Choosing a Satisfying Career

Donna E. Schultheiss
Cleveland State University

You may find yourself at a choice point with an opportunity to make a career decision. It may be a long-anticipated decision as you near completion of a doctoral degree in psychology, a decision that arose unexpectedly, or one that has been a long time in coming as you approach retirement. Choosing a career for satisfaction and success can lead you down a path to more meaningful work that matches your interests and meets your needs, values, desired lifestyle, and goals.

The science of vocational psychology informs this concise guide designed to provide an overview of theory, research, and practical applications to assist in the career decision-making process. Vocational psychology is founded on traditional and evolving theories of work and career, and informs interventions to promote satisfying and successful work lives (Lent & Brown, 2020a). Vocational psychologists help people find supportive occupational environments in which they can experience meaning and purpose in their work (Blustein & Flores, 2023). Brief descriptions of major theoretical advances and practical applications related to career decision making and choosing a satisfying career are offered. Resources are provided to further your research.

Most people enter graduate psychology programs with professional goals and images of a future career. However, education, training, professional growth and development, institutional and societal contexts, and life experiences can awaken interests in a variety of fields and occupational contexts both inside and outside of psychology. Similarly, the desire to find a meaningful and fulfilling career, can provoke a heightened awareness of the importance of occupational and institutional climates, and diverse, supportive, and equitable environments that can cultivate a welcoming workplace. Indeed, doctoral education itself continues to face fundamental questions of purpose, vision, and quality (Walker et al., 2008). It also continues to be affected by structural and institutional transformations resulting from new demands and expectations related to the role of higher education in the knowledge society and economy (Cardoso, Tavares, Sin, & Carvalho, 2020).

Historically, the doctorate was the gateway to an academic position, yet more recently well under half (34.3%) of U.S. psychology doctoral graduates in 2022 accepted non-postdoc employment in academia, as compared to 49.3% in 2009. Over that same time-period, non-postdoc employment in industry and business increased from 19.7% to 37.9% (NSF, 2023). There are a number of unique considerations when deciding between an academic and non-academic career (Seo et al., 2021). On average, academic positions offer lower salaries and opportunities are more geographically limited. On the other hand, academia may provide job security once tenured, intellectual freedom to develop your research agenda and pursue your interests, and offers more time for contemplation and reflection (Urban & Linver, 2019a). Although a decision facing many doctoral psychology graduates is the choice between academia and clinical practice, the possibilities extend well-beyond these options (Urban & Linver, 2019b). Vocational psychology theory, research and practice can shed light on how to use the plethora of information on careers in psychology to make a career choice (e.g., Davis, Giordano, & Licht, 2009; Morgan, Kuther, & Habben, 2005; Sternberg, 2016).

What kinds of issues might one face at this career decision crossroad? Some people need assistance identifying or choosing between viable opportunities, while others may have prematurely eliminated promising options. Often people need support committing to or acting on a career choice (Lent & Brown, 2020b). What factors contribute to a good decision and career satisfaction? The science of vocational psychology can provide insight into answering these questions.

Historical roots of vocational psychology trace back to trait and factor theories originally promulgated by Frank Parsons in 1909. Parson's theory (1909), based on the matching of a person to the environment, proposed that a good fit between an individual's aptitudes and abilities—and the requirements of a job—would lead an individual to be more successful and satisfied in their work. Hence, the essence of the theory purported that a clear understanding of yourself, knowledge of work requirements, and a true reasoned match between the two would result in a good choice (Parsons, 1909). This led to one of the most widely relied upon trait and factor models that utilizes a six-factor hexagonal structure of interests and environments: Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC; Holland, 1997). Holland (1997) theorized that career choice was an expression of one's personality and that environments are determined by the type of people in them, noting that people tend to gravitate toward people who are like them. A good fit between the person and environment is thought to lead to positive outcomes. More specifically, theory suggests that work that is compatible with one's interests, abilities, personality, and values will likely lead to satisfaction and success. The tenets of Holland's theory are largely supported by existing research (e.g., Nauta, 2020; Nye et al., 2017). This parsimonious theory is easy to communicate and understand, hence it has provided the foundation for a number of interest inventories (e.g., Self-Directed Search, Strong Interest and Competencies Inventory) and a framework for interpreting others (e.g., U.S. Department of Labor's O*Net).

