parental expectation and influence on Asian American youth's career choice was evidenced in many studies (Tang et al., 1999). Therefore, when an Asian-American teenager says he or she wants to be a physician, career counselors cannot assume this decision is out of his or her own interests, because the decision may have been made based on his or her perceived responsibility to the family as well as to live up to parents' expectation. In general, the conflict between Asian-American parents and their offspring is often the parents' priority on stability and secure financial rewards by the occupation versus their children's priority on personal interests and aspirations, particularly when the stability or security of employment is shaky.

Native Americans

Native Americans are probably the least researched and most overlooked group among all minority groups. One of the reasons for less attention from scholars and practitioners could be because Native Americans are the smallest in number yet the within-group differences are huge (Brown, 2012). There is a wide variety of languages spoken and different tribes with distinct cultural characteristics, which presents challenges to study and generalize the findings of any studies. Due to the history and government policy of preservation, few Native Americans participate in work outside of their tribes, and therefore, have limited knowledge of the world of work or have a narrow range of occupational choices (Martin, 1991; Miller & Brown, 2005).

Despite the diversity within the group, Native Americans share some common cultural values that could potentially impact their career development. According to Miller and Brown (2005), Native Americans emphasize tribal community over personal career development; or in other words, career choice cannot jeopardize the relationship to the family and community. It is of utmost importance that individuals' career choices should benefit the family and tribal community as well. Another value that is significant in understanding Native Americans is their time orientation. Traditional Native Americans tend to be present oriented rather than future oriented (Sue & Sue, 2013). One main goal of most career development intervention is to have a concrete career plan with goals identified and action steps to accomplish the goals. However, Native American may not conform to this rigorous, structured future planning, as many Native Americans may focus more on the flexibility rather than stability in regard to planning and view family, home, and community as more important than a job or career (Martin, 1991; Martin & Farris, 1994).

Because many children in Native American families learn English and native languages at the same time, they encounter a challenge of mastering both languages with proficiency. Low perceived social status was another barrier for Native Americans, and coping and self-efficacy could buffer system and personal classism experienced (Thompson, 2013). Native American high school students with learning disabilities were found to be less likely to live independently and to experience more difficulty in transitioning to adult life (Ramasamy, Duffy, & Camp, 2000). When examining life-role salience, Brown and Lavish (2006) found that home/family participation and commitment were more salient than work participation and commitment, and that youth decided to attend college for fighting the issue of low employment rate. The research also found that mentoring in the school settings and informal mentoring in communities for science experiences would help Native American students develop interests in STEM fields (Stevens, Andrade, & Page, 2016). Native Americans living in two cultures were found to be constantly trying to balance between the two cultures that often have different values (Sanchez, Poll-Hunter, Stern, Garcia, & Brewster, 2016). Thus, understanding their self-concept and cultural identity is beneficial to comprehending Native Americans' career development. Counselors working with Native Americans need to consider the importance of working with clients' family and extended families and the possibility of cultural conflict influencing career decision making (Martin, 1991).

Religious Background

The U.S. population includes many varieties of religious backgrounds; however, not all faiths have the equal voice in the society. The work environment may or may not accommodate workers from diverse religious backgrounds. Thus, it is necessary for counselors to be aware of the potential issues related to clients' religious backgrounds and the impact on their decision-making processes, career choices, and vocational behaviors. Unfortunately, there are few studies about the relationship between one's religious background and career development, despite the fact that most literature on multicultural counseling and career development as well as the Council of Accredited Counseling and Related Education Programs (CACREP) standards include religious background as one of the areas for multicultural competency (Flores & Bike, 2014; CACREP, 2016). The limited number of studies did find a relationship between religious background and career

decisions. For instance, Rich & Golan (1992) found that high school girls in religious settings were more likely to choose male-dominated occupations than their counterparts in secular schools. In another study about work ethics in business, it was found that people with Muslim backgrounds scored higher than people from Protestant and Catholic backgrounds on Protestant Work Ethics characterized by "hard work and success," "internal locus of control," and "negative attitude toward leisure" (Zulfikar, 2012). The same study did not find statistical differences on the "work as an end itself" dimension among three groups, although Protestant groups scored the highest.

The role of religion and spirituality to individuals' mental health and career development has been increasingly recognized by counseling professionals (Duffy, 2006). While religion and spirituality could vary in definition and measurement in research, belief in and relationship with faith or higher power(s) are usually encompassed. Duffy (2006) summarized that religion and spirituality had a positive impact on how individuals coped with career-related challenges such as career decision making, higher job satisfaction, and finding coherence of values and careers. Another growing research on a related topic is calling. "Calling refers to a personally or socially meaningful engagement with one's work, sometimes linked to one's religious or spiritual perspective, sometimes to a sense of passion or giftedness, and sometimes to a deeply held set of values for making a difference or leaving a legacy" (Dik & Duffy, 2015, p. 305). Dik and Duffy (2015) concluded that a sense of calling provides more satisfaction, motivation, and commitment in the work and more meaningfulness of career and life.

Socioeconomic Status

The impact of social class and classism on career development is well documented in many studies and considered one of the key barriers for individuals' pursuit of educational and career attainment (Ali, 2013; Fouad & Brown, 2000; Blustein et al., 2002; Liu, 2001). Socioeconomic status, or SES, typically is understood as one's position in social and economic ranks characterized by educational and occupational achievement and income level. It is well evidenced in research that low SES can limit one's opportunities to access resources, occupational aspiration, or attainment (Fouad & Kantamneni, 2008; Blustein et al., 2002). Smith (2005) found that SES was a robust impact factor for clients' psychological behaviors when other demographic variables were controlled. People in poverty and the working class often could not fully explore their potentials and capacities due to limited resources, and therefore, viewed work as a means to obtain income for a living rather than for self-concept implementation or self-expression (Blustein, Kozan, Connors-Kellgren, & Rand, 2015). Work, specifically unemployment or underemployment, could have a reciprocal relationship with poverty; in other words, work or unemployment might be the reason for many people in mobile poverty situations, that is, in and out of poverty because of dependence on employment income (Smith, 2005), which could be harmful for health.

