Gordon’s 3-I Process

Questions and comments for the **INQUIRE** phase of career advising include:

- Hello, I am glad you are here today for advising. What are you thinking about that I can help you with?
- What is your major or what majors are you considering?
- Please tell me about things you like to do now and what your interests are.
- What subject areas do you like and what courses are you enjoying most?
- What would you do if you knew you would not fail?
- As a child, what did you want to do when you grew up? What about that was so interesting or exciting to you?
- What do you consider yourself to be good at doing?
- How do you spend your free time?
- What do you consider important in your future work?
- How do you see yourself in 5 years?
- Let’s discuss how your interests, abilities and work values relate to the major you are in or considering?

Questions and comments for the **INFORM** phase include:

- Knowing about your interests, values, and skills will be helpful in remaining focused on your major. Would you consider finding out more about your interests, values and skills? There are paper-pencil and online tools to help you…which would you prefer to use?
- When you want or need to gather information, what do you do?
- In reflecting on your part-time or summer jobs, which did you like the best and why? Which did you like the least and why?
- What could you gain from an internship experience; what semester would be best for that; what employers would you like to approach?
- There are many resources to help you learn what a major is all about. Let’s discuss some you might consider using?
- In what ways would you like to find out more about the careers related to that major?
- Tell me about a faculty member you could talk with about career and job options.

Questions and comments related to the **INTEGRATE** phase include:

- Let’s take a look at your self-assessment results. How do your strengths relate to the work you might do as a result of this major?
- What are your thoughts about the major you chose or want to declare?
- What might you find challenging in that major?
- As you read about the work environment for that occupation, how could you picture yourself enjoying it?
- How are you planning to develop the skills needed for the major and related careers?
- What additional information do you still need?
- What are your next steps?
- What are your thoughts about creating a career plan from the information we have discussed?

**Activity I Case Studies**

**The Case of Robert**
Robert is a sophomore who is undecided about his major. He comes to advising to select courses and admits that he is very confused. He likes sports, especially snowboarding and basketball, but doesn’t have many thoughts about other interests. He is perplexed how anyone in college knows what s/he wants to do for the rest of his or her life, because he does not have a clue. He took several general education courses last year, but nothing really excited him. He recognizes that he was a pretty good student in high school, but he really just came to college because it seemed like the next step. He tried to get advice from a couple of friends about what they thought he’d be good at, but they all said joke answers like videogames or professional sleeper. He is worried about wasting his and his parents’ money, because he really has no idea what kind of career he wants and what kind of major would help him to get a good job.

The Case of Katie

Katie is a first-year student at the University, and she was accepted as an education major. Now at the end of her freshman year, she decides she doesn’t want to major in education anymore. She admits that she declared elementary education and Spanish as her majors because her mom is on the school board and she knows there is a desperate shortage of foreign language teachers at the elementary school level. As much as she wants to make a difference in kids’ lives, she doesn’t know if teaching is right for her. She confesses she was majoring in education more to please her mom than because she really wanted to be a teacher her whole life. She says she is interested in Spanish and education, but she doesn’t know if she wants to teach as a career.

The Case of Becca

Becca is a business major and she says that she loves it. However, he is not sure what she wants to do with the business major. She is more interested in the entrepreneurship and marketing aspects of business, but being an actuary sounds kind of interesting. Also, she discusses that she heard she can make a lot of money doing MIS (Management Information Systems). Becca feels she is very people oriented, so perhaps she would be a successful Human Resource Management major, but she worries because she is not always in the mood to deal with people. Basically, she knows there are a million different directions in which the Bachelors of Science in Business degree could lead her. She is just not sure where she wants to go with it.

The Case of Mike

Mike transferred from the local community college last semester. He transferred in eight general education classes. Now at 60 credits, Mike has to declare a major, but he is not really sure which major he wants to study. He did well in a cultural anthropology class, but he doesn’t know what kind of career that would lead to and he doesn’t even know if the University has a major in Anthropology. Engineering sounds interesting to him, but he doesn’t want to add extra semesters to graduate, and he comments that he heard Engineering is really hard. Mike says that he could be a math major because he likes math, but he doesn’t know if he could do well in the higher-level courses. He really doesn’t know what major to pick and what kind of job he wants someday.

The Case of Ray

Ray is a first-semester sophomore. He comes to advising to choose courses, but doesn’t know what program to follow. He begins to discuss that he discovered a love for sociology last semester when he took an Introduction to Sociology class to fulfill a general education requirement. Since then he has participated in a variety of community service projects for underprivileged people with his fraternity. He also visited the Study Abroad office recently to discuss studying abroad to learn more about the socioeconomics of other countries. He thinks that Sociology might be the right major for him because it is so interesting, and he likes putting what he has learned into practice. The problem is everyone he talks to warns him that Sociology majors do not get high paying jobs and he is worried about supporting the lifestyle he wants after college. Perhaps he should take courses for a different major.
Activity II Resources

Advising Model:


Additional References and Resources


Activity II – Utilizing Concepts of Career Advising in Daily Practice

1. Determine who provides academic advising at your institution. It may be helpful to begin with your unit, then move to your division, expand to your college, and finally add other colleges and the university level. Drawing an organizational chart is another way to gather this information.

