

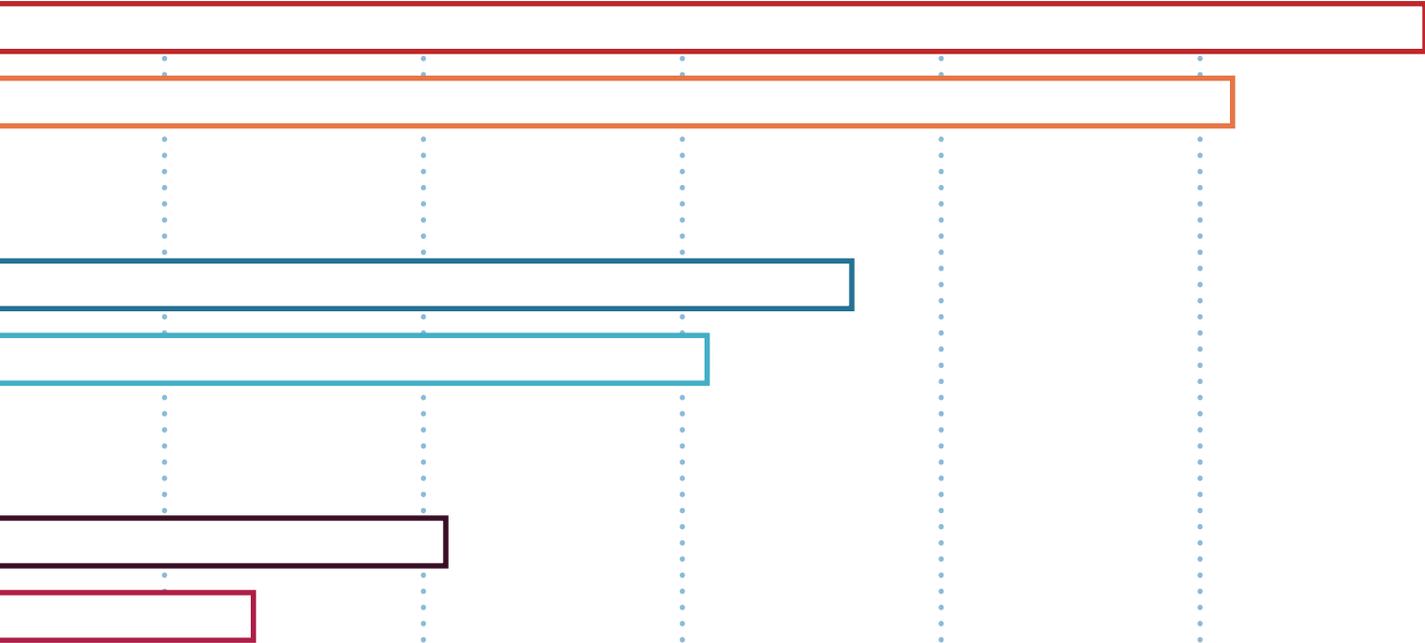
1908



2023

The History of Career Guidance

Featuring 85 Years of Kuder Assessments



kuder®



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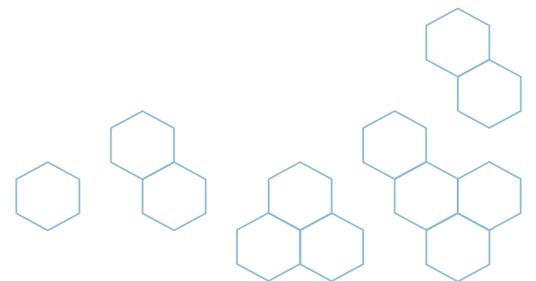
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OVERVIEW

Do you know what you want to do in life?

That's the age-old question that puzzles individuals of all ages and is what lead influential leaders in the field of career readiness and development to found the Bureau of Vocational Guidance in 1908 and what industry leaders in 2023 continue to solve for today.

While a lot has changed since 1908, the key fundamentals have remained the same in the field of career development. Research-based assessments are one staple that has evolved over the years and remains an important aspect in guiding students to understand themselves and opening their mind to the options available to them.

As we celebrate 85 years of Kuder career assessments, we reflect on the important historical foundation that has led to today's college and career solutions. Looking back to the founding of the vocational guidance sector in the early 1900s revealed that since the beginning, we've all been focused on the same goal; helping people see what they can be.