Classism is defined as prejudice and discrimination against others to maintain one's own perceived social status (Liu & Ali, 2005), and consequently, it reinforces social and economic stratification. Liu and Ali (2005) also discussed how classism could hinder professionals fully understanding individuals who had different life paths than their own (e.g., attending college and obtaining a meaningful and financially rewarding job).

Upward mobility and achieving career success valued by the middle class may not be the core values for other groups; however, the dominant discourse of the U.S. society is that everyone needs to work hard to attain higher occupational status, but resources are not readily available to everyone to be adequately prepared for entry into the workforce.

Disability

The American Disability Act defines disability as physical, mental, or emotional impairment that substantially limits functioning in a major life activity, including work. There is a huge heterogeneity among people with disability, depending on the nature of disability. In general, participation in the workforce by people with disabilities is low with a decreasing trend (Newman, Wagner, Cameto, Knokey, & Shaver, 2010). Further, there was a discrepancy between wanting to work and actual employment. The type and severity of disability are significant determinants of employment outcome (Fabian & Liesener, 2005, p. 562). Barriers to workforce participation include: employer attitudes and discrimination, lack of adequate preparation for the workplace, lack of postsecondary education and vocational training, lack of available community employment services, and perceived difficulties of services by the professionals (Fabian & Liesener, 2005). Zunker (2006) also stated the following factors could present barriers to people with disability: difficulties in accepting and adjustment to disabilities due to traumatic experiences, misconceptions and attitudes toward disability by others, lack of role models, threatened self-concept, and coping skills.

Many federal legislation, policies, and vocational programs at schools aim at addressing barriers. The Individuals with Disabilities Education Act (Public Law 101-476) was established in 1976 to help individuals transition from school to adult life, to include postsecondary education and vocational training, employment, independent living, and social and community participation. The Americans with Disabilities Act (PL 101-336), passed in 1990, prohibits discrimination against people with disabilities in various settings, for example, employment, public services, transportation, and telecommunication. In addition, "reasonable accommodation" is another important part of this act. Some other recent legislation aims at providing opportunities and incentives for people with disabilities to be prepared and ready for work participation. Functional vocational assessment, as alternative career assessment tool, would do a better job in understanding the strengths and limitations of students with severe disabilities (Dewlen & Spires, 2000). In the same vein, vocational rehabilitation programs shift away from a deficit model to a person-environment fit model and to transition services leading to employment (IDEA, 2004).

Despite the legislation promoting assistance offered to people with disabilities to transition to employment, there is still lacking applicable theory or sufficient education programs to prepare youth for career planning and performance (Fabian & Liesener, 2005). At the same time, the percentage of children classified as having a serious emotional disturbance has increased considerably (U.S. Department of Education, National Center for Educational Statistics, 2012). It is necessary then for educators and counselors to examine the specific challenges encountered by these children with mental health issues and emotional disturbances and to develop appropriate career planning and transition services. The barriers experienced by adolescents with disabilities include insensitivity, discrimination, lack of accommodation, and responsive services (Geenen, Powers, Vasquez, &

Bersani, 2003); family values and desire for optimum capacity for successful transition were found in the same study as critical to transition to adult life.

To effectively help individuals with disabilities, counselors need to gain competencies in the following areas: (a) gain knowledge of federal and state laws, guidelines, policies, and institutional rules; (b) understand basic types and characteristics of disabilities; (c) become aware of barriers and issues from employers as well as the public about needs and abilities of people with disabilities in relation to work; (d) gain knowledge and skills to perform career assessments that are ecologically fit to clients with disabilities with goals; (e) become familiar with resources in the community for educational and employment opportunities for people with disabilities; (f) understand the policies and methods of providing appropriate accommodations in work settings; and (g) have knowledge of vocational rehabilitation programs and career intervention services in the community. Polo Sanchez and Lopez Justicia (2016) found that training programs for job search strategies along with the student initiatives help college students with disabilities secure jobs. Career service professionals at college settings need to collaborate with staff members in disability services to make career intervention programs accommodate the needs of students with disabilities.

Sexual Identity and Orientation

Another socially oppressed group is the LGBTQ (lesbian, gay, bisexual, transgender, queer) population. Like other oppressed minority groups, the LGBTQ individuals have gone through an identity development process for self-concept development (Cass, 1979; Chapman & Brannock, 1987; Pope, Prince, & Mitchell, 2000). Common themes for LGBTQ identity development are characterized by the beginning stages of confusion and questioning, as they see differences between themselves and others. The middle stages typically refer to their effort of comparing, seeking answers, and feeling an incongruence of who they are and how they feel. The late stages include progressive self-acceptance, pride, and synthesis of their identity. Understanding the LGBTQ identity stages is important for counselors when working with LGBTQ clients on career development issues because failing to recognize the level of development of the LGBTQ client can potentially risk the trust by clients.

Although there is scant research about career development and intervention among the LGBTQ population, the effort to apply and examine career development theories to the population has been ongoing for decades (Chung, 2003; Chen & Vollick, 2013). For college LGBTQ students, seeking help and using career assessment tools might be a concern because they are afraid of being exposed as gay when going through the tests (which may have questionable fairness and validity to the population) or being misdiagnosed (Pope et al., 2000). Discrimination against sexual minority college students can be subtle or blatant, but a campus-wide antidiscrimination and inclusion policy would reduce the occurrence of verbal threats (Hong, Woodford, Long, & Renn, 2016). The difficulties for sexual minority workers include sexual identity disclosure and management, workplace discrimination, negotiation of benefits, and lack of resources and services (Chung, 2003; Pope & Barrett, 2002). One study found that Black, queer college students felt that their visible aspects of identity such as race, gender expression, and degree of disclosure influenced their perception of career development (Harris, 2014). The workplace discrimination could be overt, such as official policies against the rights of LGBTQ employment and limited career choice, or it could be covert, such as a hostile work environment (Chung, 2001).

