

Thinking Outside the Books...

Getting creative with texts and techniques in your career planning course

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Overview

- Why is this Important?
- Effects of Career Courses
- Choosing a Career Text
- Creative Instruction
- Case Study

Background



History of Career Courses

- Many career development courses covered three major areas: (Devlin, 1974)
 - Career choice factors
 - Career information
 - Job-seeking techniques
- Research of outcomes and outputs (Folsom et al, 2005)
 - Scarce until the 1970s and early 1980s

Why is this Important?

- **Email survey using listservs** (Halasz & Kempton, 2000)
 - 70% (28 of 40) institutions reported having a career course
- **Examination of 47 studies** (Whiston et al, 1998)
 - Classes were more effective than most interventions

Effects of Career Courses

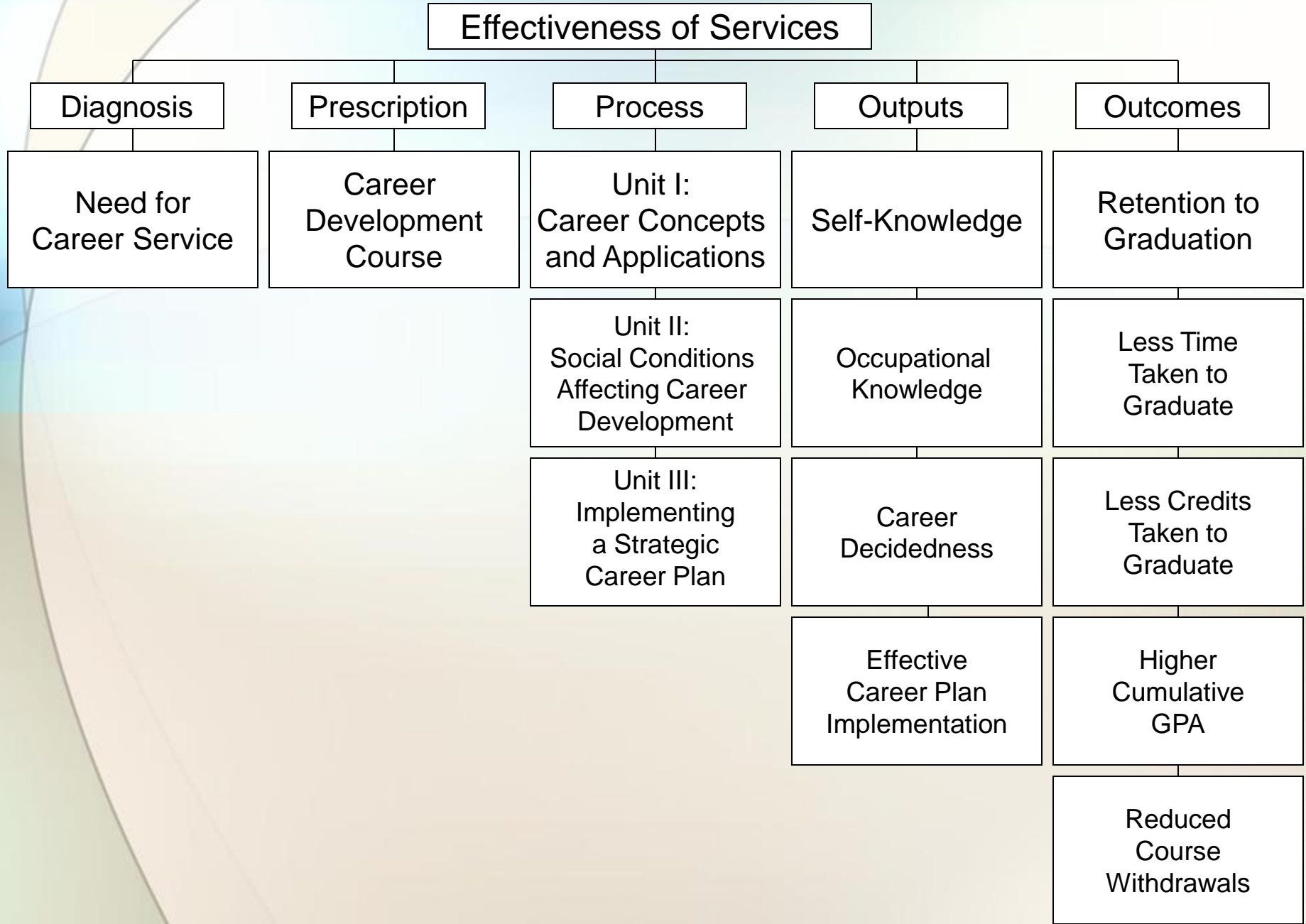


Outputs & Outcomes Defined

(Peterson & Burck, 1982)

- **Outputs:**
Skills, knowledge, and attitudes acquired by participants as the result of an intervention
- **Outcomes:**
Resultant effects occurring at some later point in time

Outputs Leading to Outcomes (Reardon et al, 2001)



Output Findings (Folsom et al, 2005)

40 studies (1970s to 2005)