Self-knowledge includes more than interests, including personal aspects such as values, self-efficacy, and skills. Considerations of skill include expertise, experiences, and abilities (Gallagher & Gallagher, 2020). It is important to identify and clarify your transferable skills, particularly when considering a career outside of psychology. Gallagher and Gallagher (2020) have identified five major groups of transferable skills of doctoral psychology graduates: research, statistics and data analysis, literature search and generating recommendations, writing, and insight into people. Other transferable skills may include: innovation, project management, team building, and strategic planning. Consult Gallagher and Gallagher for more information and strategies for communicating how your skills offer value-added aspects to your professional portfolio and how these skills effectively transfer to many roles and organizations.

The prescreening, in-depth exploration, and choice (PIC) model of career decision-making (Gati & Asher, 2001) includes three stages that aim to enhance the career decision-making process and improve career outcomes. Prescreening involves identifying a set of career options based on aspects acknowledged during self and environmental exploration, and identifying those aspects deemed to be most important (e.g., pay, work environment). Begin by screening options by eliminating those that are incompatible with the aspect you deemed to be the most important and continuing with the aspect second in importance. The aim is to reduce the promising list to fewer than seven (plus or minus two) career options. In-depth exploration entails seeking additional information through informational interviews, online research, and other methods to create a short list that identifies the most viable options. The choice stage involves a systematic comparison of the alternatives on the final shortlist, based on the assessment between the information about the self and the information about each of the career alternatives, with the aim of identifying the one with the highest compatibility. The alternative that emerged as best in the systematic comparison may then be compared with the intuitive choice. When these choices differ, the source of the discrepancy should be identified and resolved.

When difficulties with career decisions arise, the cause should be determined (Gati et al., 1996), and then consideration should be given to how to cope with them (Lipshits-Braziler, 2018). Decision-making difficulties can keep individuals from initiating the decision-making process or lead them to prematurely discontinue the process. Both can potentially lead to decisions that are less than optimal (Gati et al., 1996; Gati & Kulcsar, 2021). Gati and his colleagues proposed a number of factors related to the career decision-making process, including career decision-making style (Harren, 1979) or profile (Gati et al., 2010), emotional and personality-related difficulties (Saka et al., 2008), and dysfunctional beliefs about career decision making (Hechtlinger et al., 2019). Additional aspects related to the career decisions making process include career decision-making strategy (Voss et al., 2019), tolerance of ambiguity in career decisions (Xu & Tracey, 2014), career decision making self-efficacy (Betz & Luzzo, 1996), and perceived or actual barriers (Levin & Gati, 2015).

Cognitive information processing (CIP) theory (Sampson et al., 2020) applies general information processing theory to career choice (Peterson et al., 1991; Sampson, 2008; Sampson et al., 2004). According to CIP, information processing plays a key role in learning, which in turn is essential to understanding oneself and the available options, and ultimately to making an informed career choice. A key element of the theory includes a pyramid of information processing domains: a knowledge domain, decision-making skills domain, and executive processing domain. The knowledge domain consists of self-knowledge related to values, interests, and skills, as well as employment preferences and occupational information. The decision-making skills domain includes information processing skills applied in a Communication, Analysis, Synthesis, Valuing and Execution (CASVE) cycle, and the executive processing domain represents metacognitions. Other key elements of the theory include readiness for career decision making and intervention, and a differentiated service delivery model. CIP theory is aligned with Holland's (1997) RIASEC theory as a schema for organizing self and occupational information. For further information on promoting career choices consult Sampson, Osborn and Bullock-Yowell (2020).