LEARNING ACTIVITY 3.1

WHAT HAVE YOU EXPERIENCED?

Have the students list their personal demographic information on a piece of paper, for example, male, able, middle class, Christian and so on, on one side of a paper. Then list the schools they have attended, colleges they have attended, any extracurricular activities they have participated in, and any jobs they have had on the other side of the paper. Now review the two lists, and identify the privileges they have that led them to where they are today, and identify the barriers/hurdles they have experienced that have prohibited them from accomplishing their goals so far. The students should do this task alone and quietly (allowing them to process the information). After everyone completes the task, the instructor facilitates the class to discuss how the identified privileges and barriers impact their own career paths and how these privileges and barriers are related to their personal demographic characteristics.

Despite progress in gender identity inclusion in educational settings and in the workplace, there are still prevalent social and institutional discrimination for people of gender nonconforming identity and trans people (Restar & Reisner, 2017). The unemployment rate for trans people is three times higher than for the general population and four times higher for trans people of color (Mennicke & Cutler-Seeber, 2016), and the poverty rate is also higher for trans people (Restar & Reisner, 2017). Discrimination in the workplace could be in the form of overt assault or even violence, or removal from direct contact with customers, or denial of promotion (Mennicke & Cutler-Seeber, 2016). Antidiscrimination policies, professional training of employees, and formal and informal inclusion organizational procedures are suggested by the scholars to help people of gender nonconforming identity in the workplace. Chung (2001) also recommended that LGBTQ people could consider self-employment, look for LGBTQ friendly and supportive work settings, or take risks in facing discrimination as coping strategies for career choices. The model of dealing with discrimination proposed by Chung includes quitting, remaining silent, soliciting social support, and confronting discrimination. Counselors working with LGBTQ clients need to be mindful that not everyone is ready for confrontation, so it is critical to understand LGBTQ identify development status and apply the intervention strategies that fit clients' level of LGBTQ identity. Counselors should engage in activities promoting social justice, advocate for LGBTQ rights, and become familiar with LGBTQ culture (Pope & Barrett, 2002).

MULTICULTURAL CAREER DEVELOPMENT ISSUES

Occupational Stereotypes

Occupational stereotypes refer to the widespread and overgeneralized perception of certain characteristics associated to a group of people in career domains. For instance,

Hispanic women work as hotel cleaning staff, Asian Americans are engineers, and African-American males work as garbage collectors; all these are examples of occupational stereotypes. Another example is when a boy was injured in a car accident, the emergency room doctor could not operate on him because the doctor was the boy's parent. Most people assume this doctor is the boy's father, but in fact, the doctor is his mother. The story tells us an example of gender stereotype of occupations as people see more males as doctors and females as nurses. The occupational stereotypes exist for multiple reasons: the traditional view of gender roles or ethnic groups in the occupations, the presence of certain people in presumed occupations for a long time, and media coverage with stereotypical images of people working in certain occupations. In addition, occupational stereotypes are reflections of the fact that there is overrepresentation of certain demographic groups working in limited occupations, and one sees very few ethnic minority members or women in some other occupations, for example, few women in managerial and administrative positions in organizations or few Asian Americans in legal occupations. Native Americans, African Americans, and Latina women have persistent underrepresentation in STEM fields (Syed & Chemers, 2011). Occupational stereotypes can negatively impact both individuals and organizations by limiting individual career choices and selection of future workforce.

Occupational Segregation

Occupational segregation refers to the unbalanced distribution of members of an ethnic group across occupations, that is, overrepresented in certain occupations and underrepresented in other occupations. Occupational segregation is related to occupational stereotypes because the reasons why people have a stereotype of ethnic groups in certain occupations is due to what they consistently see in the media as well as their surroundings. The research has found that significantly higher numbers of minority members held jobs that are predominantly lower level, low paid, and with less career mobility (Leong & Hayes, 1990; Leong & Serafica, 2001; Bureau of Labor Statistics, 2017a). For instance, Hispanic Americans accounted for 13.7% of the total labor force, but a much higher percentage of them work in miscellaneous agriculture, and a higher proportion of Hispanic women work in service or sales areas (Bureau of Labor Statistics, 2017b). It is not known whether occupational stereotypes lead to occupational segregation or occupational segregation reinforces occupational stereotypes; regardless of which is true, the reality is that occupational segregation puts minority people at risk of being denied their capacities because of the restricted opportunities. Occupational segregation might also be the result of occupational discrimination.

Occupational Discrimination

The relationship among occupational stereotypes, occupational segregation, and occupational discrimination is interrelated. It can be understood as three dimensions of one issue—equality for people from cultural backgrounds different from the dominant group in the society. Occupational discrimination refers to the overt or subtle unfair treatment against targeted groups. Discrimination can be in subtle forms such as by-passing a minority member for promotion or giving poorer reviews, or it can be in blatant forms including verbal bulling or violence against minority members. Prejudice

out of racism, sexism, and so on can negatively influence the self-image of those groups oppressed and discourage people from pursuing their dream careers (Bowman & Evans, 2006). People's perceived discrimination in work settings is evidenced in a Gallup survey that showed that 46% of African Americans, 34% of Asian Americans, 27% of Hispanic Americans, and 17% of White Americans reported discrimination and prejudice in work settings (Fukuyama & Cox, 1992). Actual or perceived discrimination may lead minority members to develop poor vocational self-concepts and consequently avoid some occupational choices (Miller & Brown, 2005). According to Miller and Brown (2005), the long history of oppression toward people of color through displacement, restricted opportunities to education and occupation, economic exploitation, social marginalization, and segregation policy could not be easily or quickly changed despite the effort of addressing the equality issues since the Civil Rights movement in the 1960s. Professional counselors still have a long course of effort to address the inequality issues in educational and work settings. Social justice and advocacy are needed to make the change to the level and magnitude necessary for achieving equity. The competency section will discuss the skills and strategies counselors can apply in promoting social justice and advocating for clients.

