VOCATIONAL COUNSELING FOR SPECIAL POPULATIONS

ABOUT THE EDITOR

Chrisann Schiro-Geist received her Ph.D. from Northwestern University in Counseling Psychology in 1974. She became a Rehabilitation Counselor Educator at the Illinois Institute of Technology (IIT) in 1975 and was promoted to Associate Professor in 1981. She was Director of the Rehabilitation Programs at IIT from 1981 to 1987. In August of 1987, Dr. Schiro-Geist became Coordinator of the Rehabilitation Degree Programs at the University of Illinois at Urbana-Champaign and is currently the Director of Graduate Studies.

Dr. Schiro-Geist has been the recipient of several grants from the Rehabilitation Services Administration and other sources totaling over $725,000. She has developed a local and national reputation as a leader in the field, holding such offices as President of the Council on Rehabilitation Education (CORE), which is the national accrediting body in rehabilitation education from 1983 to 1985, President of the Illinois Rehabilitation Counseling Association (1979) and the Great Lakes Regional Rehabilitation Counseling Association (1982). She is currently Editor-in-Chief of the journal, *Rehabilitation Education,* which is sponsored by the National Council on Rehabilitation Education (NCRE) and published by Pergamon Press. Dr. Schiro-Geist was recently named *Rehabilitation Educator of the Year for 1987* by NCRE. She is author of one book and over twenty refereed journal articles.

Before her position in rehabilitation education she was Director of Career Planning and Placement at Mundelein College in Chicago. She has co-authored the well-received text, *A Placement Handbook for Counseling Disabled Persons* (Charles C Thomas, Springfield, Illinois, 1982). This text is currently under contract for its Second Edition, due to be published in 1990. She received the National Rehabilitation Counseling Association's *National Citation* for her contributions to the field of Rehabilitation Counseling in 1982 with a special commendation for the impact of this placement text on the field.

Dr. Schiro-Geist is the recipient of a 1989–90 Mary E. Switzer Research Fellowship awarded by the National Institute of Disability and Rehabilitation Research.

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Edited by

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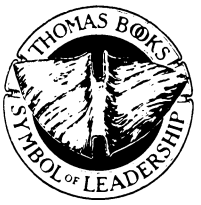

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PREFACE

This is a book which is not meant to replace any existing texts, but rather to enhance and clarify vocational issues for the about-to-become vocational counselor or rehabilitation specialist or for the practicing counselor who will be doing a lot of vocational counseling and placement with nontraditional clients.

Who are nontraditional clients? Those special populations on which we will focus include: displaced workers, veterans, women in the competitive job market, older workers, and persons who are disabled. Disadvantaged workers are not attended to as a specific population, but the obvious problems inherent in being disadvantaged are attended to relevant to other vocational concerns.

The book was created as a response to a seminar taught at the Illinois Institute of Technology (IIT) within the Rehabilitation Psychology Program of the Psychology Department. The doctoral level seminar focused on an advanced perspective on vocational issues. The topical areas included vocational counseling, evaluation, and placement. These have all become chapters in the following text.

In addition, chapters have been added on the psychology of work and theories of vocational development to round out an "everything you always wanted, and needed, to know" approach in the text. The book could stand as a mini-review of vocational counseling or it could be used as a supplement to a major text in a course in vocational counseling, vocational evaluation, or job placement, or it could be used as a primary text for a doctoral level course in vocational psychology or vocational counseling.

Each chapter ends with review questions and references. As additional case discussion material, five case histories of clients with special needs are presented at the end of Chapter 5. The chapter on Job Placement takes the theoretical, counseling and assessment information and translates it into the ultimate focus of all vocational issues—helping one's client to obtain a job in the competitive market. The concluding chapter

on Supported Employment (Chapter 7) is one which was added after the original work was designed, but it is an important one for counselors in the 1990s. Supported Employment will often be the vocational outcome for special populations, especially for individuals with severe disabilities. The time has come that all potential vocational counselors should know about concepts of supported work and supported employment.

The editor would like to formally acknowledge the help and assistance of Mr. Emer Broadbent and Mrs. Tammy Nichols of the University of Illinois at Urbana-Champaign (UIUC) for making what started out as an IIT project a successful product at the UIUC.

