(chapter 7) are not strongly aligned. However, in chapters 4, 5, and 6, Gardner skillfully interweaves Sanford's work, and the work of other student development theorists (e.g., Chickering & Reisser, Baxter Magolda, Schlossberg) to deepen understanding of the developmental dynamics that underlie the phases of the doctoral education experience.

Gardner is one of the experts on doctoral education in the United States. Thus it was not a surprise that she presents a very comprehensive and tight overview in chapter 3 of the research on doctoral education in general, and doctoral students and doctoral programs more specifically. Readers whose expertise is primarily in the undergraduate college student development literature will find this chapter very useful in providing a landscape of research to date on doctoral education.

In writing this volume, Gardner had an ambitious organizational and rhetorical task. Specifically she needed to decide how to: (a) approach synthesizing the work of two related but disparate (up until now) sets of literature; (b) write a volume that would appeal to the needs of a diverse audience—faculty advisors, graduate school administrators, policy-makers, researchers and doctoral students; and (c) introduce a framework of doctoral student development driven by one of the foundational theories in the college student development literature. I believe Gardner should be applauded for presentation of her model of doctoral student development, inclusion of empirically grounded examples of the challenges and supports students may face throughout their programs, and recommendations for future research, policy, and practice.

I suggest that different parts of this monograph will be of interest and use to these different stakeholders. Researchers may find that this volume is useful as a roadmap for future syntheses of the literature. It is almost impossible to think that one volume could serve in this capacity. I would recommend higher education researchers reading chapters 1 ("The Development of Doctoral Students: Phases of Challenge and Support"), 4 ("Phase I: Entry"), 5 ("Phase II: Integration"), 6 ("Phase III: Candidacy") and 7 ("Summary and Recommendations") to get some interesting ideas for future theoretical work. For doctoral advisors and their students, this 3-phase model will be useful in assessing what portions of the doctoral program present unique and specific developmental challenges and opportunities for students. I would also encourage the reader to think about how programmatic categories that Gardner labels as "challenges" (e.g., coursework, examinations) may also serve as developmental "supports." The challenges and supports identified in Gardner's model could be at risk of being viewed as absolute (vs. dynamic).

Gardner uses this volume to set the stage for what she hopes will be some exciting contributions to research, policy, and practice. I believe the most important contribution of this volume is the "call to action" to faculty, administrators and policy makers to see doctoral students for who they are—students with specific developmental issues and needs.

The Handbook of Career Advising
Kenneth F. Hughey, Dorothy Nelson, Joanne K. Damminger, Betsy McCalla-Wriggins & Associates
San Francisco: Jossey-Bass, 2009, 420 pages, $65.00 (hardcover)

Reviewed by Scott C. Brown, Colgate University
Are you an academic advisor expanding your scope into career advising? Are you an upper level administrator looking for ways to enhance or restructure advising programs and services in an effective and efficient way? This is the book for you. The Handbook of Career Advising, a publication of the NACADA Association for Academic Advising, addresses into their responsibilities.

The context of advising in a changing and complex world is a major theme of this book. The editors and authors have brought together their expertise to provide a comprehensive guide to advising in higher education. The book is divided into six parts: "Understanding the Career Development Process," "Developing the Career Development Program," "Career Development for Students," "Career Development for Practitioners," "Career Development for Faculty," and "Career Development for Administrators.

The Handbook of Career Advising is a valuable resource for anyone involved in career advising. It provides a comprehensive overview of the field, including both theoretical and practical approaches. The book is well-organized and easy to read, making it accessible to a wide audience. The editors and authors have done an excellent job of bringing together a diverse set of perspectives on career advising, making it a must-read for anyone interested in this field.

Second, several career advising competencies, "Career Preparation and Plan" (Eileen Mahoney, Resources to Enhance L. Carr, Susan Spitz) and "Career Development: A Frame (Damminger, chapter 2 in Career Advising, chapter 12)."

Third, several different student practice environments. The Handbook of Career Advising has a broad scope, covering both institutional and individual career advising models. The book addresses a range of issues, including career exploration, decision making, and career management. It is a valuable resource for anyone involved in career advising, whether at the institutional or individual level.

September/October
Book Reviews

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Career Advising, a

publication of the National Academic Advising
Association (NACADA), makes the case for
academic advisors to integrate career advising
into their responsibilities.