Microaggressions in the Workplace

Although the law of the United States clearly bars racism and hate crimes, and many people do not believe they are racist, it does not mean racism or discrimination against people based on race, ethnicity, gender identity, religion, sexual orientation, disability, or other personal characteristics are nonexistent; as Sue (2010) argued, racism appears in subtle and covert forms in daily life. This indirect form of racism is *microaggression*, defined by Sue et al. (2007) as "verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group" (p. 273). The research on microaggressions later was extended to other marginalized groups—people of color, women, LGBT, and trans people (see Sue, 2010; Nadal, 2011, 2013). The implied message from various microaggression behaviors conveys the theme of marginalized groups being alien in one's own land, being inferior, denial of racial reality/sexism/cisgender privilege, and pathologizing/abnormality (Nadal, 2013). Microaggressions may not violate the law but they still create a harsh and hostile work environment (Mizzi, 2017), and most often, coworkers, supervisors, and administrators are the offenders. Workplace microaggressions have been experienced by ethnic minority members and found to be related to withdrawal from work, intention to quit, and negative job satisfaction (DeCuir-Gunby & Gunby, 2016; Nadal, Mazzula, Rivera, & Fujii-Doe, 2014).

Awareness and recognition of microaggressions are needed for counselors to develop cultural competency in working with diverse populations. As cultural competency is not an end product but rather an ongoing process of improvement, keeping open minds for learning and humbleness would be helpful. To address microaggressions in the workplace, systemwide change (e.g., creating or updating codes of conduct, workplace policies, legal reform, or staff development in the organization) is necessary (Mizzi, 2017). Counselors can help clients from marginalized groups by being advocates and engaging in professional training for all workers on the topic of microaggressions and building supportive and inclusive work environments.

Glass Ceiling

The glass ceiling refers to "artificial barriers based on attitudinal or organizational bias that prevent some groups of people from advancing in an organization" (Betz, 2005, p. 265). Betz (2005) also stated that for women of color, subtlety of the glass ceiling did not even exist; what they encounter is concrete ceiling or walls, which indicates forceful barriers for women to take leadership roles in corporate America. In a study about female and male executives, it was found that female executives had less opportunities for promotion, less benefits, and less rewards, despite having exactly the same credentials and experiences as their male counterparts (Lyness & Thompson, 1997). The Department of Labor's Federal Glass Ceiling Commission (1995) reported that a glass ceiling existed based on the fact that women held only 3% to 5% of senior corporate leadership positions. It confirmed the "existence of invisible, artificial barriers, women and minorities from advancing up the corporate ladder to management and executive positions" (p.iii). The commission report revealed that a glass ceiling existed due to (1) societal barriers—gender role stereotypes, biases, and prejudice; (2) institutional barriers—isolated women workers, lack of pipeline of women leaders, lack of mentoring and management training for women, and lack of advancement opportunities; and (3) inadequate government policies and guidelines.

Though the term *glass ceiling* originally referred to the phenomenon of women being limited from earning top leadership positions, the similar pattern applies to minority groups as well (Wilson, 2014). It is well evidenced that racial/ethnic minority members experience glass ceilings across many settings (Phelps & Constantine, 2001; Chen, 2005). Since the civil rights movement and federal initiatives of eliminating artificial barriers for women and minorities, there has been some increase of women and minorities taking top executive positions, but there has not been a lot of significant changes since the commission report, and there is still a large disparity in women and minorities in leadership positions (Wilson, 2014). When discussing her experiences of overcoming the glass ceiling, McCrady (2012) said,

> In many ways, it is a far, far better world for women professionals today than it was 40 years ago. We have laws against sexual harassment and sexual discrimination; we have better maternity leave policies and better child care facilities; and we have women professionals at all levels of accomplishment and influence—women no longer have to take a solitary journey. Importantly, women today do not experience the same sense of vulnerability to lost opportunities, and do not have to fight battles for legitimacy on a daily basis. Women, though, still have choices that loom larger than the choices men make about career and family; and while institutional sexism has largely gone underground, I believe that prejudices against women continue to exist in subtle but still demoralizing ways. (p. 720)

Yes, indeed, overt gender marginalization and discrimination may not be as common today, but achieving total equality for women has a long way to go. Gender equality could be perceived as women's greed, and the success of women leaders could be perceived as an easy task or luck; or in other words, women in leadership positions were expected to deliver the job yet at the same time they were minimized for their competence (Isaac, Kaatz, & Carnes, 2012). The complexities of the glass ceiling on women need careful consideration in career intervention.

LEARNING ACTIVITY 3.2
STEREOTYPES

Do this prompt response exercise to witness how we all have stereotyped images of certain groups in regard to their work certain occupations being held by certain groups of people. Pair the students who sit across from each other. One person states ethnicity, race, gender, or names of countries or products randomly, and the other person responds immediately with an occupation, without time to think about the prompt. For instance,

"Asian American" as the prompt, and "engineers" as the response. Then switch the role, one gives the prompt using the occupational titles, and the other responds with the group of people holding the occupation; for instance, "nurses" as the prompt and "women" as the response. After a few rounds, the instructor asks the class to debrief about the common theme in each pair and discuss how we function when time to think is limited.

The concepts reviewed in this section reveal the multicultural issues that influence the choice, development, advancement, and support for people of minority status in this society. These issues are interrelated and could impact independently or interactively individuals at different stages of their life span. Understanding the constructs of these issues and their implications to minority members in their career development would help counselors develop appropriate awareness and competency so that they can more effectively help clients live up to their aspirations and potentials.