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VOCATIONAL COUNSELING FOR SPECIAL POPULATIONS

Chapter 1

PSYCHOLOGY OF WORK

ROBERT DONOHUE

INTRODUCTION

This chapter provides an overview of the world of work and introduces to the reader some of the basic principles and practices of that world. While this book primarily attends to issues for a particular subset of individuals in the work force, a basic introduction to the world of work will be helpful since all potential clients must be able to fit into the larger work environment. Before one attempts to provide vocational counseling to a client, regardless of the particular needs of that person, the counselor must be knowledgeable of the rules that govern the final goal of the rehabilitation process, the work place. Such an appreciation of the fundamentals of the world of work will help to maximize the clients chances of being hired and ultimately being satisfied and successful with his/her final job placement. Vocational counseling is limited by the counselor and client's familiarity with the factors that influence potential employment success.

The author examines the phenomenon of work from three perspectives: sociological, organizational, and individual. Admittedly this is an arbitrary approach to the topic, and other views may be equally available and acceptable. However, it seems that this format permits a useful frame of reference since all three perspectives are essential and interact in a complex fashion to result in the phenomenon which we call work. Certainly these perspectives overlap and influence each other in many ways. It is not the author's intention to exhaustively examine these perspectives individually, nor will the complex interactions be fully addressed. The goal is to suggest this model as one which could aid the counselor in his or her task of placing a particular client into an employment situation. By using this frame of reference, the counselor may be better able to match the client with the job.

WORK

It may seem simplistic to offer a definition of work because most people have already developed some notion of its meaning. One can hardly imagine that any adult in this culture does not have some concept of the meaning of work based upon his or her own experience or by seeing others who are engaged in some type of employment. While we may all have our own individual concept of the meaning of work, these concepts are colored by personal experiences which limit us in developing a more universally accepted definition. Often people equate work with employment and therefore their definition is bounded to a particular set of experiences. One example of such a culturally bounded definition is to equate work with paid employment. This definition of work excludes homemakers and those who work as volunteers; for in both cases, the individual receives no pay for his or her services. Our treatment of work will include such endeavors, regardless of the economic rewards involved.

Developing a Definition of Work

One popular dictionary devotes over seventy lines to a comprehensive definition of work, both as a noun and as a verb. The initial definition states that work is "physical or mental effort or activity directed toward the production or accomplishment of something" (American Heritage Dictionary, 1976). Work has also been defined as "an activity that produces something of value for other people" (Task Force to the Secretary of Health, Education and Welfare 1973). This author argues that a full and adequate definition of work must go beyond a simple statement of employment; it must also include the social, organizational, and individual factors which together constitute a complete treatment of the phenomenon. As such, our understanding of work extends beyond this workplace, and includes the social matrix within which work is said to exist.

In a world that is constantly facing complex problems such as war, disease, and economic upheaval, it may seem that an extensive treatment of work to be an academic extravagance. One is tempted to simply say that people work in order to provide themselves and their families with the necessities of life. It could also be assumed that the way one goes about selecting a job, and continuing work is, to a great extent, a chance event and that little can be gained by studying something that is so

individualistic and subject to chance and personal circumstances. However, this is not the case, for one can learn a great deal about himself and the society in which he lives by studying the seemingly obvious. Work is of vital importance to us simply because it is so universally experienced and constitutes a major part of our lives as individuals as well as our culture.

Sociological Perspectives

History of Work

The ancient Greeks felt that work was inherently subhuman, a curse to be avoided by all worthwhile men. Slaves became degraded because they engaged in work and an early definition of a slave was one who performed labor. Thus, to work was to be a slave in the classical era in Greece (Avendt, 1958). Slaves, serfs, and noncitizens performed all the work done in the city-states, leaving the citizens of Greece the free time to pursue the arts, a study of philosophy, and other leisurely endeavors (Neff, 1968).

Labor and work became distinguished by the use of two terms, *laborens* for the work of animals and *homo faber* for the work of man. The monotonous, dirty and difficult tasks necessary for the maintenance of life were considered *animal laborens* and relegated to be done by slaves. *Homo faber* referred to the skillful endeavors of a newly developing class of people, the craftsmen and artisans (Neff, 1968). This ancient distinction between labor and craft greatly influenced a social class structure and may well have been the forerunner of blue collar/white collar or worker/professional duality.

The value of work began to emerge during the rise of Christianity in Europe as work became a vehicle for achieving both worldly power and eternal salvation. Benedictine monks were required to perform manual as well as intellectual and spiritual labors as a part of their religious life: in the Rule of St. Benedict, he urged his followers to "labor and Pray" (Neff, 1968). Work was valued as a means of disciplining the soul and enhancing one's position in the eyes of God.

The Protestant Work Ethic

The culmination of this developmental process of the value and importance of work was the emergence of the Protestant Work Ethic, which