The context for this volume is timely. We are in a turbulent economic environment
where higher education is under much scrutiny, with pressure from students, parents
and other major stakeholders. This 13-chapter
volume is a crash course on career advising in
one book, with chapters that provide a context
and overview of academic and career services,
student and career developmental theories,
and the skills, competencies, and resources
necessary for effective career advising. While
the Handbook of Career Advising covers all of
these topics, I have organized the chapters in
related groupings for this review.

First, several chapters provide an overview
and context for career advising and the use of
student development theory: “Foundations
of Career Advising” (Kenneth F. Hughey,
Judith K. Hughey; chapter 1); “Theories of
Career Development” (Spencer G. Niles and
Brian Hutchinson; chapter 4); and “Using
Student Development Theory to Inform
Career Advising” (Heidi Koring, Beverly Reid;
chapter 5).

Second, several chapters focus on specific
career advising resources, skills, resources, and
competencies: “Career Advising Competencies”
(Eileen Mahoney; chapter 3), “Information
Resources to Enhance Career Advising” (Darren
L. Carr, Susan Epstein; chapter 7); “Career
Advising: A Framework for Practice” (Joanne
Damminger; chapter 8); and “Evaluation and
Assessment in Career Advising” (Rich Robbins;
chapter 12).

Third, several chapters focus on advising
different student populations: “Diversity and
Career Advising” (Aaron Carlstrom, Marilyn
Kaff, Karen Low; chapter 6); “Career Advising
with Undecided Populations” (Catherine
Buyarski; chapter 10); and “Career Advising
with Specific Student Populations” (Peggy
Jordan, Terri Blevens; chapter 11).

The last set of chapters focus on the larger
institutional context: “The Evolving Work-
place: Integrating Academic and Career
Advising” (Rich Feller, Brian O’Bruba;
chapter 2); “Integrated Career and Academic
Advising Programs” (Dorothy Burton Nelson,
Betsy McCalla-Wriggins; chapter 9); and,
“Career Advising Challenges, Opportunities,
and Recommendation for the Future”
(Betsy McCalla-Wriggins, Kenneth Hughey,
Joanne Dammiger, Dorothy Burton Nelson;
chapter 13).

Most any practitioner will appreciate the
various ways that this volume integrates theory
into actual practice. The appendices provide
specific models of good practice, case studies
on advising diverse students and undecided
students, as well some resource examples of
standard evaluation forms. The volume is
peppered with helpful case studies, tables,
figures and exhibits.

However, like any book of this comprehen-
siveness, its virtue is its vice. By trying to
be a one-stop volume, such a comprehensive
treatment can obscure much of the nuance
of good advising. There are so many possible
frameworks presented to choose from, that
there is no one best approach that should be
followed dogmatically, no matter what an
advising situation presents. Any experienced
advisor knows that effective advising requires
an eclectic approach, drawing from a wide
range of knowledge, skills, and competencies.
This book will provide more knowledge, skills
and resources for one’s professional tool kit to
help advisors situate learning in a particular
student’s life.

As a former career director, I would be
remiss if I didn’t say that career advisors might
feel this book is an encroachment on their
“turf.” It is important to note that this is a
publication of the National Academic Advising

September/October 2010 • Vol 51 No 5
605
Association (NACADA) and its audience is academic advisors. As institutions try to enhance effectiveness and create efficiencies, it is a natural assumption that those with considerable academic advising capacities can expand their repertoire into career advising. Although a good academic advisor can learn the knowledge and skills and resources to do serviceable career advising, time and resources must still be towards career development itself. Effective academic advising can be very internally focused, whereas a top-flight career center requires the development of dynamic relationships with alumni/ae, employers, and graduate schools. Also, this volume does not adequately cover the crucial career advising skills such as writing effective résumés, cover letters, networking, and graduate/fellowship applications. Additionally, in the professional career world, the “advisor/counseling” approach has been challenged by the more active, results oriented “coaching” approach.

There are other works that have treated general career advising such as Figler and Bolles’ *The Career Counselor’s Handbook* (2007), Amundson, Harris-Bowlsbey, and Niles’ *Essential Elements of Career Counseling: Processes and Techniques* (2009), or the newer “coaching” approach in Bench’s *Career Coaching: An Insider’s Guide* (2009). But if the true audience for this book is for academic advisors looking to expand their repertoire into career advising, or upper level administrators considering integrating academic and career advising, this is a new, quality contribution.

REFERENCES