INTERSECTION OF DIVERSITY

As stated above, our society is becoming unprecedentedly diverse and multifaceted in nature regarding individual characteristics. People often assume diversity refers to ethnic or racial minority groups, in fact, diversity encompasses many different aspects. We have reviewed gender issues, racial/ethnicity issues, socioeconomic status, disability issues, and so on; these aspects do not exist in an isolated manner; instead, they coexist in an interactive way. For instance, socioeconomic status, race/ethnicity, and gender were found as single factor or interactively with each other to have impacts on career aspirations of youth (Howard et al., 2011). These factors influence one's career development and path in a confluent fashion rather than disparately; therefore, it is important for counselors to understand the interaction of these factors and their impact on one's career development in order to develop more culturally appropriate understanding and interventions. Acculturation and cultural identity are two concepts pertaining to understanding the nature of intersection and interaction of multifactors. Thus, prior to discussing convergence of multicultural issues, acculturation and cultural identity are reviewed.

Acculturation

When a person moves from one context to a different context, for instance, people migrating from rural Mexico to urban Chicago, they encounter a new culture different

from their original culture. This experience of living in one cultural context yet being influenced by another culture has individuals encountering two cultures simultaneously. A widely known definition of acculturation is "the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members" (Berry, 2005, p. 698). Therefore, acculturation involves the original and the new culture that one needs to constantly negotiate and adjust to in their interaction with the outside world. Berry (2003) described four types of attitudes toward both cultures: assimilation—more inclined to acquiring new culture than retaining traditional culture; separation—more inclined to retaining traditional culture than acquiring new culture; marginalization—not interested in retaining traditional culture or acquiring new culture; and integration—effectively acquiring new culture while retaining traditional culture. The expectation for acculturation outcome was changed from assimilation to integration over time, reflecting the recognition of a multidimensional, bidirectional acculturation process instead of a linear, unidirectional process (Tang & Bashir, 2012). Another view of acculturation depicts it as adaptation to the host culture: one is psychological adaptation, the affective aspect including self-concept and perceived well-being; and the other is sociocultural adaptation, the behavior aspect regarding one's interaction with others and society (Ward, Bochner, & Furnham, 2001). Since the 1980s, there has been an increasing number of studies about acculturation and its impact on behaviors, values, identity, and socialization (Yoon, Langrehr, & Ong, 2011).

Acculturation is also one of the frequently studied variables in career development research for its significance on many aspects of career development (Miller & Kerlow-Myers, 2009). Miller and Kerlow-Myers (2009) concluded, through a content analysis of acculturation research in career development, that acculturation was studied for its relationship and influence on career choice, self-efficacy, interests, aspiration, job satisfaction and performance, and work values and attitudes; however, the results were mixed, except that career self-efficacy and acculturation were found to be positively associated consistently. For instance, several studies found that higher levels of acculturation led people to be more confident to choose an occupation based on their own interests and aspiration instead of an occupation that was more accepted by their original cultural groups (e.g., Flores & O'Brien, 2002; Leong & Tata, 1990; Tang et al.,1999). The studies also found that highly acculturated Asian Americans, that is, typically indicated by being more identified with mainstream culture, strong English proficiency, and mainstream behavior and values, would be more likely to choose an occupation that is more consistent to their own interests and preferences rather than their parents' choices for them or involuntary choice made to satisfy others' expectations or needs (Leong & Chou, 1994). Similarly, low acculturated individuals might experience more struggles because they tried to fulfill their traditional roles in a society with different values and expectations than their tradition. Leong (2001) found that acculturation was positively related to job satisfaction and negatively associated to occupational stress and strain for Asian Americans. In general, acculturation is an important factor for the career development of immigrants and minority members and needs to be considered for its impact on one's career decision-making process and choice.

CASE ILLUSTRATION 3.1
ALICE'S CHALLENGES

Alice is a junior in an urban high school. She has a 3.5 GPA, and scores 2100 on the SAT. She wants to go to college and become a neurologist. However, her parents told her that she could only go to a two-year college, at least for the time being, because they do not have enough money to support a four-year college tuition, particularly the prestigious private university where the neuroscience program is top ranked. Alice was disappointed but understood, so she made an appointment with her school counselor to discuss the options she has and whether she should go to the local community college and later transfer or go to a state university that is about 200 miles away. Besides tuition, living cost is a concern, too. Both her parents are working, and she is not qualified for any federal assistance programs. Alice is biracial with her mother being White and her father being Hispanic. She is the oldest of five children, and her parents want her to get some vocational training and then find a job that would help the family financially. Alice was diagnosed with dyslexia when she was in middle school and needs accommodation for testing. She wants to study neuroscience to understand how the brain functions so that she can help people dealing with challenges as she has. When she met with her school counselor, she expressed her frustration of not being able to go to her desired college, not because she is not capable but because she could not afford it. She also expressed her torn feelings between pursuing her own aspirations and getting a job sooner to help her family. She asked the school counselor if she attended a community college what the likelihood would be that she could transfer to a neuroscience program two years later. She is also concerned about whether she could succeed in obtaining a college degree or a job in the neuroscience field as she does not see many women, let alone biracial women, working in this field. She wants more information on financial aid and to explore the possibilities of getting financial aid, although her father does not like the idea.

Discussion Questions

1. What are some social barriers you anticipate that are influencing or would impact Alice's career development? Which ones are at the individual level? Which ones are at the societal level? Which ones are at the group level?

2. If you were Alice's school counselor, what would you do to help her?

3. Please list the possible challenges Alice will encounter if Alice becomes a neurologist. Will these challenges be different or the same if Alice changes her work settings or occupations? Why, or why not?