The Theory of Work Adjustment (Dawis, 2005), another person-environment fit theory, describes personal characteristics that predict satisfaction with work, as well as satisfactoriness in the work environment (i.e., the demands of the work environment are being satisfactorily met). Research has supported the prediction of satisfaction, satisfactoriness, work adjustment and tenure (e.g., Dawis, 1996; Bayl-Smith & Griffin, 2018), and work-related decisions (e.g., Fouad et al., 2017). For further information on promoting satisfaction, consult Lent and Brown (2020b). Person-environment fit theories tell part of the story. Other theories consider an expanded range of factors influential in career decision making and satisfaction. Some of these theories and the pertinent issues are addressed next.

Social Cognitive Career Theory (SCCT; Lent, Brown, & Hackett, 1994; Lent & Brown, 2006, 2008, 2013) focuses on interest development, choice and performance, well-being and satisfaction at work, career success and stability, and educational and career self-management. It is important to emphasize that career choice is not a once and done phenomenon. It is more accurately conceptualized as part of a larger set of dynamic processes with multiple influences and choice points, such as self-efficacy, outcome expectations, interests, and skills. (Lent, 2020). Self-efficacy and outcome expectations are formed and evolve within the context of personal (e.g., gender, race/ethnicity, disability/health status) and environmental affordances (e.g., economic, social, and material resources or deficits), and learning experiences. Hence, SCCT posits that educational and occupational choices are often - but not always - based on interests. Satisfaction has been found to be related to personality (e.g., positive and negative affect) and job characteristics. More specifically, satisfaction is likely to be achieved when an individual is involved in tasks they find valuable, is making progress on personal goals, and possesses strong self-efficacy and the environmental resources needed to promote self-efficacy and goal achievement. SCCT has achieved broad research support (Brown & Lent, 2019, and Lent & Brown, 2019), and has been used as a framework for studying doctoral students' career decision-making experiences (Curtin et al., 2016; Gibbs & Griffin, 2013).

Recent vocational research has presented a broadened the focus on work as a calling, meaningful work, and work volition (Dik, Steger, & Autin, 2020; Duffy, Autin, England, Douglass, & Gensmer, 2018). Work as a calling refers to a sense of purpose that leads people toward personally and socially fulfilling work. Meaningful work is experienced when a person believes their work accomplishes something significant and worthwhile. It has been

noted that work as a calling and meaningful work are more likely to emerge when individuals perceive they are able to make career choices despite barriers and constraints, a construct known as work volition (Allan, Autin, & Duffy, 2016; Duffy, Autin, & Douglass, 2016). Evidence indicates that a sense of calling relates to occupational and career decision self-efficacy, intrinsic work motivation, and job satisfaction (Duffy et al., 2023).

The psychology of working theory (PWT; Duffy et al., 2016) provides a framework for understanding the contextual factors related to an individual's ability to attain decent work (Duffy, Blustein, Perez, & Smith, 2023). The theory is based in part on the idea that access to meaningful work is constrained by powerful social, economic, and political forces (Blustein & Duffy, 2020). The psychology of working framework on which PWT is based, suggests that work fulfills basic needs for survival, power, social connection/contribution and self-determination. This theory represents a shift to a more contextual view of working that focuses on social class, poverty, and the impact of social identities on one's work-life. Critical consciousness is thought to provide protection in the face of marginalization and oppression, and to promote action to address barriers to decent work.

Life design for career construction is informed by career construction theory (CCT) which evolved from Super's (1980; 1990) lifespan/life-space theory (Savickas, 2020). Career construction theory evolved as a contextualist view of career development with an emphasis on career adaptation throughout the lifespan. It places emphasis on social, cultural and economic factors. For more information about CCT, consult Savickas (2020) and McIlveen and Luke (2023).