   Unit: ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   Division: ______________________________________________________________________________
   ______________________________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   College: ______________________________________________________________________________
   ______________________________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   Other Colleges: _________________________________________________________________________
   ______________________________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   University: ____________________________________________________________________________
   ______________________________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
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2. Determine who provides career advising. Include those offices that also provide career counseling. Follow the same approach as with academic advising.

   Unit: ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   Division: ______________________________________________________________________________
   ______________________________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   College: ______________________________________________________________________________
   ______________________________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   Other Colleges: _________________________________________________________________________
   ______________________________________________________________________________________
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   ________________________________________________________________
   University: ____________________________________________________________________________
   ______________________________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. List the resources in each unit that support career advising. For the activity today, you are probably only going to have time to begin to identify resources at the unit, division, or college level. This list will definitely expand over time.
   - People: faculty, staff, professional colleagues, employers, alumni. You may want to include the names of the people within the first and second sections above.
   - Print materials: books, newspapers, magazines; libraries. You may be able to gather this information through the web sites of the offices listed above.
   - Electronic resources: self assessment instruments, interest inventories, career exploration programs, learning patterns. This, too, may be available through the web pages of the offices.

4. Identify those units or people with whom you already have some connection or commonality. Consider ways you can collaborate to expand or enhance your career advising activities with students.
   a. Those with whom I have discussed the issue of how students make academic and career decisions: ________________________________
   b. Those with whom I have previously worked or collaborated or with whom I see possible future career related connections: ________________________________
Campus Action Plan for Career Advising (CAPCA)

Part 1: Campus Information

Name of Institution ___________________________________________________________

Name of Department __________________________________________________________

Part 2: Goals for Career Advising on Campus

___________________________________________________________________________

___________________________________________________________________________

Part 3: Departments Responsible for Career Advising

___________________________________________________________________________

___________________________________________________________________________

Part 4: Departments for Potential Collaboration

___________________________________________________________________________

___________________________________________________________________________

Part 5: Resources for Career Advising

___________________________________________________________________________

___________________________________________________________________________

Part 6: Steps to Accomplish Goals

a. _________________________________________________________________________

b. _________________________________________________________________________

c. _________________________________________________________________________

d. _________________________________________________________________________

Part 7: Timeline for Accomplishing Goals

___________________________________________________________________________

___________________________________________________________________________
Part 1: Personal Information
Name ______________________________________________________________________
Institution and Department _____________________________________________________

Part 2: Personal Goals for My Role in Integrating Career Advising in Academic Advising
_____________________________________________________________________________
_____________________________________________________________________________

Part 3: Areas to Enhance Integrating Career Advising in Academic Advising
   a. Knowledge
      ______________________________________________________________________
      ______________________________________________________________________
   b. Skills
      ______________________________________________________________________
      ______________________________________________________________________
   c. Materials/Resources
      ______________________________________________________________________
      ______________________________________________________________________

Part 4: Steps to Accomplish Goals
   a. Professional Development Opportunities (e.g. conferences & Webinars)
      ______________________________________________________________________
      ______________________________________________________________________
   b. Consultations with Colleagues
      ______________________________________________________________________
      ______________________________________________________________________
   c. Research/Literature
      ______________________________________________________________________
      ______________________________________________________________________
   d. Enrolling in Courses
      ______________________________________________________________________
      ______________________________________________________________________

Part 5: Timeline for Accomplishing Goals
_____________________________________________________________________________
_____________________________________________________________________________
Student Career Plan (SCP)

A career plan is intended to assist in educational and career decisions leading to increased success during and after college.

Part 1: Personal Information

Name

Address

City, State, Zip

Phone  Email

Part 2: Results of Assessments

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<th>Inventory</th>
<th>Date Administered</th>
<th>Results</th>
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</thead>
<tbody>
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<tr>
<td>Other</td>
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</tbody>
</table>

Part 3: Initial Thoughts about Majors


Part 4: Thoughts about Interests


Part 5: Thoughts about Work Values


Part 6: Thoughts about Skills/Strengths


Part 7: Major and Career Goals


Part 8: Activities to Meet Goals:

INQUIRE
___ Visit the Career Center
___ Identify interests, values, and skills

INFORM
___ Take a variety of courses to increase exposure to possible majors
___ Develop a working relationship with at least one professor a semester (helpful for reference letters too)
___ Begin creating a personal network of faculty, administrators, and staff
___ Complete the listed self-assessment inventories __________________________________________________________
___ Explore the following majors, minors, concentrations, and specializations_______________________________
___ Explore the following occupations _________________________________________________________________
___ Attend internship and career fairs
___ Seek internships/field experiences
___ Get a part time job related to desired major
___ Get involved on campus (e.g. campus organizations, clubs etc.)
___ Study abroad
___ Participate in service learning/volunteer in the community
___ Reflect on questions related to self-knowledge

INTEGRATE
___ Choose a major or affirm current declared major
___ Create a ___ (insert #) semester plan to complete the remainder of the courses for a degree in
   ____________________________________________ (list major/minors/concentrations)
___ Explore graduate programs
___ Create a resume
___ Practice interviewing skills
___ Learn about traditional and online job searching

___ Other ____________________________________________________________
___ Other ____________________________________________________________
___ Other ____________________________________________________________