Racial/Ethnic Identity

Acculturation and racial/ethnic identity, though viewed as the same or similar concepts in the helping profession, actually are different in meaning and implications. *Cultural identity* is another term used often to indicate racial or ethnic identity. While racial identity refers to one's identification with a group based on shared physical and hereditary characteristics, ethnic identity refers to one's identification with a group based on shared ancestry, history, and cultural traditions (Byars-Winston, 2010). Racial and ethnic identity is part of individuals' self-identity, and it generally reflects an evolution

from no intention of knowing one's heritage to achieving a pride of one's race and ethnicity (Phinney, 1990). If *acculturation* pertains to immigrants or people who move from one culture to another culture (voluntarily or sometime involuntarily), *racial identity* applies to everyone, as it is part of self-concept, and everyone has a racial and ethnic background that is shared within one group and different from other groups. Understanding clients' racial identity is valuable for counselors to build a work alliance with clients and to develop culturally appropriate career interventions.

The earlier racial identity models focused on African Americans, but with increased attention to minority members and multicultural issues in counseling research, racial identity models have been applied to many minority groups (Sue & Sue, 2013). The Black Identity model by Cross (1971, 1995) set the groundwork for research of development of racial identity. The Cross model described five stages of development of identity for African Americans: Pre-encounter, Encounter, Immersion-Emersion, Internalization, and Internalization-Commitment. Each stage is as follows: Pre-encounter—negative or minimizing one's race (Black) and preference to mainstream reference (White American); Encounter—feeling torn between one's own race and others, questioning one's identity because of a shocking person or social event; Immersion-Emersion—idealizing African racial group and renouncing everything that is White; Internalization—beginning to achieve inner peace and objectively viewing one's own race with reasoning rather than being emotional; Internalization-Commitment—after achieving inner peace and security, action for social changes follows. Helms (1990) developed a measurement of Cross's identity model but with only the first four stages and also articulated that one's racial identity is both a developmental process and a stage or status. Each status of racial identity includes beliefs and attitudes of membership in one's own and others' racial groups and guides the person to organize information about themselves, other people, and institutions (Helms, 1990). According to Helms, people can move in a linear fashion from the Pre-encounter stage to the Internalization stage or between these statuses depending on the situation. Racial identity is an important factor for African Americans as the history of slavery, oppression, segregation, and discrimination has impacted perceptions, emotions, and behavior significantly.

Racial identity development models for other minority groups (e.g., Asian American, Latino/Hispanic Americans) have been developed but were not as well documented or researched extensively as for African Americans (see Sue & Sue, 2013 for details). Some scholars made efforts to develop a pan-race/ethnicity identity model (e.g., Phinney, 1992, 1996; Atkinson, Morten, & Sue, 1998) to capture the common themes of racial identity development. The Minority Identity Development model (MID) by Atkinson, Morten, and Sue (1998) is an example of such efforts. The MID has five stages—conformity, dissonance, resistance and immersion, introspection, and integrative awareness—that depict the early stages of believing in the values of the dominant group, to conflict between self-appreciation and group appreciation, to appreciation of both self and others (Sue & Sue, 2013). The importance of understanding one's racial identity is because racial identity influences people's career trajectory.

Racial identity was found to be significantly related to vocational identity for African Americans (Jackson & Neville, 1998). Perry (2008) studied students of color in urban settings and found that high levels of racial internalization, low levels of dissonance, and career planning led to better school engagement. Carter and Constantine (2000) found a

significant relationship between racial identity and life role salience for African-American college students and between career maturity for Asian Americans. However, Lease (2006) did not find racial identity to be related to occupational choices among African-American high school students. Similarly, one study found that minority students with higher levels of ethnic identity perceived a higher level of career decision-making difficulties (Carlo, 2000). As summarized by Byars-Winston (2010),

> earlier racial identity statuses (e.g., Preencounter) are associated with less confidence in making career decisions, and later statuses of racial identity (e.g., immersion/emersion and internalization) correspond to more advanced career development including career exploration, positive career outcome expectations, and narrowing of career options. (p. 449)

The status and/or stages of individuals' racial/ethnic identity impacts their perception of the work environment and interaction with others in work settings (Helms & Piper, 1994) Minority Identity Development model (MID), and incorporating ethnic identity status into one's self concept may help individuals develop cognitive mapping of their career possibilities, interests, self-efficacy, and abilities (Byars-Winston, 2010).

Intersectionality and Interaction

People have multiple roles, like being a worker, parent, and sister; and similarly, one's identity involves many facets, such as being a Christian, middle-class, female, African American dealing with ADD, and having the internalization stage of racial identity. These roles and identities cannot be isolated; in fact, they interact with each other constantly; therefore, self-concept is actually the intersection of all these dimensions of one's roles and identities. Robinson-Wood (2009) argued that the multiple identities people develop are the product of contextual and socially constructed discourses and are not static; rather, they might shift in different contexts. The research found evidence of the impact of multiple identities on career decision making and process, and multiple identities may include gender, sexual orientation, ethnicity, and acculturation, which is connected to career identity of LGBTQ immigrants (Chen & Vollick, 2013). For African-American and Latina girls in high school, both ethnic identity and gender role attitudes were found to have influenced their career choices (Gushue & Whitson, 2006); similarly, immigrant women of color experienced triple jeopardy for their career development pursuit (Mighty, 1997). African-American women working in predominantly White work environments adopted the coping strategies of identity shifting to battle the negative consequences of discrimination (Dickens & Chavez, 2017). It is evident that self-concept is multifaceted or multilayered, dynamic, and ever-changing as the environment changes. Therefore, to understand the career development needs of a person, counselors need to consider the interaction and intersection of the multiple roles one has and multiple identities one develops. Further, these constructs of self are shaped as people interact with others in the multisystems in their contexts (Cook, 2012). The contextual factors influencing one's self-concept are also interactive and multidimensional (Fouad & Kantamneni, 2008).