Vocational psychology has long considered that career opportunities differ for individuals from diverse identities, including gender and racial/ethnic groups (e.g., Hill et al., 1999; Jones et al., 2018; Kim, Santana, & Daheim, 2023; Tu & Okazaki, 2021). Recent literature has reviewed and critiqued research focused on environmental and social aspects of career development from a perspective of diversity, equity and inclusion (Kantamneni & Fouad, 2023). This work has recommended that vocational research attend to culture in a more holistic, comprehensive and complex manner, and that an intersectional perspective is necessary to fully understand how societal and economic contexts affect career choices (Fouad & Kantamneni 2008; Kantamneni & Fouad, 2023). An explicit anti-racist philosophy has been called for that examines factors beyond perceived barriers and supports to inform more effective interventions for those in minoritized groups, and to inform public policy to effectuate systemic change (Kantamneni & Fouad, 2023). An intersectional identity perspective that increases knowledge and understanding of the cumulative effects of marginalization due to sexism, racism, heterosexism, ableism, etc., has also been recommended.

References

Allan, B., Autin, K. L., & Duffy, R. D. (2016). Self-determination and meaningful work: Exploring socioeconomic constraints. *Frontiers in Psychology*, *7*, 71.

Bayl-Smith, P. H., & Griffin, B. (2018). Maintenance of D-A fit through work adjustment behaviors: The moderating effect of work style fit. *Journal of Vocational Behavior*, *106*, 209-219.

Blustein, D. L., & Duffy, R. D. (2020). Psychology of working theory. In S. D. Brown & R. W. Lent (Eds.). *Career development and counseling: Putting theory and research to work* (3rd ed., pp. 201-236). Wiley.

Blustein, D. L., & Flores L. Y. (Eds.). (2023). *Rethinking work: Essays on building a better workplace.* New York, NY: Routledge.

Brown, S. D., & Lent, R. W. (2019). Social cognitive career theory at 25: Progress in studying the domain satisfaction and self-management models. *Journal of Career Assessment*, *27*, 563-578.

Brown, S.D., & Lent, R. W. (Eds.). (2020). *Career development and counseling: Putting theory and research to work* (3rd ed.). Wiley.

Cardoso, S., Tavares, O., Sin, C., & Carvalho, T. (Eds.). (2020). *Structural and Institutional Transformations in Doctoral Education: Social, political and student expectations. Higher Education.* Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-38046-5_1

Curtin, N., Malley, J., & Stewart, A. J. (2016). Mentoring the next generation of faculty: Supporting academic career aspirations among doctoral students. *Research in Higher Education*, *57*, 714-738.

Davis, S. F., Giordano, P. J., & Licht, C. A. (2009). *Your career in psychology: Putting your graduate degree to work.* Hoboken, N.J.: Wiley-Blackwell.

Dawis, R. V. (1996). The theory of work adjustment and person-environment-correspondence counseling. In D. Brown & Brooks & Associates (Eds.), *Career choice and development* (3rd ed., pp. 75-120). San Francisco, CA: Jossey-Bass.

Dawis, R. V. (2005). The Minnesota theory of work adjustment. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 3-23). Hoboken, NJ: Wiley.

Dik, B. J., Steger, M. F., & Autin, K. (2020). Emerging perspectives: Calling, meaning, and volition. In S. D. Brown & R. W. Lent (Eds.). *Career development and counseling: Putting theory and research to work* (3rd ed., pp. 237-270). Wiley.

Duffy, R. D., Autin, K. L., Douglass, R. P. (2016). Examining how aspects of vocational privilege relate to living a calling. *The Journal of Positive Psychology*, *11*, 416-427.

Duffy, R. D., Autin, K. L., England, J. W., Douglass, R. P., & Gesmer, N. P. (2018). Examining the effects of contextual variables on living a calling over time. *Journal of Vocational Behavior*, *107*, 141-152.

Duffy, R. D., Blustein, Diemer, M. A., Autin, K. L. (2016). The psychology of working theory *Journal of Counseling Psychology*, *63*, 127-148.

Duffy, R. D., Blustein, D. L., Perez, G., & Smith, C. (2023). Psychology of working theory. In W. B. Walsh, L. Y. Flores, P. J. Hartung, & F. T. L. (Eds.). (2023). *Career Psychology: Models, concepts, and counseling for meaningful employment* (pp. 59-78). Washington, DC: American Psychological Association.

