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Intended Outcomes

As a result of participation in the workshop, participants will:

- Deepen their understanding of the similarities of academic advising and career life planning
- Understand the importance of integrating the two functions
- Increase awareness of the historical and theoretical backgrounds leading to career advising
- Develop competencies in career advising
- Gain practical suggestions for combining career advising in advising sessions

Students come to college to learn, grow, and develop BUT

Students also come to college to get a better job.

In general, 52% of college students selected a particular college because “graduates get good jobs.”

Students Want Help...

Identifying major and career goals, facilitates students’ decisions to remain and complete educational goals.

Academic advising, including career advising, can affect student retention.

Noel-Levitz found that 65.7% of first-year college students would like some help selecting an educational plan that will prepare them to get a good job.

(Hughes K. J., 2006; Hull-Blanks et al., 2005).

The Need for Career Advising

Gordon states, All students need career advising, even those who enter college already decided on an academic major. (Gordon, 2006, p. 5)

What are your thoughts?

In 2010, young adults with a BA/BS degree earned 50% more than those with a HS diploma or equivalent; median earnings with BA/BS was $45,000; with Associate degree median earnings were $37,000 (The Condition of Education 2012 by National Center of Education Statistics; http://nces.ed.gov/programs/coe/)

However

for many entering students, their education neither makes much sense to them nor is it in conversation with their lives or future career goals.
Discuss in Small Groups
Case Study - Becca

Discuss in Small Groups
Case Study - Becca

Becca is first-year business major who needs to choose courses for next semester. In the advising session, Becca expresses that she likes the major, but she does not know what she wants to do with it. She shares that she might be interested in entrepreneurship and likes some aspects of marketing, but being an actuary sounds kind of interesting. She continues to comment that she heard that you can make a lot of money doing MIS (Management Information Systems).

Additionally, she is very people oriented so she thinks she could be successful in Human Resources, but she worries because she doesn’t always have a lot of patience. She expresses concern that she knows there are a million different directions a Bachelor of Science in Business degree can take her; she is just not sure where she wants to go with it.

How would you advise Becca?

What is Academic Advising (AA)?

What we know:
Academic advising (AA) is a process that is integral to the mission and goal of higher education.

One definition...
It is a “series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. AA synthesizes and contextualizes students' educational experiences within the framework of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes (NACADA, 2006).

What is Career Planning and Development?

Career planning and development is a lifelong process that includes all psychological, sociological, educational, economic, cultural and physical factors, as well as chance factors that interact to influence the career of the individual.

(Sears, 1982, adapted by Brown, 2003)

What is Career Advising (CA)?

- Understanding of interrelatedness of academic decisions and future life and career goals

- Helping students to increase awareness of who they are, where they want to go, and how to make decisions to get there

Similarities Between AA and CA

Functional Skills
- Counseling and Listening
- Building relationships
- Communicating
- Teaching
- Decision making
- Challenging and supporting
- Referring

Knowledge Base
- Student Development
- Institution
- Policies and Procedures
- Programs and Degrees
- Support Services

FORM TWO GROUPS
CREATE LISTS

½ jot down competencies for academic advising
½ jot down competencies for career advising
Differences Between AA and CA

**AA**
- Knowledge Base
  - Student development
  - Curricula
  - Curricular progression
  - Degree specifics
  - Graduation requirements
- Goals Achieved
  - Persistence & graduation
- Decision Making
  - Stable data
  - Curricula and course selection
  - Degree completion

**CA**
- Knowledge Base
  - Career theory
  - Careers/Occupations
  - Job search
  - Employment market
  - Employer expectations
- Goals Achieved
  - Career connections
- Decision Making
  - Ever-changing dynamic
  - Career choice and job market
  - On-going life time process

College Advising for the 21st Century

The process of academic advising includes the following 5 steps:
- Explore life goals
- Explore vocational goals
- Program choice
- Course choice
- Scheduling courses


Skills for Effective Advising in the 21st Century

Explore Life Goals

“Knowledge of:
- Student characteristics & development
- Decision-making process
- Psychology & sociology
- Counseling techniques
- Individual differences