The Model of Contextual Factors in Vocational Choice by Fouad and Kantamneni (2008) proposed that there are three dimensions of how contextual factors influence career

CASE ILLUSTRATION 3.2

SARA IS NOT SURE ABOUT HER POSITION

Sara is a 32-year-old accountant and works in a medium-sized company in the Midwest. She was born to parents who migrated to the United States from Pakistan when she was 5 years old. She could understand Urdu when her parents and grandparents were talking, but she could not speak the language. When she was living with her parents, she studied the Koran written in English with youth in her church. Actually, most of her friends were peers in her high school and church. She had a hard time making friends at college and often felt isolated because there was no support system like she had back home (i.e., closely tied families and churches in the small town). There was a student association for Asian Americans on campus, but she found most members were Chinese or Korean Americans. She also found a South Asian student organization, but most students were international students from the area, and she could not connect with them very well, except that they looked alike in appearance. At her work settings, she was often assigned to assist a White male colleague on major projects despite the fact that she has a CPA and her male colleague is still working toward his CPA. Her fiancé owns a family business and often expects her to help

his operation whenever he needs it regardless of whether she has time or not. Sara actually wants to open a tax service herself, but her parents and friends often say she should just join others rather than having her own practice. She feels that she is often misunderstood by others because people often see only parts of her but not the wholeness of her. She is seeing a counselor now, and her counselor told her she should be assertive and not let the men in her life take advantage of her. The counselor planned to coach Sara to be assertive and request a promotion to her supervisor as she certainly is qualified and deserves the promotion.

Discussion Questions

1. Why do you think Sara often feels misunderstood by others? What could lead to the misunderstanding?

2. What factors in Sara's growing-up experiences influenced her worldviews? How do these factors shape her current feelings?

3. What do you think of the plan Sara's counselor designed for her?

development: Individual Dimension—interests, needs, values, personality, abilities, self-efficacy, and aspiration; Group Dimension—gender, race/ethnicity, family relationship, role models, social class, religion, sexual orientation, and specific demographic groups; and Societal Dimension—acculturation, cultural values, opportunity structure, discrimination, schooling, barriers, labor market, culture of origin, and differences from mainstream culture. These three dimensions are interactive, and one may become more salient than the others depending on the individual's developmental stages. Cook, Heppner, and O'Brien (2005) described the similar interactive and multilayered contextual factors in shaping women and minority members' career development. In Cook et al.'s ecological perspective on career development, individual traits are significantly influenced by the microsystem (such as family, schools, and communities one lives in) and macrosystem (such as cultural values, government policies, gender or race stereotypes, and biases). For instance, a teenage girl believes that her occupational options are teacher, secretary, or nurse, and a teenage boy would think these occupations are not fit for him for the same

reason, that is, they see very few men and many women in these occupations. These are the macrolevel contextual influences. If a girl grows up in a family where the mother works at a national lab, and if many women in their church work as engineers, managers in local banks, or doctors, and if she is encouraged by her school counselor to pursue her interests in career choices, she might have broader considerations than the gender-stereo-typed occupations in the society; these are microlevel contextual influences. Well, what if this girl's parents were recent immigrants, and they wanted their daughter to have a secure job with steady income rather than pursuing a designing job that the daughter is aspiring to because they do not think this job is secure or financially rewarding? What if the acculturation levels are different for the girl and for her parents? What about her personal characteristics such as interests, abilities, and personality? All these factors do not influence career development in isolated ways; instead, they act in a confluent way.

MULTICULTURAL COMPETENCY IN CAREER COUNSELING

As discussed in this chapter, as workers are diverse and many social barriers and multiple contextual factors interactively influence individuals' career development, it is then critical for counselors to develop competency in working with diverse clients. Professional organizations have both competency standards and training standards to promote multicultural competency for counselors. Many scholars have also developed various models of culturally appropriate career interventions. These competency and training guidelines are helpful for counselors in developing multicultural competency in career development intervention to better serve the diverse population. The following summarizes the key components of becoming culturally competent in working with diverse population on career issues.

Professional Standards

The most widely acknowledged and endorsed multicultural counseling competencies, Multicultural Counseling Competencies (MCC; Sue, Arrendondo, & McDavis, 1992), were first jointly published by the American Counseling Association (ACA) and the Association for Multicultural Counseling and Development (AMCD) with an aim of emphasizing the importance of standardizing the necessary components of culturally valid counseling intervention and research. The concepts of developing competencies in knowledge, attitudes, and skills in counselors, clients, and intervention strategies have set the foundations for many other domain-specific multicultural counseling competencies in the last two decades. Recently, the AMCD has endorsed the Multicultural and Social Justice Counseling Competencies (MSJCC) in 2015, which expands and revises the MCC to reflect different layers that lead to multicultural and social justice competencies (Ratts, Singh, Nasssar-McMillan, Butler, & McCullough (2015). The expanded MSJCC adopts the socioecological model that emphasizes interaction of identities and dynamics of power, privilege, and oppression of both counselors and clients in the counseling process.

The MSJCC requires that counselors develop self-awareness of their own social status including privileges and barriers, their attitudes and beliefs, and their strengths and

limitations; that counselors develop process skills to become mindful of their social status and implications of it to counseling; and that counselors take actions to increase their self-awareness. Counselors need to acquire knowledge, develop process skills, and take actions in understanding clients' worldviews, social statuses, attitudes and beliefs, values, social identities, and experiences with power, privilege, and oppression. Counselors then need to apply self-awareness and understanding of clients' worldviews to enrich the counseling relationship and dynamics and deliver culturally responsive intervention. Finally, the MSJCC expect that counselors intervene with and advocate for clients at various levels of the ecological system (e.g., individual, institutional, community, and societal). In essence, it is necessary to develop knowledge, attitudes, skills, and actions to increase self-awareness and awareness of clients in regard to cultural and social identities, attitudes, values, and experiences with social group status; to translate the awareness to enhance the counseling relationship; and to take actions to advocate for clients.