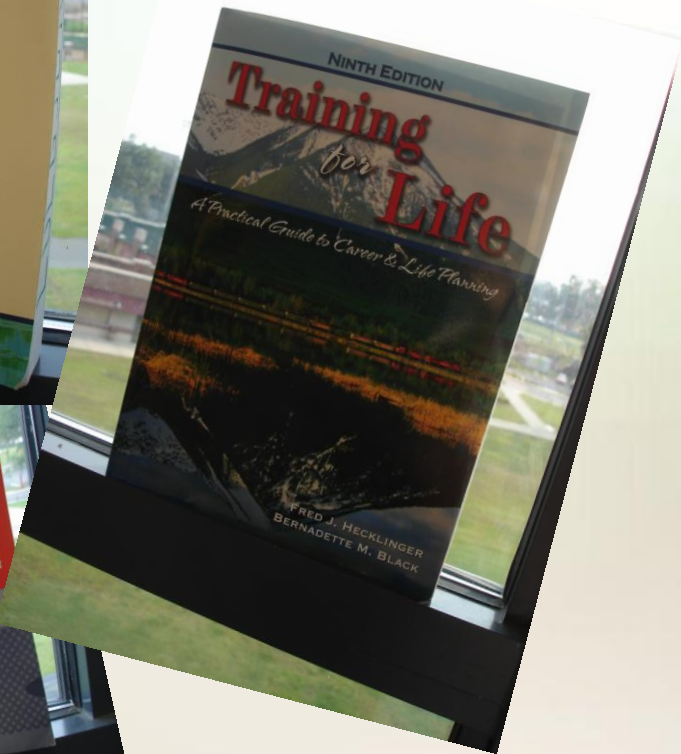
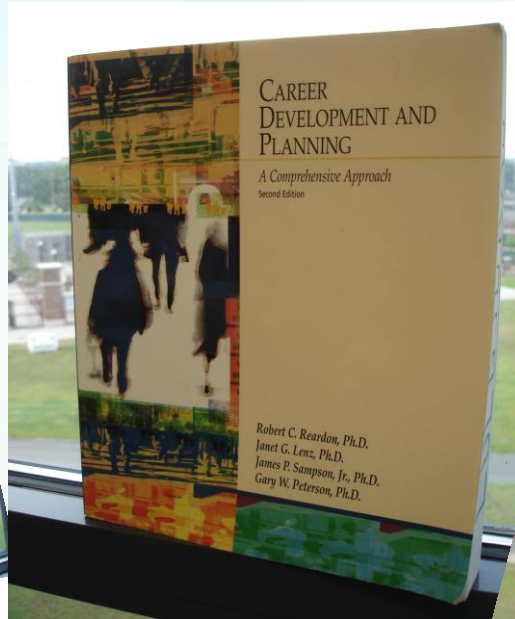
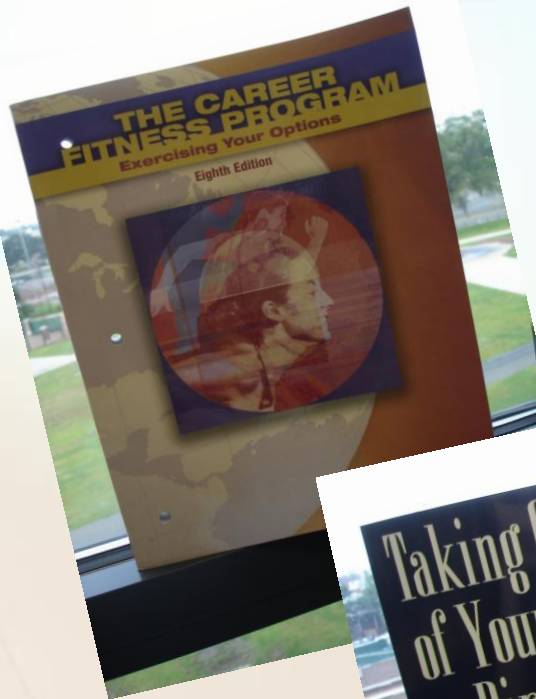
- 90% (36) reported positive gain
 - More positive career planning thoughts
 - Increased career decidedness
 - Higher vocational identity
 - Internal locus-of-control
 - Career maturity
- 10% (4) reported no changes

Outcome Findings (Folsom et al, 2005)

16 studies (1970's to 2005)

- 88% (14) reported positive gains
 - Job satisfaction
 - Job performance ratings
 - Course satisfaction
 - Level of personal adjustment
 - Deciding on a major
 - Timely graduation from college
 - Cumulative GPA
- 12% (2) reported no changes

Choosing a Career Text



Analysis of Career Texts

- Cost
- Purpose
- Topics covered
- Theory/conceptual base
- Instructional support

Authors' Comments

“We emphasized that if students did not believe in themselves, they would not actually follow through with all the research they had done in class.”

“We have added a section on getting financial aid and becoming better at financial decision making (Financial Fitness) into the decision making chapter.”

