

Career Advising in Action: Try It and Apply It

Workinar Handout

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Gordon's 3-I Process

Virginia Gordon. (2006). *Career Advising: An Academic Advisors Guide*.

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, she 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:

Pardee, C. F. (2004). Organizational structures for advising. Available at the *NACADA Clearinghouse of Academic Advising Resources* Web site: http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/org_models.htm

Academic Advising Delivery Models. NACADA Pocket Guide. Available for purchase at <http://www.nacada.ksu.edu/Publications/pocketguide.htm#PG02>.

Additional References and Resources

Astin, A. W. (2007). *The American freshmen: National norms for Fall 2006*. Los Angeles: Higher Education Research Institute.

Council for the Advancement of Standards (CAS). (2005). *Academic advising: CAS standards and guidelines*. Available at http://www.nacada.ksu.edu/Clearinghouse/Research_Related/CASStandardsForAdvising.pdf

Gordon, V. N. (2006). *Career advising: An academic advisor's guide*. San Francisco: Jossey-Bass. Available for purchase at <http://www.nacada.ksu.edu/Publications/careeradvising.htm>.

Gore, P. A., & Metz, J. (2008). Foundations: Advising for career and life planning. In V.N. Gordon, W.R. Habley, & T.J. Grites (Eds.), *Academic advising: A comprehensive handbook* (2nd ed., pp. 103-117). San Francisco: Jossey-Bass.

Niles, S. G., & Harris-Bowlsbey, J. (2005). *Career development interventions for the 21st century* (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Smith, D.C., & Gordon, V. (2008). *A family guide to academic advising*. Columbia, SC and Manhattan, KS: National Resource Center for The First-Year Experience and Students in Transition and National Academic Advising Association. Available for purchase at <http://www.nacada.ksu.edu/Monographs/books.htm>.

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: _____

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: _____

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

Individualized Advisor Plan (IAP)

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

Inventory

Date Administered

Results

Standardized Tests

Career Interests

Career Values

Learning Patterns

Other

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 _____

WORKINAR: *Career Advising in Action:*

Try It and Apply It

April 23, 2009

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Rowan University

Please note that the following slides are CONDENSED from the originals used during the broadcast to be as "green" as possible while still ensuring that the essential information is included.

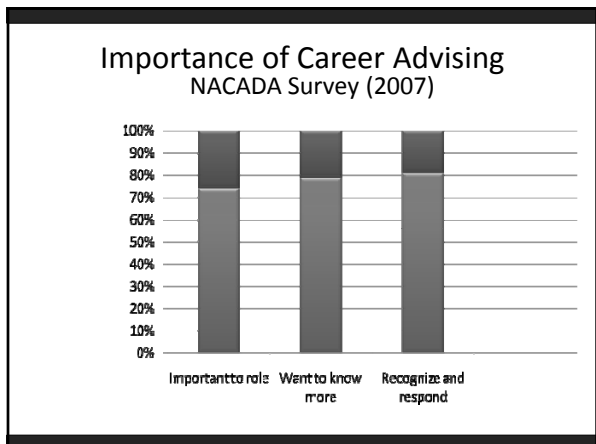
NACADA Webcasts 2008-2009

Goals:

- Define career advising and its value
- Utilize and write career advising
- Apply career advising concepts
- Increase awareness of career advising

Help Students Understand the Connection





Career Advising

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

Virginia Gordon. (2006).
Career Advising: An Academic Advisors Guide.

Effective career advising can take place in all engaging academic advising sessions

Advisors have responsibility for
facilitating the process

Council for the Advancement of Standards (CAS)
Guidelines for Academic Advising Programs (2005)

Advisors who embed career advising into all advising sessions help students to see the value of learning more about themselves, majors, and career options

Outcomes

Students are helped to:

- Understand the relationship between academic and career information and make informed decisions
- Set academic and career goals
- Develop plans to meet academic and career goals
- Learn about their interests, values, abilities, and learning patterns, and integrate this knowledge in decision-making
- Learn about and utilize career and learning opportunities
- Learn about current workplace trends and realities

Career Advising in Higher Education

- Added value to the student experience

- College attendance for a “better” job

Rowan University

Rowan Quick Search

ROWAN UNIVERSITY

CAP Center Services
Academic Advising
Major/Career Exploration
Job/Internship Search
Employer Services
Alumni Access
Faculty Advisor
Resources
Parent Partnership
Contact Us