Pictured above is a 1951 article sharing how the Kuder Preference Record began impacting individuals seeking direction for their career path.

THE BEGINNING OF CAREER DEVELOPMENT

1908

The Founding of Vocational Guidance

The history of vocational guidance dates back to 1908 when the first formal vocational guidance bureau was created by Frank Parsons. The Vocation Bureau of Boston was created as a new department in the Civic Service House, which provided educational opportunities for immigrants and those in need to help them find work. The Bureau opened its doors on January 13, 1908, with the mission to “educate the under-privileged and immigrants on the importance of making good vocational choices so that they could improve their lives and create a better future for themselves, their families, and their communities, thus escaping the vicious circle of poverty” (Wilson, 2016).

Frank Parsons

(1854 - 1908)

Parsons is known as the “**Father of Vocational Guidance**” for his early work on establishing the importance of the connection between a person’s interests and talents to the profession they choose to pursue. Parsons advocated to fix the problems young people were facing in society by entering the workforce without a plan through structured vocational guidance in the school system.



1910

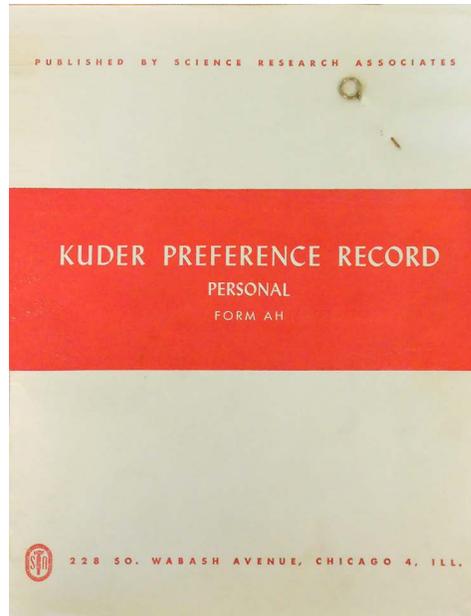
The First National Conference on Vocational Guidance

Industry leaders gathered for a conference on vocational guidance to discuss topics such as making the transitions from school to work easier, warning against prescribing vocations, career exploration in a broad sense earlier to students, the necessity to provide opportunities to learn and earn at the same time, and more.

1938

Kuder Preference Record Introduced

Dr. Frederic (Fritz) Kuder created the Kuder Preference Record as an occupational interest inventory to measure an individual's interest in ten occupational areas: Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service, and Clerical. The assessment was created to help guide individuals to find a fulfilling career pathway.



Dr. Frederic (Fritz) Kuder

(1904 - 2000)

Dr. Kuder was a counseling psychologist and psychometrician and well respected in the field of career development. He was a founding member and the second president of the Division of Counseling Psychology of the American Psychological Association; cofounder of *Personnel Psychology*, and founder and editor of *Educational and Psychological Measurement*.

Dr. Kuder is noted for his contribution to the field of interest inventories for vocational counseling and developed three types of interest inventories (Zytowski, 1988).



1958

American School Counselor Association (ASCA) Founded

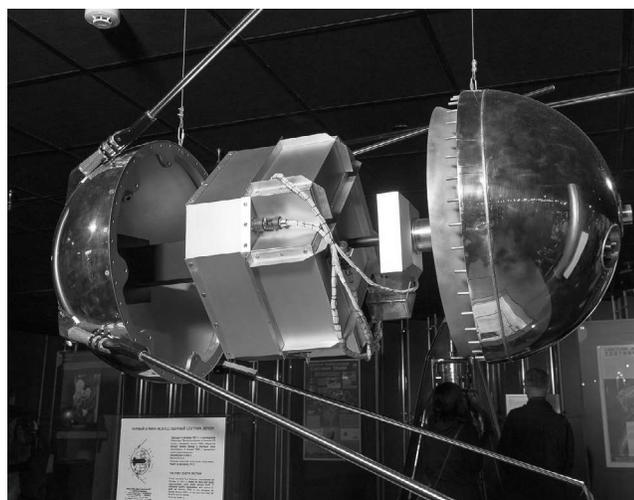
The ASCA formation outlined what a school counselor role should entail and provided standards for professionals to follow. ASCA also expanded the image and influence of school counselors through advocacy and leadership.