Belief in:
- Worth and dignity of all students
- All students have potential”

(O’Banion, Oct/Nov, 2012, p. 44)

Explore Vocational Goals

“Knowledge of:
- Vocational fields
- Changing nature of work in society

Skill in:
- Interpretation of inventories
- Acceptance that all fields of work are worthy and dignified”

(O’Banion, Oct/Nov, 2012, p. 44)

Choose a Program

“Knowledge of:
- Programs of the institution
- Program requirements, including entrance requirements
- Transfer information
- Previous track record of students in program
- Success stories of alumni from the program”

(O’Banion, Oct/Nov, 2012, p. 44)

Choose a Course

“Knowledge of:
- Available courses
- Course content
- Prerequisite information, graduation requirements, course sequence
- Rules and regulations related to load limit, withdrawing/dropping etc.”

(O’Banion, Oct/Nov, 2012, p. 44)
Skills for Effective Advising in the 21st Century

Schedule Courses

“Knowledge of:
- Schedule
- Altering schedules and timelines
- Work and commuting limitations”

(O’Banion, Oct/Nov, 2012, p. 44)

Students’ Responsibility

“The ultimate responsibility for making decisions about educational plans and life goals should rest with the individual student” (CAS, 2005, p. 7).

Categories of Career Theories

Started with Frank Parsons
- Premise: “Better to choose a vocation than merely hunt for a job.”
- Wrote “Choosing a Vocation” 1909

Categories
- Developmental
- Trait and Factor
- Socioeconomic
- Learning
- Value-Based Model
- Emerging – Constructivist/Post-Modern

John Holland’s Theory of Types and Person-Environment Interactions

Four Assumptions
- Each person categorized as 1 of 6 types
- Six kinds of work environments
- People search for environments that match their interests, values and abilities (congruence)
- Behavior is determined by interaction between personality and characteristics of the environment (Holland, 1973, pp. 2-4)

TYPES
- R=Realistic
- I=Investigative
- A=Artistic
- S=Social
- E=Enterprising
- C=Conventional

Super’s Life-Span, Life-Space Theory

Built on 14 assumptions proposed by Super

Five phases of developmental life span:
1. Growth
2. Exploration
3. Establishment
4. Maintenance
5. Disengagement

Information helps advisors to see developmental nature of career planning, and students are at different stages in creating their “life plan.”

Cognitive Information Processing (CIP)

Seven Steps in CIP Approach
1. Initial interview and relationship
2. Assessment
3. Define problem
4. Determine goals
5. Create individual learning plan
6. Provide feedback on plan
7. Summative review

CASVE (information processing)
Communication, Analysis, Synthesis, Valuing, & Execution
(Sampson, Reardon, Peterson, & Lenz, 2004)
Constructivist/Post Modern Theory

The Counselor:
- Forms cooperative alliance with student
- Encourages self-help
- Helps client elaborate and evaluate his/her construction of decisions
- Helps client reconstruct and negotiate meaningful and socially supportable realities

Activities to Do

DO LOTTERY ACTIVITY TOGETHER

Value activity

? OTHERS ?

Career Advising…it all works in the advising session!

The 3-I Process

- Inquire
  Ask probing questions so advisor and student (partners in the advising process) can address the problem or situation correctly

- Inform
  Advisors must connect advisees with reliable resources for career information, especially related to their particular interests and goals

- Integrate
  Connect self-assessment with major, major with occupational information, and all exploration to the career planning process for effective decision making.

Factors in the Integrative Process

The 7 steps of the career advising process listed within the umbrella of Gordon’s (2006) 3-I Process

INQUIRE
1. Establish rapport/build working relationship with student.
2. Determine student’s knowledge base and assess needs.

INFORM
3. Explain and help students to understand the valuable connections that exist between self awareness, educational choices, occupational information, and academic and career planning.
4. Explain interventions to assist students in self, major, and career exploration and career planning.
5. Set career advising goals with the student. Help student to see the outcomes that will result from set goals.

