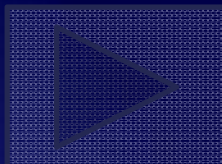


WELCOME !



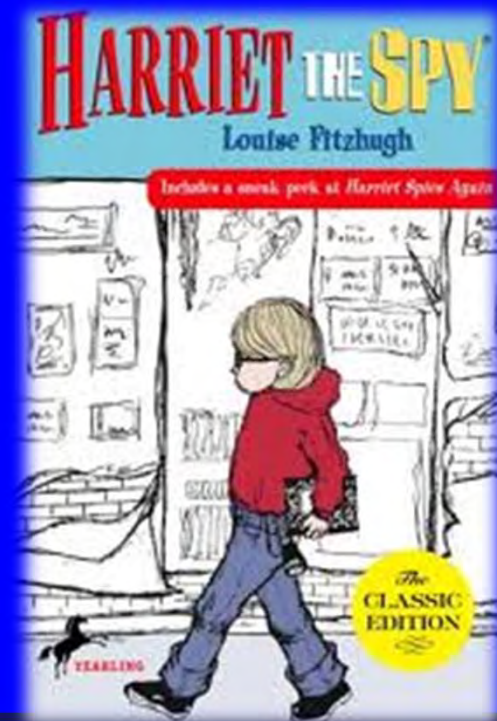
"Where there's a will,
there's a way."



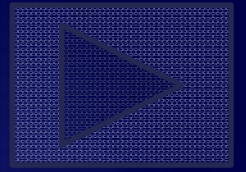
TRACY



Jesus



WELCOME !



"Why not!"



PATRICK

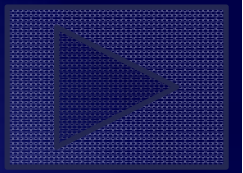


Papa Smurf



Bob Vila

WELCOME !



"Act justly, love mercy,
and walk humbly."



DAVID

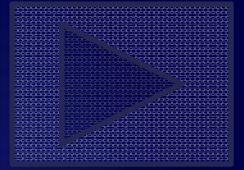


Indiana Jones



Superman

WELCOME !



"Life is only understood backwards but must be lived forward."



Grandma Minnie Graham

KRISTI



Princess Leia

RETHINKING CAREER DECISION MAKING FOR STUDENTS SUCCESS: A CURRICULAR APPROACH

ACPA NATIONAL CONFERENCE
BALTIMORE, MD

Tracy Lara, PhD, Kent State University
Patrick Jackson, Kent State University
David Gregory, Kent State University
Kristi Taraschke, Kent State University
Holly Craider, Cuyahoga Community College