1958

National Defense Education Act (NDEA) Enacted

As a result of the Soviet Union launching a satellite, Sputnik, into space, the NDEA was enacted to expand training, funding, and hiring of school counselors to boost mathematics and science majors within the U.S. to compete with international advancements.



OUR STORY

by
Phil Harrington

Watch this video to learn about the personal reason Phil Harrington founded Kuder, his story behind acquiring the Kuder assessments, and why Dr. Frederic Kuder is an integral part of career development history.



1959

Holland Theory of Vocational Choice Published

An article written by John. L. Holland titled “A Theory of Vocational Choice” was first published in the *Journal of Counseling Psychology* in 1959. The article had an undeniable impact on the psychology of career counseling, introducing the theory that people resemble a combination of six personality types: **Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC)**. The combination of three top traits can describe an individual and connect back with a work environment sharing the same characteristics (Nauta, 2010). This theory continues to be reviewed and used to this day to influence Kuder career assessments.



REALISTIC
“DOERS”



INVESTIGATIVE
“THINKERS”



ARTISTIC
“CREATORS”



SOCIAL
“HELPERS”



ENTERPRISING
“PERSUADERS”



CONVENTIONAL
“ORGANIZERS”



Dr. John Holland

(1919 – 2008)

The work of Dr. John Holland on his *Theory of Vocational Choice* is perhaps the most well-regarded in the career development industry for its reliability in aligning an individual’s personal interests to relative occupational pathways. Holland’s theory happens to be based in part on the work of Dr. Kuder, as Holland and his team had relied on Kuder’s career cluster profiles to conduct some of their early classifications of what would eventually become the six Holland personality types. Holland’s Theory is now fully integrated into Kuder’s modern solutions to transform this hypothesis into proven results.

1966

Elementary and Secondary Education Act (ESEA) Signed

Following the National Defense Education Act, the ESEA provided funding for schools and guidance for students. The act specifically focused on children in poverty to help reach their potential from a young age and help their postsecondary achievements. This act would eventually become the No Child Left Behind (NCLB) Act and then today as the Every Student Succeeds Act (ESSA).

1970

Super's Work Values Inventory (WVI) Established

One of the original career assessment tools was created by Donald J. Super as a research tool in the Career Pattern Study of the late 1940s. After extensive research and development, the inventory became available in the career development and guidance profession in 1970. Later, the WVI was revised to only include 12 assessed values using a five-point scale to rate the importance to each respondent. The results of Super's Work Values Inventory-revised can be used by individuals to understand what career field and type of job aligns with their values.

Dr. Donald E. Super

(1910 – 1994)

Dr. Super is most recognized for his contributions to the vocational guidance movement, and later to counseling psychology, which included career counseling and life planning. Dr. Super's career model and holistic approach to career planning across a person's entire lifespan continues to be represented today.



1985

NVGA Renamed to be the National Career Development Association (NCDA)

The National Vocational Guidance Association was renamed to be the National Career Development Association and continues to be the longest-running career development organization today.



1990

The Americans with Disabilities Act (ADA) Was Established

This revolutionary act paved the way for ensuring employment provisions prohibit the discrimination of individuals with disabilities throughout the job application, hiring, and employment process. The enactment of the ADA empowered individuals to think about career opportunities in a new way and fueled the need for further career guidance for all.



1997

National Career Assessment Services, Inc. Founded

Founded by **Phil Harrington**, National Career Assessment Services, Inc. (NCASI), which eventually was renamed to Kuder in 2007, was established utilizing Dr. Kuder's career assessments to guide individuals seeking a meaningful career pathway.

Dr. Donald Zytowski, a leading counseling psychologist who studied the predictive validity of the *Kuder Occupational Interest Survey* is to thank for the connection between Dr. Frederic Kuder and Phil Harrington that led to the founding of the company and ongoing research and validation.



National Career Assessment Services, Inc.



Phil Harrington

Phil Harrington, directed extensive research among 100,000 key stakeholders, most significantly school counselors, throughout the United States to develop the first research-based, comprehensive career development system of its kind, the Kuder Career Planning System® (KCPS).

Dr. Donald G. Zytowski, conducted primary research centered on the Kuder Interest Inventories, contributing to the vast database of career biographies for the assessments, which suggest career pathways based upon an individual's interests.