In addition, the CACREP 2016 standards also require that qualified and competent counselors need to have strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and culturally relevant strategies for addressing career development of diverse population. The National Career Development Association (NCDA) also has a committee on diversity and cultural inclusion to provide cross-cultural competency-based standards, tools, and training for career development professionals. Multicultural competency for career development and intervention is necessary not only because the professional organizations demands it but also because the service to clients could be inadequate or inappropriate if counselors do not have competency to provide culturally appropriate intervention. Becoming a multiculturally competent counselor requires lifelong active examination of and participation in personal and social change (Metzger, Nadkarni, & Cornish, 2010).

Culturally Appropriate Career Intervention

To develop culturally appropriate career intervention, cultural validity and cultural specificity are needed (Leong & Brown, 1995). According to Leong and Brown (1995), *cultural validity* refers to whether theoretical constructs have the same meaning across different cultures and have the same implications for people from various cultural backgrounds; *cultural specificity* refers to concepts and constructs that are specific to certain cultural groups. For instance, does career self-efficacy mean the same to White Americans, Asian Americans, Canadians, and Germans? This is a cultural validity concern. How does *machismo* impact Hispanic Americans in their career exploration? This is an example of a cultural specificity concern. Effective career counseling intervention needs integration of both cultural validity and specificity (Leong & Brown, 1995). In other words, counselors need to be mindful of whether the career theories and constructs are applicable to culturally different clients and at the same time consider the cultural values that are specific to clients. Leong, Hardin, and Grupta's (2011) cultural formulation approach listed five components that guides career intervention: (1) cultural identity of the individuals, (2) cultural conceptions of career problems, (3) cultural contexts and psychosocial environment, (4) cultural dynamics of the therapeutic relationship, and (5) overall cultural assessment. As seen in this approach, cultural factors need to be incorporated to understand clients and issues presented and to build trust in the counseling relationship.

MULTICULTURAL BOX 3.1

Alex Bahl is an Indian-American student who is interested in becoming a social worker. He is actually enrolled in a pre-med program because his family wants him to be a physician. He is not very happy with his current major because he does not like the courses in biology or chemistry, even though he can manage to earn good grades in these courses. He came to the career service center on his campus for career counseling. The session went well, and the counselor encouraged Alex to pursue his own career aspiration, said his high GPA would make it easy to transfer, and gave him the contact person in the school of social work to understand the admission procedure. They made an appointment to follow up two weeks later. However, Alex never returned to counseling. The counselor called and e-mailed Alex a few times and got no response. Why did Alex not return to counseling? Why didn't he respond to the calls? What could have gone awry in the counseling session? What can the counselor do differently so that Alex will return to the counseling?

Tips for Consideration: What kind of cultural values do Alex and his family have? What is his family relationship and dynamic? Why would his family insist on Alex being a physician? What does multicultural competency entail?

Flores and Heppner (2002) suggested the following process for culturally appropriate career counseling: developing a strong working alliance; maintaining a stance of "creative uncertainty"; assessing the client's level of racial salience (i.e., how clients see race as a factor in conceptualizing the interaction with outside world); determining the locus of the client's worldview, level of acculturation, and racial identity status; exploring how the roles of racism, sexism, and poverty have influenced the client's self-efficacy beliefs; encouraging the use of social networks and role models; considering using group work and even including extended family; and encouraging the client to return for additional assistance if he or she experiences obstacles after counseling has terminated. To build the working alliance, counselors need to examine their own worldviews and be open to exploring their own identities. Counselors also need to recognize social barriers and contextual influences on one's career development and ensure career assessment and interventions align with clients' cultural values (Leong & Flores, 2015).

Summary: Challenges and Opportunities

As the American population becomes increasingly diverse, so does the labor force in work settings. A more diverse workforce presents both challenges and opportunities for counselors. The challenges are embedded in the layers of sociocultural context in which occupational stereotypes, discrimination, and segregation could hamper minority groups' career aspirations.

Multidimensional contextual factors interactively influence career development and decision making in a complex and dynamic way; therefore, a narrow and static view of people and their career development could lead to misconceptions and underservice, which presents another challenge for career intervention. Despite the challenges, career intervention incorporating multifaceted

and dynamic sociocultural influences on individuals' cultural identity and self-concept have great potential to benefit clients from diverse cultural backgrounds. Culturally appropriate intervention needs to adequately address the impact social barriers have on individuals' career development and to develop culturally accommodating strategies.

Keystones

- The American workforce is more diverse than ever in many dimensions as a result of immigration and more women and minority members entered into the labor force.

- Social barriers such as racism, sexism, classism, and other forms of biases against certain groups present great challenges for people from nondominant groups to fully implement their potentials.

- Occupational stereotypes, segregation, and discrimination at work settings limit minority members' career aspirations and opportunities.

- Factors influencing individuals' career development are multifaceted at various levels of one's ecological system, and these factors are interactive and dynamic.

- Acculturation and cultural identity have been important in shaping one's self-concept and interaction with others and how people make career decisions.

- Equality and social justice are long-term goals and require multisystem intervention and effort.

- Multicultural competency for career intervention is required by counseling professional organizations and accreditation standards, and counselors need to develop self-awareness of and understanding of clients' worldviews, attitudes, and skills when working with diverse population.

- Developing multicultural competency requires counselors to provide culturally accommodating interventions that have cultural applicability of career constructs and incorporate specific cultural constructs for the certain group.

Additional Resources

Multicultural and Social Justice Counseling Competencies: http://www.multiculturalcounseling .org/index.php?option=com_content&view=article& id=205:amcd-endorses-multicultural-and-social- justice-counseling-competencies&catid=1:latest& Itemid=123

National Glass Ceiling Commission: http:// nationalglassceilingcommission.org

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