Duffy, R. D., Dik, B. J., Douglass, R. P., England, J. W., & Valez, B. L. (2018). Work as a calling: A theoretical model. *Journal of Counseling Psychology*, *65*, 423-439.

Duffy, R. D., Perez, G., Dik, B. J., & Marsh, D. R. (2023). Work as Calling Theory. In W. B. Walsh, L. Y. Flores, P. J. Hartung, & F. T. L. Leong (Eds.). *Career Psychology: Models, concepts, and counseling for meaningful employment*. (pp. 101-119). Washington, DC: American Psychological Association.

Fouad, N. A., Chang, W. H., Wan, M., &Singh, R. (2017). Women's reasons for leaving the engineering field. *Frontiers in Psychology*, *8*, Article 875. http://doi.org/10.3389/fpsyg.2017.00875

Fouad, N. A., & Kantamneni, N. (2008). Contextual factors in vocational psychology: Intersections of individual, group, and societal dimensions. In S. D. Brown, & R. W. Lent (Eds.). *Handbook of Counseling Psychology* (4th ed., pp. 408-425). Wiley.

Gallagher, P., & Gallagher, A. (2020). *The portable PhD: Taking your psychology career beyond academia*. Washington, D.C.: American Psychological Association

Gati, I. (2023). The interface between career exploration and decision making: From Parsons to the 21st century's volatile world of work. In W. B. Walsh, L. Y. Flores, P. J. Hartung, & F. T. L. Leong (Eds.). *Career Psychology: Models, concepts, and counseling for meaningful employment*. (pp. 169-191). Washington, DC: American Psychological Association.

Gati, I., & Asher, I. (2001). The PIC model for career decision making: Prescreening, in-depth exploration, and choice. In F. T. L. & A. Barak (Eds.), *Contemporary models in vocational psychology: A Vol. in honor of Samuel H. Osipow* (pp. 7-54). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Gati, I., Landman, S., DAvidowitch, S., Asulin-Peretz, L., & Gadassi, R. (2010). From career decision-making styles to career decision-making profiles: A multidimensional approach *Journal of Vocational Behavior*, *76(2)*, 277-291. http://doi.org/10.1016/j.jvb.2009.11.001

Gati, I., Krausz, M., & Osipow, S. H. (1996). A taxonomy of difficulties in career decision making. *Journal of Counseling Psychology*, *43(4)*, 510-526. https://doi.org/10.1037/0022-0167.43.4.510

Gati, I., & Kulcsar, V. (2021). Making better career decisions: From challenges to opportunities. *Journal of Vocational Behavior*, *126*, Article 103545. https://doi.org/10.1016/j.jvb.2021.103545

Gibbs, K. D., & Griffin, K. A. (2013). What do I want to be with my PhD? The roles of personal values and structural dynamics in shaping the career interests of recent biomedical science PhD graduates. *CBE- Life Sciences Education*, *12 (4)*, 711-723. https://doi.org/10.1187/cbe.13-02-0021

Harren, V. A. (1979). A model of career decision making for college students. *Journal of Vocational Behavior*, *14(2)*, 119-133. http://doi.org/10.1016/0001-8791(79)90065-4 Hill, R. D., Castillo, L. G., Ngu, L. G., & Pepion, K. (1999). Mentoring ethnic minority students for careers in academia: The WICHE doctoral scholars program. *The Counseling Psychologist*, *27(6)*, 827-845.

Hechtlinger, S., Levin, N. & Gati, I. (2019). Dysfunctional career decision-making beliefs: A multidimensional model and measure. *Journal of Career Assessment, 27*, 209-229. https://doi.org/10.1177/1069072717748677

Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd ed.). Odessa, FL: Psychological Assessment Resources.

Jansen, J. (2003). *I don't know what I want, but I know it's not this: A step-by-step guide to finding gratifying work.* New York, NY: Penguin Books.

Jones, H. A., Perrin, P. B., Heller, M. B., Hailu, S., & Barnett, C. (2018). Black psychology graduate students' lives matter: Using informal mentoring to create an inclusive climate amidst national race-related events. *Professional Psychology: Research and Practice*, *49(1)*, 75-82.