Today's Presentation

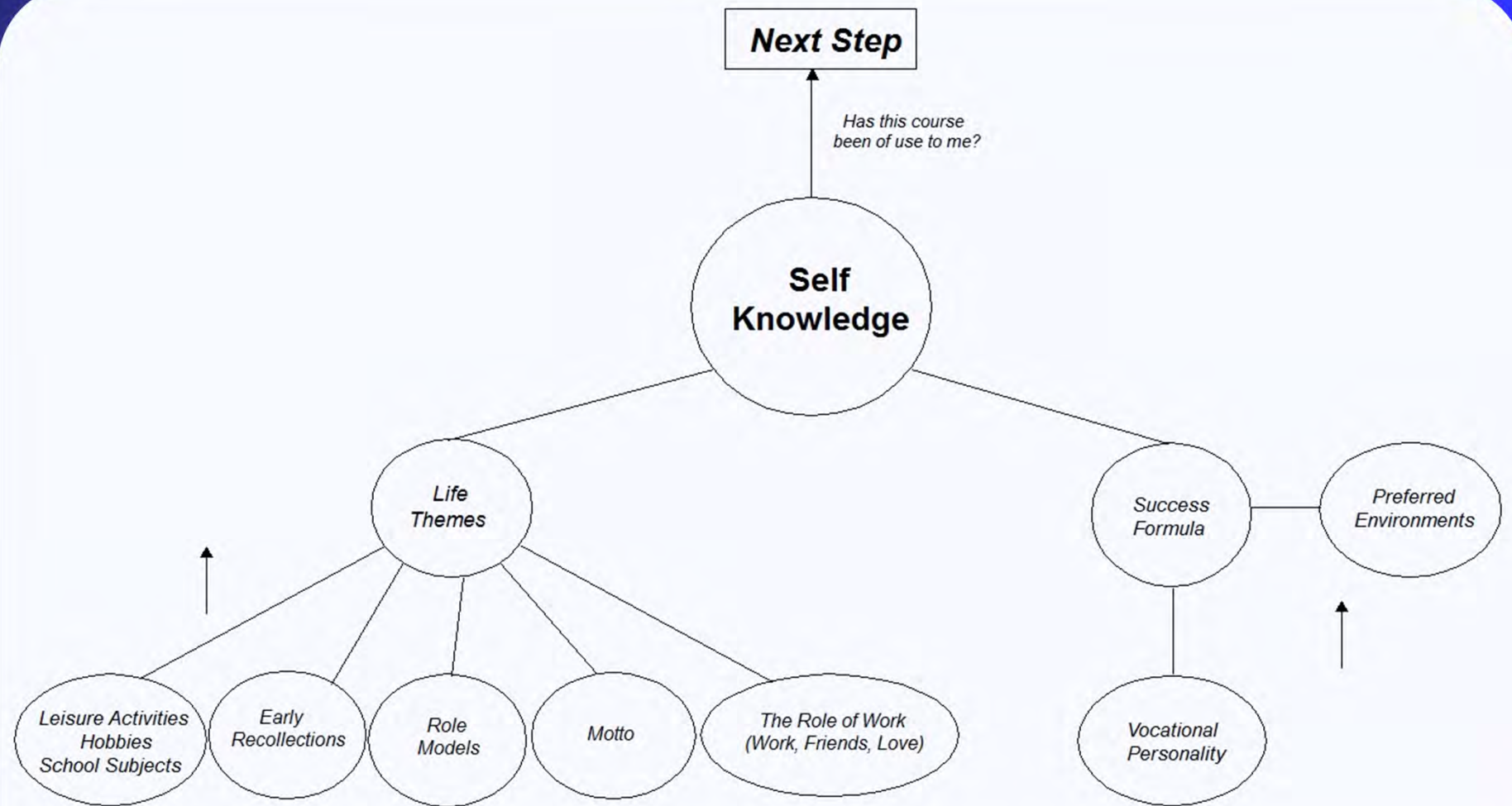
- ◆ Experiential activities emphasizing theoretical basis of the course.
- ◆ About the course.
- ◆ Student outcomes from the course.
- ◆ Q&A

Rethinking Role Models

- ◆ Two early Role Model
 - ◆ Qualities & Characteristics
 - ◆ How similar are your role model's qualities to your own?
 - ◆ How does your role model solve problems?
 - ◆ Is that similar to how you solve problems?
- ◆ Role models
 - ◆ Supplement our parents
 - ◆ Solutions to problem
 - ◆ Grounding when making important decisions



Career Construction Map



How can this course be of use to me?

Exploratory Students & Developmental Readiness

- ◆ Pressure to Select a Major Early
- ◆ Anxiety & Decision-Making Readiness
 - ◆ Poor and irrational decision-making
 - ◆ Decisions based on unverified perceptions of occupations and believed personal fit
- ◆ Satisfaction Matters
 - ◆ Choice dissatisfaction will lead to uncertainty, anxiety, and feelings of indecision
 - ◆ Unfulfilled and dissatisfied with higher education

Favorite Saying or Motto

- ◆ Advice to self
- ◆ Objective of the lesson
- ◆ Tease out the motto
- ◆ Constructivist approach