INTEGRATE
6. Review and integrate gathered information, including interpretation of exploration results, and affirm or formulate thoughts and choices about major and career plans.
7. Evaluate and plan any short or long term follow up with the student.

Let’s break them down...
Inquire

1. Establish rapport/build working relationship with student.

   "How is your semester going? What are you thinking about today that I can assist with?"

2. Determine student's knowledge base and assess needs. Remember to consider what is not being said.

   "I understand that you would like to choose some classes. What free electives are you considering? How do they tie in with your interests or what you want to do with this major?"

Inform

1. Explain and help students to understand the valuable connections that exist between self awareness, educational choices, occupational information, and academic and career planning.

2. Review and integrate gathered information, including interpretation of exploration results, and affirm or formulate thoughts and choices about major and career plans.

3. Evaluate and plan any short or long term follow up with the student.

   "So, tell me about your plans for this major and how you would like to use it after graduation. What are the areas of work that interest you? Have you thought about your values as they relate to the work world? May I tell you about some resources that you can use to investigate various jobs related to your major? Have you heard of CCN? Are you willing to use CCN to explore careers and then we can tie some of your course selections to your ideas for the future? Let's summarize what you plan to accomplish before our next appointment or you see a career coach."

Integrate

6. Review and integrate gathered information, including interpretation of exploration results, and affirm or formulate thoughts and choices about major and career plans.

7. Evaluate and plan any short or long term follow up with the student.

   "I am glad you visited with a career coach on campus. What were the results of your CCN exploration? Let's take a look. Which jobs are most interesting to you? What did you learn when you researched them? How does your research tie in with the courses you are thinking about? Would you like to return to discuss this again? Will you see the career coach again?"

Assessment Resources

- Campbell Interest and Skill Survey (CISS)
- Holland's Self-Directed Search (SDS)
- Myers-Briggs Type Indicator (MBTI)
- Career Occupational Preference System (COPSystem)
- Armed Services Vocational Aptitude Battery (ASVAB)

Major/Career Exploration Resources

- Occupational Outlook Handbook (OOH) (www.bls.gov/ooh)
- O*NET online.onetcenter.org or (www.onetcenter.org)
- America's Career Kit (www.ajb.dni.us)
- Career One Stop (www.acinet.org)
- Occupational Outlook Quarterly (http://www.bls.gov/opub/oqo/home.htm)
- Occupational Outlook Statistics (www.bls.gov/oes)

What Advisors Can Do...

- Establish personal career-advising principles for advising
- Expand knowledge and understanding of career and student development theories
- Know first-hand the career resources on campus and create career-related handouts applicable to the majors they advise
- Develop a career-advising library for their offices
- Become familiar with Card's Career Navigator
- Take part in advisor development programs that can expand career-advising expertise, like the In-Service today.
Role Play: Advising Becca

Case Studies

Case Study - Takita

Takita started freshman year as an education major. She seeks advising at the end of the spring semester for fall and appears very nervous. She confides that she doesn’t know if she wants to major in education anymore. She only declared elementary education and Spanish as her majors because her mom is on the school board and she knows there is a shortage of foreign language teachers at the elementary school level.

She thinks she could make a difference in kids’ lives, but she doesn’t know if teaching is right for her. She hates to baby-sit, and she has very little patience with young children. She worries now that she chose education more to please her mom than because she really wants to be a teacher. She is still interested in Spanish, but she doesn’t know if she wants to teach as a career.

How will you advise Takita?

Case Study - Jorn

Jorn is a sophomore transfer student from the nearby community college who declared Law/Justice because he thought it would help his chances of getting accepted. He transferred eight general education classes.

He really is not sure what he wants for a major. He did well in a Psychology class, but he doesn’t know what kind of career he could do related to Psychology. Engineering sounds like a major that interests him, but he heard that it is really hard and he does not have the requirements to apply. He could be a math major, but he is not really great at math and is worried about the higher-level courses. He really doesn’t know what major to pick and what kind of job he wants to get.

How would you advise Jorn?

References