Kantamneni, N., & Fouad, N. A. (2023). Multicultural vocational research: Critique and call to action. *Journal of Career Assessment*, *31 (1)*, 3-26.

Kim, S. Y., Santana, M., & Daheim, J. (2023). Career development of male counseling psychology doctoral students: A qualitative analysis. *Current Psychology*, *42*, 6235-6248.

Lent, R. W., & Brown, S. D. (2006). Integrating person and situation perspectives on work satisfaction: A social cognitive view. *Journal of Vocational Behavior*, *69(2)*, 236-247. http://doi.org/10.1016/j.jvb.2006.02.006

Lent, R. W., & Brown, S. D. (2008). Social cognitive career theory and subjective well-being in the context of work. *Journal of Career Assessment*, *16(1)*, 6-21. http://doi.org/10.1177/1069072707305769

Lent, R. W., & Brown, S. D. (2013). Social cognitive model of career self-management: Toward a unifying view of adaptive career behavior across the life span. *Journal of Counseling Psychology*, *60(4)*, 557-568. http://doi.org/10.1037/a0033446

Lent, R. W., & Brown, S. D. (2019). Social cognitive career theory at 25: Empirical status of the interest, choice, and performance models. *Journal of Vocational Behavior*, *115*, 103316.

Lent, R. W., & Brown, S. D. (2020a). Career development and counseling: An introduction. In S. D. Brown & R. W. Lent (Eds.). *Career development and counseling: Putting theory and research to work* (3rd ed., pp. 1-30). Wiley.

Lent, R. W. (2020). Career development and counseling: A social cognitive framework. In S. D. Brown & R. W. Lent (Eds.). *Career development and counseling: Putting theory and research to work* (3rd ed., pp. 129-163). Wiley.

Lent, R. W., & Brown, S. D. (2020b). Promoting satisfaction and effective performance at work. In S. D. Brown & R. W. Lent (Eds.). *Career development and counseling: Putting theory and research to work* (3rd ed., pp. 733-768). Wiley.

Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance [Monograph]. *Journal of Vocational Behavior*, *45(1)*, 79-122. https://doi.org/10.1006/jvbe.1994.1027

Lent, R. W., Brown, S. D., & Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of Counseling Psychology*, *47(1)*, 36-49. https://doi.org/10.1037//0022-0167.47.1.36

Lent, R. W., Ezeofor, I., Morrison, A., Penn, L. T., & Ireland, G. W. (2016). Applying the social cognitive model of career self-management to career exploration and decision-making. *Journal of Vocational Behavior*, *93*, 47-57. https://doi.org/10.1016/j.jvb.2015.12.007

Levin, N., & Gati, I. (2015). Imagined and unconscious career barriers: A challenge for career decision making in the 21st century. In K. Maree & A. DiFabio (Eds.), *Exploring new horizons in career counselling* (pp. 167-188). Sense. http://doi.org/10.1007/978-94-6300-154-0_10

Lipshits-Braziler, Y. (2018). Coping with career indecision among young adults: Implications for career counseling. In V. Cohen-Scali, J. Rossier, & L. Nota (Eds.), *New perspectives on career counseling and guidance in Europe* (pp. 71-85). Springer. https://doi.org/10.1007/978-3-319-61476-2_5

McIlveen, P., & Luke, J. (2023). Life development and life designing for career construction. In W. B. Walsh, L. Y., Flores, P. J. Hartung, & F. T. L. Leong, (Eds.). *Career Psychology: Models, concepts, and counseling for meaningful employment* (pp. 121-142). Washington, DC: American Psychological Association.

Morgan, R. D., Kuther, T. L., & Habben, C. J. (2005). *Life after graduate school in psychology: Insider's advice from new Psychologists.* New York, NY: Psychology Press; Taylor & Francis Group. National Science Foundation (NSF, 2023). Survey of earned doctorates. https://ncses.nsf.gov/pubs/nsf24300/report/postgraduation-trends

Nauta, M. M. (2020). Holland's theory of vocational choice and adjustment. In S. D. Brown & R. W. Lents (Eds.), *Career development and counseling: Putting theory and research to work* (3rd ed., pp. 61-94). Wiley.