Dr. Donald G. Zytowski

1999

Online Career Assessments Available to Students

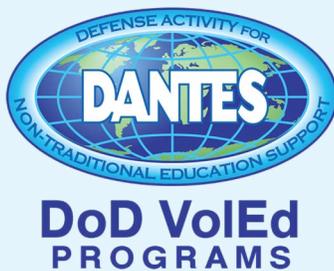
Paving the way for online career assessments, NCASI (Kuder) makes the Kuder Interest Inventories available online for users around the nation for the first time.



1999

U.S. Military Renews Kuder Connection with DANTES

Dr. Kuder worked extensively with the U.S. military back in the 1940s. Service men and women had to take the Kuder assessment before they could access their G.I. Bill funding. Following the establishment of NCASI (Kuder) in 1997, the Defense Activity for Non-Traditional Education Support (DANTES), renewed the connection to provide service members with a career guidance and exploration solution to bridge the gap for when they transition to the civilian workforce at the conclusion of their military services.



In the last three years alone, over **100K** service members have actively engaged with Kuder to complete over **190K** assessments.

2001

Kuder Expands Assessment Portfolio

The suite of Kuder assessments grows to include the **Kuder Skills Confidence Assessment**® and **Super's Work Values Inventory-revised** based on the recommendations from the research showing that these three constructs are critical to career choice. Together, the three assessments empower individuals to understand how which occupations align with their personal interests, skills, and values. Today, the assessments are offered to secondary students, grades 6-12, through Kuder Navigator®, and to postsecondary students and adults within Kuder Journey®.



Kuder
Career Interests
Assessment®



Kuder
Skills Confidence
Assessment®



Super's
Work Values
Inventory - Revised

During the next few years, Kuder brought on more leading experts in the field of career development to ensure the integrity of the assessments remain true to guiding students for years to come.



JoAnn Harris-Bowlsbey, Ed.D.

(1933 - 2022)

Dr. Harris-Bowlsbey is referred to as the **“Mother of Career Guidance.”** She received international praise for her decades of work in the field of career development. Dr. Harris-Bowlsbey is recognized as a pioneer in developing the Computerized Vocational Information System to guide individuals with education and career planning (Althoff, 2019).

Spencer Niles, Ed.D., LPC, NCC

Dr. Niles serves as Senior Vice President, Career Planning and Development for Kuder and has contributed greatly to the ongoing review and validation of the assessments and career guidance framework. His work in career development has been recognized through numerous awards by leading industry organizations such as NCDCA, ACA, and more.



Hoi Suen, Ed.D.

Dr. Suen, a distinguished psychometrician, contributes to the regular review of the Kuder assessments to ensure they are kept up-to-date with our evolving society and ongoing research. He is a distinguished Professor Emeritus of Education (Educational Psychology) for Pennsylvania State University and is known for his expertise in educational and psychological assessments.



2006

Carl D. Perkins Career and Technical Education Act

The U.S. government established a vested interest in the career development of students by providing grant funds to assist school districts and public two-year colleges in improving secondary and postsecondary-level career and technical education programs. The Perkins statute remains in place to this day.



\$1.4 Billion+
DISTRIBUTED
ANNUALLY

2008

The Introduction of Elementary Career Exploration

Building on the importance of early career awareness for students, Kuder introduced a product specific to elementary school students, Kuder Galaxy, with grade-level specific content. Dr. Julie Cerrito released a [white paper](#) detailing the importance of early career exploration, sharing “There are various junctures that can be considered pivotal points for career development - elementary school is, without question, one of them.” Galaxy engages students in exploring the world of work and available careers sorted by planets aligned to each of the six Holland types.

 **kudergalaxy**



2015

ICCDPP Conference Hosted in United States

In 2015, the **International Centre for Career Development and Public Policy (ICCDPP) symposium** was held in Des Moines, IA. The ICCDPP is known for their work promoting policy sharing and learning internationally for career development professionals. The conference theme was *“Building the Talent Pipeline and Providing Youth with Hope for the Future,”* focusing on the challenges facing governments, employers, and communities to ensure young people have economically viable futures. The Biennial Symposium, hosted by Kuder, **brought together career development leaders from 30 countries** to engage in discussions regarding the role of career guidance in the education and employment sectors and its impact on economic development and support for youth workforce development initiatives.



2016

Kuder Atlas Introduced as Global Career Guidance Tool

To ensure individuals worldwide can access a comprehensive career readiness and development tool, Kuder introduced Atlas. Atlas provides the key tools for individuals to explore occupations, take three localized assessments, and more. Atlas can be translated into the desired language to offer greater accessibility to all.

