Integrating Career Development into Academic Advising Practice

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Presentation Objectives

I. Understand fundamentals associated with career advising

II. Increase awareness of career and student development theories

III. Identify developmental stages and needs associated with students at different academic levels

IV. Learn methods to incorporate career development into advising practice
Presentation Outline

- Part I: Introduction to Career Advising
- Part II: Career and student development theories
- Part III: Career development from freshman to senior years
- Part IV: Integrating career development through advising models
Part I
INTRODUCTION TO CAREER ADVISING
Career Advising Definition

Gordon (2006) career advising is “a dynamic, interactive process that “helps students understand how their personal interests, abilities, and values might predict success in the academic and career fields they are considering and how to form their academic and career goals accordingly” (p.12).

Career Advising

- Guide academic and career decisions
- Explore goals, values, interests, and skills
- Link students to resources

Career Development
Similarities and Differences

Career Advising
- Less psychologically intense
- Less problem focused
- Developmental focus on academic and career planning

Overlap
- Communication
- Rapport building
- Knowledge of career decision making
- Knowledge of career resources
- Knowledge of technology

Career Counseling
- Formal counseling relationship
- Diverse theoretical techniques
- Coping with career concerns (stress, transitions, career choice)

(Gordon, 2006)
Why Integrate Career Development into Advising?

- Help students understand how their major and educational decisions impact their future career fields
- Prevent students from obtaining inaccurate or untrustworthy information, or adding extra time to degree completion
- Assist students in making wise academic and extracurricular choices
- Prepare students for their future endeavors beyond graduation

(Gordon, 2006)
Choosing a Major

- Research has found a variety of factors can impact a student’s major choice:
  - Gender
  - Family, education, and occupational backgrounds
  - Earning potential
  - Political views, race, and personality
  - Core characteristics (gender role identification, interests, values, and abilities)

(Soria & Stebleton, 2013)
Undecided Students

1. So what are you majoring in?
   - Biology
   - Cool!

2. I'm planning on going to med school and studying molecular microbiology, but my real interest is neuroscience.
   - What about you?

3. I'm an undeclared major.
Different Subtypes of Decided and Undecided Students

- Gordon (1998) Seven Subtypes of Career Indecision:
  - Chronically Undecided
  - Seriously Undecided
  - Unstable Undecided
  - Developmentally Undecided
  - Tentatively Undecided
  - Somewhat Decided
  - Very Decided

(Hughey, Nelson, Damminger & McCalla-Wriggins, 2009)
Career Maturity

- McCollum (1998) “a function of both knowledge and life experiences, can also vary by gender, ethnicity, and socioeconomic level” (p.15)
- “Readiness” to make age-appropriate career decisions and cope with career developmental tasks
  - Work, volunteer experiences, recreation, family, and civic responsibilities
- Linked with Academic Achievement
## Areas of Career Concerns

<table>
<thead>
<tr>
<th>Information Deficit</th>
<th>General Indecision</th>
<th>Personal Concerns</th>
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<tbody>
<tr>
<td>Difficulty connecting major and career</td>
<td>Lack of career maturity</td>
<td>Difficulty envisioning self in career field</td>
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<tr>
<td>Little information about career fields</td>
<td>Unable to connect self-knowledge with career knowledge</td>
<td>Lack of confidence or motivation</td>
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<td>Unsure of career opportunities</td>
<td>Poor assessment of self</td>
<td>Misguided or inaccurate information based on stereotypes</td>
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<tr>
<td>Unsure of where to access information</td>
<td>Lack of interest in major</td>
<td>Parental pressure</td>
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<td></td>
<td>Poor decision making</td>
<td>Indecisive decision making</td>
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<td>Unable to set realistic goals</td>
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*(Gorden, 2006)*
Goals of Career Advising

- Increase Awareness
- Educational Planning
- Life Goals
- Decision Making
- Campus and Community
- Evaluation of Plans

(Grodon, 2006, pp. 15-16)
Part II

CAREER AND STUDENT DEVELOPMENT THEORIES
Donald Super’s Lifespan Theory

- Approach considers age and task suitability
- Developmental stages recycled throughout lifespan
- Progression based on the evolution of world view and self-image throughout lifespan

(Hughey et al., 2009, pp. 69-75)
John Holland’s Typology

- **Congruence**
  - Fit between personality and work environment
- **Differentiation**
  - Distinctness among types
- **Consistency**
  - Connection among types
- **Vocational Identity**
  - Clear “goals”, “interests”, and “talents”

(Hughey et al., 2009, pp. 78-84)
Freshman student has completed Associate of Art’s degree in high school through dual enrollment. He declared Business Administration as his major; however, he is falling behind in his courses. He states that he choose Business Administration because it’s what his parents recommended, but he is not interested in what he is learning.