CAP Center Home
Rowan Home

Career and Academic Planning Center (CAP)

Academic Advising

- Academic Programs and Requirements
- Registration Tools
- GPA Calculator
- Advisement Coordinators
- Academic Resources
- Study Abroad
- Graduate School

Rowan News & Events

- Presidential Lecture Series to bring leading expert on origin of species to Rowan | [More](#)
- Rowan professor named outstanding Society of Physics Students advisor | [More](#)

www.rowan.edu/studentaffairs/cap/advising/

Outlines the requirements for each major

Parental Expectations

Return
On
Investment

A Family Guide to Academic Advising

Financial Concerns

College costs are often increased
by students who change majors
to find the right fit

**Career related part-time, summer,
and internship positions**

Career and Academic Planning Center (CAP)

Job/Internship Search

- [Career Events](#)
- [Job/Internship Search Process](#)
- [Job/Internship Search Techniques](#)
- [Resume/Cover Letter Development](#)
- [Interviewing Skills](#)
- [Salary Information](#)
- [Online Resources](#)

Rowan News & Events

- [Presidential Lecture Series to bring leading expert on origin of species to Rowan | More](#)
- [Rowan professor named outstanding Society of Physics Students advisor | More](#)

Career Events

Take advantage of a comprehensive range of events to help you reach your career goals.

[View all Career Events](#)

Academic advising can be an effective retention strategy -


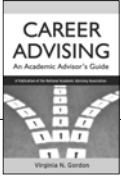
Adding career advising has the potential to create even more value

Learning Outcomes

- *What life skills are being developed through this experience?*
- *How can this content knowledge be used in a career or vocation?*
- *How do these skills and knowledges relate to your interests and passions?*

Gordon's 3-I Process


1. Inquire
2. Inform
3. Integrate



Virginia Gordon. (2006).
Career Advising: An Academic Advisors Guide.

Utilize good attentive listening and communication skills

- Active empathic listening
- Rephrasing
- Positive reinforcement
- Good eye contact
- Open-ended questioning
- Open and welcoming body language



Inquire

Identify students' concerns regarding academics and careers

Inform

Gathering information about:

- themselves
- educational programs
- occupational information

that can inform their decision making



Integrate

Visualize the bigger picture and understand how one decision may affect others

Activity 1

Case Studies

Practice questions from the 3-I process

Activity 2

Utilize concepts of career advising in daily practice

1. Determine who provides academic advising
2. Determine who provides career advising

Small Private College

Academic advising (AA) provided by full time or faculty advisors

- Advising Office
- Academic Departments

Career advising (CA) provided by staff

- College Career Services Office
- Alumni Office

Career counseling (CC) provided by staff

- College Counseling Office

AA = Academic Advising; CA = Career Advising; CC = Career Counseling

Community College

College Counseling Center (AA and CA as well as counseling)

- Full-time or faculty advisors or combination
- Provides academic advising to all incoming students
- Provides career advising to all students
- Provides counseling services to all students

Academic Departments (AA and CA)

- Departmental faculty advisors
- Serve all students in major

AA = Academic Advising; CA = Career Advising; CC = Career Counseling

Large University
Academic Advising <ul style="list-style-type: none">• University – Full time advisors – undeclared students• College – Variety of approaches<ul style="list-style-type: none">➢ College of Arts and Sciences example➢ College of Engineering example
Career Advising <ul style="list-style-type: none">• Career Services Office• University Alumni Office• Offices of Service Learning, Volunteerism, Student Work, Practicum and Student Teaching
Career Counseling <ul style="list-style-type: none">• University Counseling Center
AA = Academic Advising; CA = Career Advising; CC = Career Counseling

Activity 2 Utilize concepts of career advising in daily practice
<ol style="list-style-type: none">1. Determine who provides academic advising2. Determine who provides career advising3. List the resources in each unit that support career advising

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Activity 3 Action Plan

Campus Action Plan for Career Advising (CAPCA)

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Part 5: Resources for Career Advising

Part 6: Ways to Accomplish Goals

Career Advising in Action: Try It and Apply It

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NACADA Webinars 2008-2009