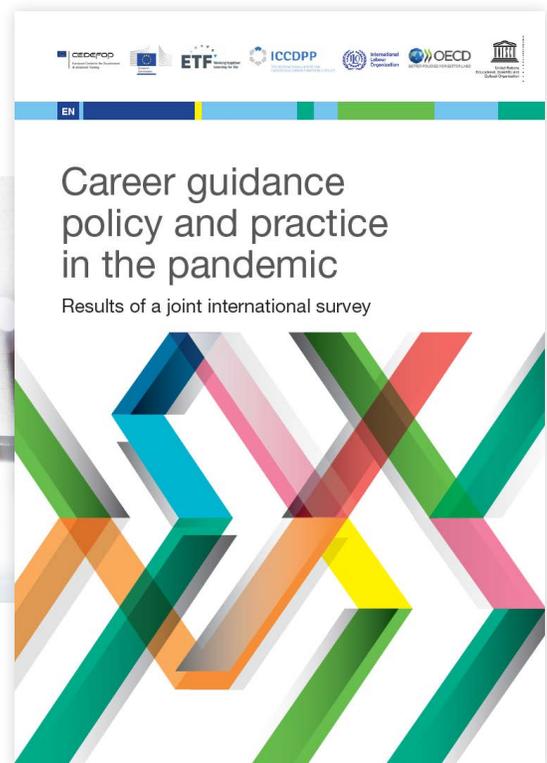


COVID-19 Pandemic Impacts Career Development Field

In 2020, the COVID-19 pandemic impacted millions of individuals across the globe as jobs were cut and people were forced to think about careers in a new light. The pandemic continues to create a newfound demand for career development for adults in the workforce, in addition to students receiving career guidance in school.

Seven international members of the **Inter-Agency Working Group on Work-Based Learning (IAG-WBL)** collaborated to publish a [survey and report](#) on the impact of the COVID-19 pandemic on policies, systems, and practice changes that occurred during the first phase of government reactions to the pandemic, the extent to which the pandemic and its social consequences triggered a debate on career guidance reform, and the role for career guidance in pandemic recovery measures.

More significantly, Kuder developed Hope Central™ to support the millions experiencing job loss and uncertainty regain personal and professional stability. As a result, Kuder partnered with the Louisiana Workforce Commission to deliver Hope Central as a dynamic career recovery and planning system for individuals across the state dealing with historic unemployment, devastating hurricanes, and other life challenges.



2023

Kuder Celebrates 85 Years of Career Assessments Impact

Kuder continues to keep the Kuder assessments and career readiness tools within Galaxy, Navigator, and Journey updated to serve the needs of students, adults, family members, educators, counselors, administrators, businesses, and community leaders. The company remains committed to helping individuals see what they can be and impacting lives for the next 85 years to come.

Over 165 Million Individual Assessments and Counting.

The image shows a screenshot of the Kuder website homepage. At the top, there is a navigation bar with the Kuder logo on the left and links for 'P-20 Solutions', 'Government & Workforce', 'About', 'Login', 'Support & Resources', and 'CONTACT US' on the right. Below the navigation bar is a large red banner with the heading 'College & Career Readiness For All'. The banner contains several images: a woman holding a smartphone, a woman in a red top, a woman in a blue top, and a young boy in an orange shirt. Text on the banner reads: 'Kuder provides the only Pk-20 career guidance platforms, assessments, and resources with grade-specific content across all ages.' Below this text is a 'GET STARTED' button. To the right of the banner, there are images of a laptop displaying a 'Welcome Back Explorer!' message and a tablet. Below the banner is a white section with the heading 'Partner with Kuder for Unlimited Support'. The text below reads: 'Kuder partners with school districts to provide educators with the tools they need to provide individualized college and career guidance for students while empowering districts to meet all state and district reporting mandates.' At the bottom of this section is a 'CONTACT US' button.

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kuder®



Kuder is backed by 85 years of assessment history and research and has over 25 years of experience providing career and workforce development systems for all ages for government and educational agencies including the U.S. military, departments of education, colleges, districts, and schools. Millions of people worldwide have relied on Kuder for high quality products backed by an unparalleled level of service.

[LEARN MORE AT KUDER.COM](https://www.kuder.com)

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