- Assessment
  - MyPlan.com
  - Self-Directed Search
  - Choices Planner

- What does it mean?
  - Understanding combination
  - Connecting majors

- Taking Action
  - Researching majors
  - Informational interviewing
  - Elective courses
  - Volunteering
Social Cognitive Career Theory

- Triadic reciprocal model
- Address two areas of career concerns:
  1. Performance attainment
  2. Persistence
- Complementary model to trait-factor and developmental theories

(Hughey et al., 2009, p. 85)
Social Cognitive Theory Application

- Categorize Majors (card sort activity):
  1. Interested
  2. Questionable
  3. Not Interested

- Lent (2005) Major Decision Balancing Sheet:
  1. Create list of “preferred career or major” choices
  2. Identify any barriers with pursuing possible choices
     a. Likelihood of encountering barrier
     b. Strategies to prevent possible barriers

(Hughey et al., 2009, p. 86)
Three-factor Parsonian model of career decision making

Four Assumptions:
1. Interaction between cognitive and affective processes
2. Cognitive processes and knowledge impact ability towards career decision making
3. Career development constantly evolving
4. Ultimate goal to enhance information processing skills

(Hughey et al., 2009, pp. 87-88)
CIP Application

- CASVE (Communication, analysis, synthesis, valuing, execution)
  1. Communication: Identify a gap or need
  2. Analysis: Identify what is needed to solve the issue
  3. Synthesis: begin to develop a career plan
  4. Valuing: weigh the positives and negatives with intended actions
  5. Execution: implement plan of action

(Hughey et al., 2009, pp. 88-89)
Krumboltz Social Learning Theory of Career Decision Making

Four factors influence career decision making:

1. Genetic endowment and special abilities
2. Environmental conditions or events
3. Instrumental and associative learning experiences
4. Task approach skills

(Hughey et al., 2009, pp. 90-92)
Krumboltz Theory Application

- Teach skills for making use of unplanned events:
  1. Curiosity
  2. Persistence
  3. Flexibility
  4. Optimism
  5. Risk Taking
- Create a list of positive learning opportunities
- Challenge negative self-observations and world view generalizations

(Hughey et al., 2009, p. 92-93)
Identity Development

Chickering and Reiser (1993):

1. Developing Competence
2. Managing Emotions
3. Moving through autonomy towards independence
4. Developing mature interpersonal relationships
5. Establishing identity
6. Developing purpose
7. Developing integrity

(Hughey et al., 2009, p. 101)
Student Engagement

- Astin (1984) defined involvement as “the amount of physical and psychological energy that the student devotes to the academic experience” (p. 297).

- Chickering and Gamson (1987) seven practices of highly rated institutions:
  1. Contact between students and faculty encouraged
  2. Reciprocity and cooperation are fostered
  3. Active learning is encouraged
  4. Provide timely feedback
  5. Highlight time on task
  6. Convey high expectations
  7. Support learning diversity

(Hughey et al., 2009, p. 108)
Part III
CAREER DEVELOPMENT
FRESHMAN TO SENIOR YEARS
# Four-Year Developmental Model of Career Advising

<table>
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<tr>
<th>Year</th>
<th>Developmental Stage</th>
<th>Advising Stage</th>
<th>Advising Tasks</th>
<th>Student Tasks</th>
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</table>
| Freshman | Growth | Trust-building Assessment | • Show genuine concern  
• Interview student  
• Discuss general education requirements | • Establish comfortable advisor-advisee relationship  
• Self-exploration  
• Career exploration  
• Selection of required courses |
| Sophomore | Exploration | Decision-making | • Provide necessary resources | • Choose academic Major  
• Develop program of study |
| Junior | Establishment & Maintenance | Support | • Monitor student progress  
• Provide necessary resources | • Follow program of study  
• Research jobs |
| Senior | Decline | Confirmation | • Monitor student progress  
• Provide necessary resources | • Follow program of study  
• Prepare for graduation and job placement |

(McCollum, 1998, p. 16)
Freshman Year

Activities to Support Career Development

- Increase self-awareness through assessments
- Explore majors and careers
- Engage in on campus activities that enhance educational development
- Attend career planning or decision-making workshops
- Engage in volunteering or job shadowing

(1. Growth
Trust-building and Assessment)
Sophomore Year

Activities to Support Career Development

- Continue refining information about majors and careers
- Get involved with student organizations
- Experiential learning opportunities (job shadowing, internships, volunteering)
- Start attending career development workshops
Career Assessment and Exploration