Nye, C. D., Su, R., Rounds, J. & Drasgow, F. (2017). Interest congruence and performance: Revisiting recent meta-analytic finding. *Journal of Vocational Behavior*, *98* (138-151).

Penn, L. T., & Lent, R. W. (2019). The joint roles of career decision self-efficacy and personality traits in the prediction of career decidedness and decisional difficulty. *Journal of Career Assessment*, *27(3)*, 457-470. https://doi.org/10.1177/1069072718758296

Saka, N., Gati, I., & Kelly, K. R. (2008). Emotional and personality-related aspects of career decision-making difficulties. *Journal of Career Assessment, 16*, 403-424. https://doi.org/10.1177/1069072708318900

Sampson, J. P., Osborn, D. S., & Bullock-Yowell, E. (2020). Promoting career choices. In S. D. Brown & R. W. Lent (Eds.). *Career development and counseling: Putting theory and research to work* (3rd ed., pp. 675-702). Wiley.

Savickas, M. L. (2020). Career construction theory and counseling model. In S. D. Brown & R. W. Lent (Eds.). *Career development and counseling: Putting theory and research to work* (3rd ed., pp. 165-200). Wiley.

Seo, G., Ahn, J., Huang, W., Makela, J. P., & Yeo, H. T. (2021). Pursuing careers inside or outside of academia? Factors associated with doctoral students' career decision making. *Journal of Career Development*, *48(6)*, 957-972.

Sternberg, R. J. (Ed.) (2016). *Career paths in psychology: Where your degree can take you* (3rd ed.). Washington, D.C.: American Psychological Association.

Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, *16(3)*, 282-298. http://doi.org/10.1016/0001-8791(80)90056-1

Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown & L. Brooks (Eds.), *Convergence in theories of career choice and development: Implications For science and practice* (pp. 63-74). Palo Alto, CA: Consulting Psychologist Press.

Tu, M., & Okazaki, S. (2021). What is career success? A new Asian American psychology of working. *American Psychologist*, *76(4)*, 673-688.

Urban, J. B., Linver, M. R. (2019a). Academia or not? What moderates a doctoral student's career decisions? In J. B. Urban, & M. R. Linver (Eds.). *Building a career outside academia: A guide for doctoral students in the behavioral and social sciences*, (pp. 11-20). American Psychological Association. http://dx.doi.org/10.1037/0000110-002

Urban, J. B., Linver, M. R. (Eds.). (2019b). *Building a career outside academia: A guide for doctoral students in the behavioral and social sciences.* American Psychological Association. http://dx.doi.org/10.1037/0000110-002

Voss, N. M., Lake, C. J., & Chlevin-Thiele, C. (2019). Construction and initial validation of the Career Maximizing Scale. *The Career Development Quarterly*, *67(2)*, 156-170. http://doi.org/10.1002/cdq.12178

Walsh, W. B., Flores, L. Y., Hartung, P. J., & Leong, F. T. L. (Eds.). (2023). *Career Psychology: Models, concepts, and counseling for meaningful employment*. Washington, DC: American Psychological Association.

Walker, G. E., Golde, C. M., Jones, L., Bueschel, A. C., & Hutchings, P. (2008). *The formation of scholars: Rethinking doctoral education for the twenty-first century.* San Francisco, CA: Jossey-Bass.

Xu, H., & Tracey, T. J. G. (2014). The role of ambiguity tolerance in career decision making. *Journal of Vocational Behavior*, *85(1)*, 18-26. http://doi.org/10.1016/j.jvb.2014.04.001

Copyright © 2024 by the American Psychological Association. This material may be reproduced and distributed without permission for educational or research purposes provided that acknowledgment is given to the American Psychological Association. This material may not be translated or commercially reproduced without prior permission in writing from the publisher. For permission, contact APA, Rights and Permissions, 750 First Street, NE, Washington, DC 20002–4242.