Favorite Saying or Motto



*"Dream as if you'll live forever.
Live as if you'll die today."*

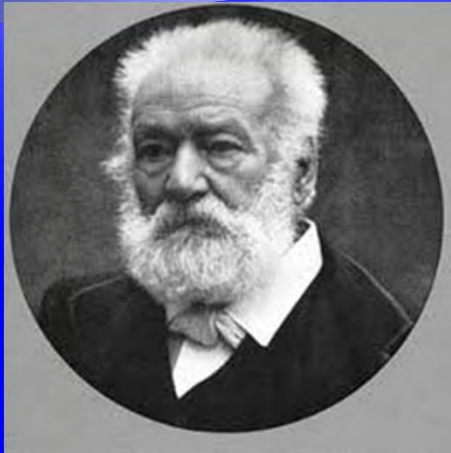
- James Dean

*"Winners never quit and
quitters never win!"*

- Vince Lombardi



Favorite Saying or Motto

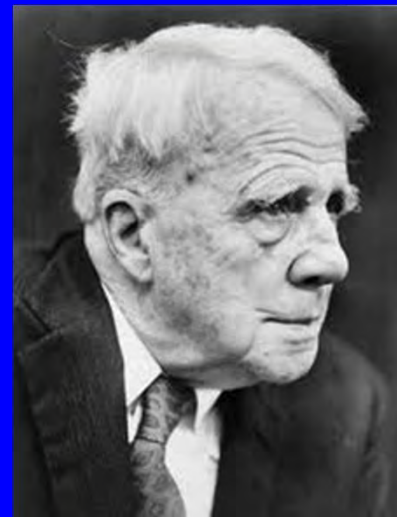


"The greatest happiness of life is the conviction that we are loved -- loved for ourselves, or rather, loved in spite of ourselves."

– Victor Hugo

"In three words I can sum up everything I've learned about life. It goes on."

-Robert Frost



Favorite Saying or Motto



"It is better to light a candle than to curse the darkness."

- Chinese proverb often quoted by Eleanor Roosevelt

"Keep bugging on." (KBO)

-Winston Churchill



Favorite Saying or Motto



"Your time is limited, so don't waste it living someone else's life."

- Steve Jobs

"To me, if life boils down to one thing; it's movement. To live is to keep moving."

- Jerry Seinfeld



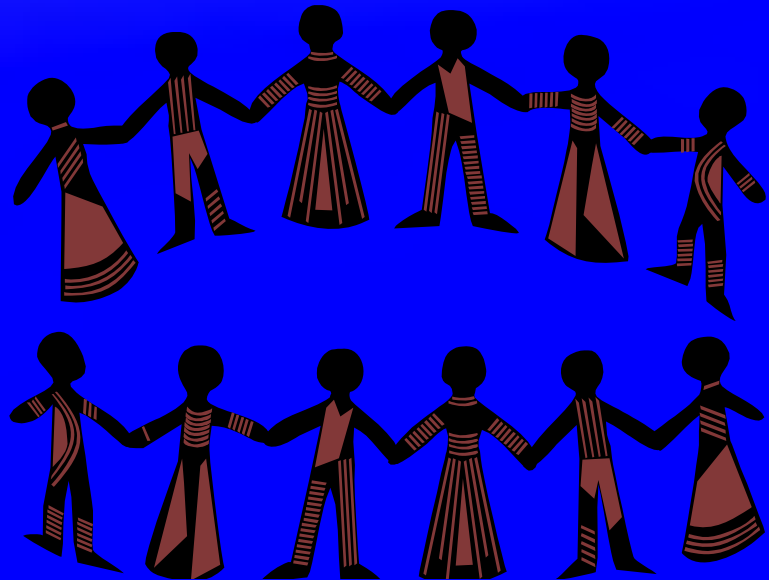
Career Construction: Why?