- Myers-Briggs Type Indicator: [http://www.capt.org](http://www.capt.org)
- Keirsey Sorter: [http://www.keirsey.com](http://www.keirsey.com)
- My Road: [http://www.myroad.com](http://www.myroad.com)
- Career One Stop: [https://www.careerinfonet.org](https://www.careerinfonet.org)
- O*Net (Occupational Information Network): [http://online.onetcenter.org](http://online.onetcenter.org)
- Princeton Review Career Autobiography: [https://www.princetonreview.com](https://www.princetonreview.com)
- Volunteers and service: [https://www.volunteermatch.org/](https://www.volunteermatch.org/)
Activities to Support Career Development

- Focus on gaining career related experience
- Attend interviewing, resume, and job search workshops
- Develop strong relationships with faculty
- Engage in professional networking
- Start thinking about plans after graduation
Senior Year

- Activities to Support Career Development
  - Graduation planning
  - Attend career fairs and start networking
  - Finalize resume and engaging in practice interviewing
  - Begin job search process
  - Begin applying to graduate school
  - Purchase professional attire
Career Activities

- Identify a major or affirm a declared major
- Create an academic plan
- Choose electives to explore career area
- Achieve a certain GPA
- Establish rapport with faculty
- Begin creating a professional network
- Complete self-assessment inventories
- Explore majors, minors, and specializations
- Explore occupations of interest
- Visit career center
- Attend career fairs

- Seek internship opportunities
- Obtain part-time job related to career
- Become involved on campus
- Study abroad
- Engage in service-learning or volunteering
- Develop leadership skills
- Explore graduate programs
- Create a resume
- Practice interviewing
- Online job search process

(Hughey et al., 2009, pp. 192-193)
Part IV
INTEGRATING CAREER DEVELOPMENT: ADVISING MODELS AND ACTIVITIES
O’Banion (1972) Model of Advising

Early Advising model:
1. Exploration of Life Goals
2. Exploration of Vocational Goals
3. Exploration of Program Choice
4. Exploration of Course Choice
5. Exploration of Scheduling Options

“We do not learn from experience ... we learn from reflecting on experience.”
- John Dewey

(Burton & Wellington, 1998, p. 13)
Gordon (1995)
Six Tasks for Undecided Students

- Source of Indecision
- A plan for major exploration
- Integration
- Decision Making
- Support
- Follow up
Schein and Laff (1997) Exercise for Undecided Students

- Students develop a “Personal Profile”
  - Strengths and Weaknesses
  - Personality (enjoys working alone versus a group)
  - Values
  - Learning goals (concepts to learn more about)
  - Necessary skills to develop

- Advisor provides “Input”
  - “How can the student get what he or she wants from college?”
  - “Finding a major”
Gordon (2006) 3-1 Process

Inquire

Inform

Integrate

Decision

Decision Making Influences

Self-Knowledge

Information Systems and Resources
Components of a Career Plan

Identify Developmental Stage

Career Aspirations
- “What career’s have you considered throughout your life?”

Assessment
- Values
- Interests
- Skills
- Personality

Interests and Values
- “What do you enjoy doing?”
- “What values are important to you?”

Career Activities
- Short term goals
- Long term goals

(Hughey et al., 2009, pp. 192-193)
In Summary
Core Ideologies of Career Advising

- Career development is a lifelong process
- Self-awareness, world views, and knowledge (educational and occupational) all impact career decision making
- Values heavily impact career decision making
- Career decision making may be learned and enhanced skill
- Career decisions are either “satisfying” or “unsatisfying”
- Sex, race, or age should never act as barriers to possible career opportunities

(Grodon, 2006, pp. 15-16)
Case Study 1

- Female transfer student has completed 60 credit hours and initially declared Criminal Justice as her major due to external pressure to have a major declared prior to transferring. She would like to work with adolescents who have been incarcerated, but is starting to question her choice of major. She states she enjoys helping others and would like to be a counselor in the future. However, she does not know where to start in choosing a different major that would fit her career goals.
Case Study 2

Female student at the end of her sophomore year has been denied entry into the Nursing major, which contains a competitive admissions process. Her GPA meets the minimum requirement for admission, she has a few “C” grades in prerequisite courses, and her TEAS exam score was just passing. She is unsure whether to try to apply again next year or pursue another major. She states Nursing was her dream major because she wants to help people and make a competitive salary.
Case Study 3

- Developmental Stage
- Needs & Issues
- Interventions
- Institutional Resources

Male math education major is finishing his senior year internship requirement and is getting ready to graduate. He has a 3.2 GPA, and is unsure whether he wants to pursue graduate school or go straight into the workforce. He is also considering taking on a business administration minor to specialize in an outside area. He has stated he is unsure on how to use his major outside of “teaching” occupations.
Questions

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References


References