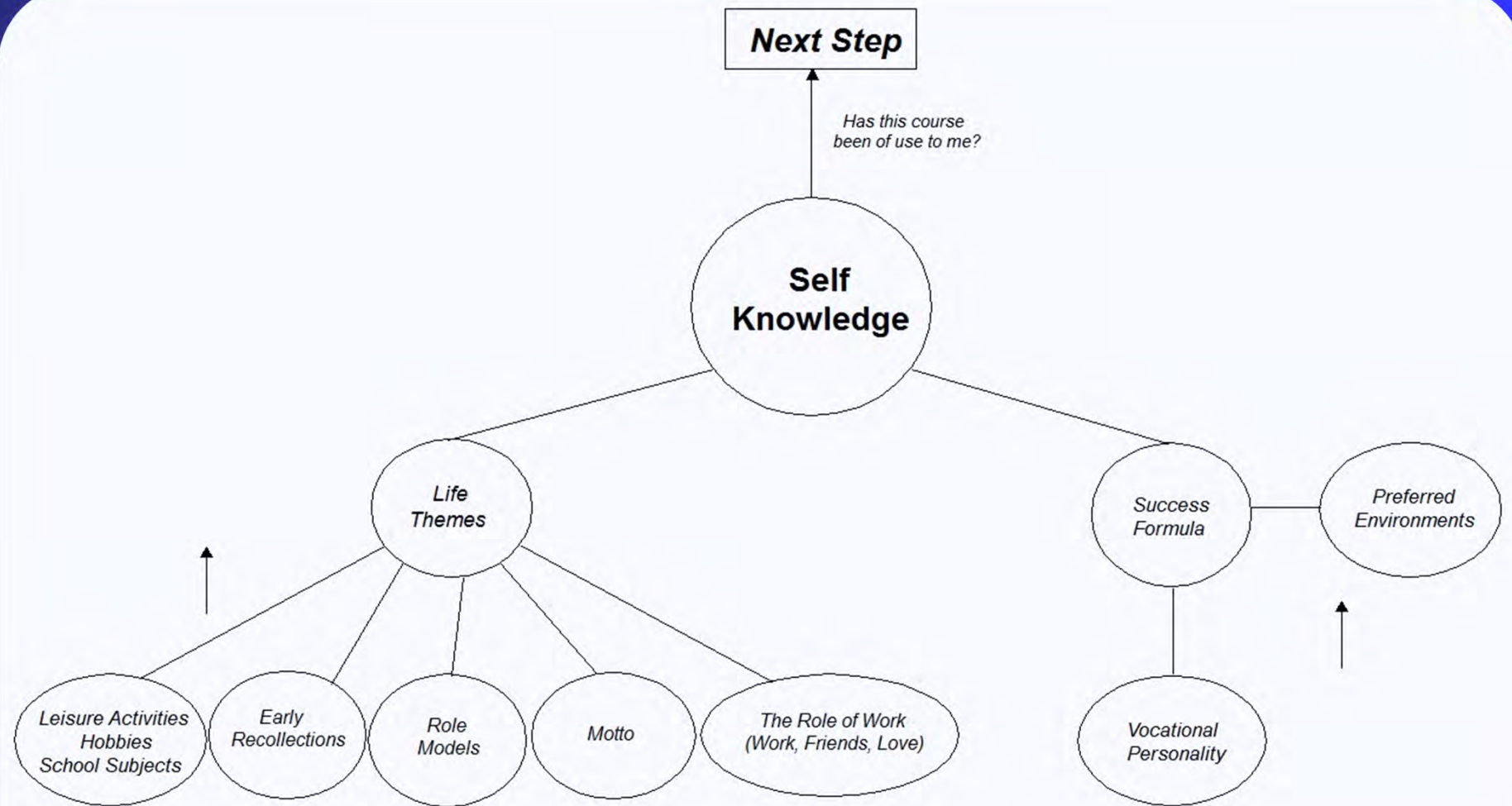
- ◆ Kent State University's 45-credit hour policy.
- ◆ Career Construction goes beyond test-and-tell.
- ◆ Preparation to navigate career across a lifetime.
- ◆ Development of a career identity.

Career Construction: Stakeholders

- ◆ Students
- ◆ Academic Advisors
- ◆ Career Services
- ◆ Provost
- ◆ Academic Programs
- ◆ Higher Education Administration & Student Personnel
- ◆ Counseling and Human Development Services
- ◆ Undergraduate Studies
- ◆ Student Success Center



Career Construction Map



How can this course be of use to me?

Career Construction: Course Objectives

- ◆ Develop a vocational identity that encompasses: future orientation, self-efficacy, and career exploration.
- ◆ Reflect and strengthen personal self-concept.
- ◆ Explore world of work as related to academic majors.
- ◆ Identify personal strengths and preferred vocational environments
- ◆ Translate self-concept and vocational identity into occupational titles, academic majors, and leisure activities.
- ◆ Create a developmental plan and set career related goals.

Career Construction: The Course

- ◆ 7-8 weeks in length (½ a semester)
- ◆ Face to face uses Blackboard Vista8 course management tool
- ◆ Constructivist pedagogy and Constructivist Career Theory
 - ◆ Career Life Story (Savickas, 2009)
- ◆ 1 Credit, graded course

Student Outcomes

- ◆ 60 students enrolled in 5 sections.
- ◆ 39 responded to beginning of course survey
- ◆ 28 responded to end of course survey

Quantitative Data

- ◆ Career choices narrowed
- ◆ Career decision self-efficacy increased
- ◆ The importance of pursuit of a career increased
- ◆ Reflection of values, interests and abilities as it applies to career significantly increased

Student Comments

"I was very dissatisfied with the career path I was on ...[the class] helped me to better understand myself..."

"It has helped me better focus my thoughts and actions towards realistic career goals..."

"It focused more on what's on the inside of us...I've learned a lot of stuff about myself...it has helped me narrow down my list of what careers I could have."

Student Comments

“This course has been of use to me in many ways. At first, I thought this class was going to give us a bunch of quizzes to tell us what we should do for a career. Once we started doing assignments in class, it focused more on whats on the inside of us, and how that will help us in life and in deciding on what is a good career for us. I've learned a lot of stuff about myself from this class and it has helped me narrow down my list of what careers I could have.”

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Questions or Comments ?

Thank you all for coming! We look forward to hearing from you if you wish to discuss any information from the presentation...KBO!



For more information:

- ◆ Dr. Tracy M. Lara, tlara2@kent.edu

Additional Reading/Resources:

Glavin, K., Smal, P., & Vandermeeren, N. (2009). Integrating career counseling and technology. *Career Planning and Adult Development Journal*, 25(1), 160-176.

Grier-Reed, T., & Ganuza, Z. M. (2011). Constructivism and career decision self-efficacy for Asian Americans and African Americans. *Journal of Counseling & Development*, 89(2), 200-205.

Grier-Reed, T., & Skaar, N. , & Conkell-Ziebell, J. (2009). Constructivist career development as a paradigm of empowerment for at-risk culturally diverse college students. *Journal of Career Development*, 35, 290-305.

Grier-Reed, T., & Skaar, N. R., & Parson, L. B. (2009). A study of constructivist career development, empowerment, indecision, and certainty. *Career and Technical Education Research*, 34, 3-20.

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Rehfuss, M., Cosio, S. & Del Corso, J. (in press). Counselors' perspectives on using the Career Style Interview with clients. *The Career Development Quarterly*.

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Reh fuss, M. (2009). Teaching Career Construction and the Career Style Interview. *Career Planning and Adult Development Journal*. 25(1), 5871.

Savickas, M. L. (1997). The spirit in career counseling: Fostering self-completion through work. In D. Bloch & L. Richmond (Eds.). *Connections between spirit and work* (pp. 3-25). Palo Alto, CA: Davis-Black.

Savickas, M. L. (2009). Career-style counseling. In T. Sweeney & T. J. Sweeney (Eds.). *Adlerian Counseling and Psychotherapy: A practitioner's approach* (pp. 183-207) (5th ed.). New York: Taylor Francis.

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