“Instructors can use it as a 3 unit 16 week or 18 week semester textbook or split it into Self Assessment, World of Work Awareness, and Job Search Strategy sections...”

-Lisa Raufman

Diane Sukiennik
Lisa Raufman

Authors' Comments

“The text is aimed at undergraduate students in colleges and universities, including all levels and disciplines.”

A Comprehensive Approach
Second Edition

“Over its lifetime, the text has been used in about 40 schools...Some in business have used the text in BS and MBA courses in human resources... Some counselor educators have used it as supplemental text for beginning graduate students in counseling.”

“It is assumed that students will be motivated to learn the material, and have appropriate cognitive and academic skills. They may be facing educational or work decisions related to their careers.”

-Robert Reardon

Authors' Comments

“The book ... is designed to be used as a textbook in a course or series of workshops, by an individual, or by a counselor working with a client...”

“For example, several chapters deal with transitions, making decisions, taking risks, and getting assistance from others in making career and life decisions...deals with various components of work satisfaction and takes the reader through a variety of steps that can lead to specific changes that can enhance one’s present job... ‘Create a Lasting Lifestyle’ deals with a variety of lifestyle issues, including health, friendships, financial planning, and a ‘lifestyle checkup’.”

-Fred Hecklinger

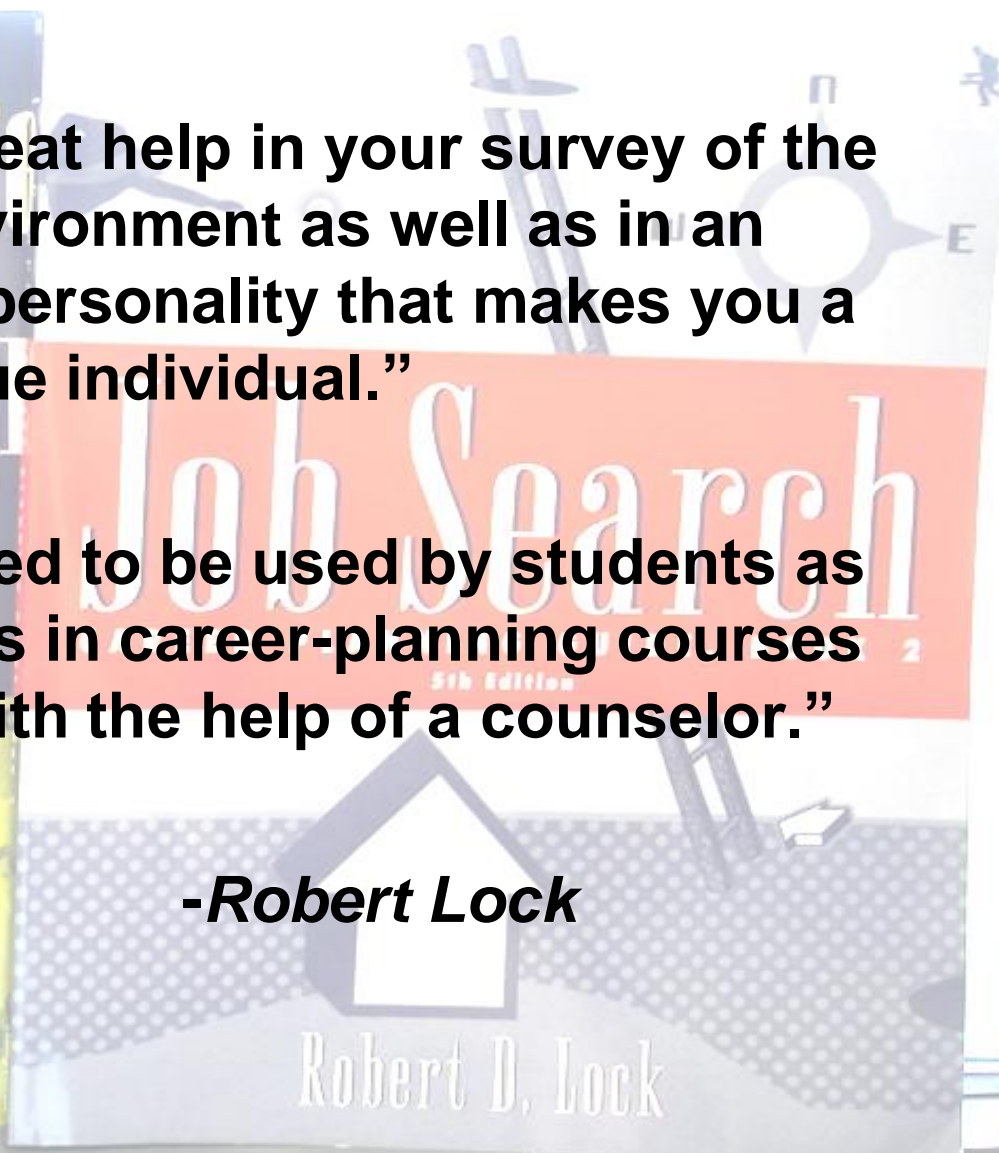
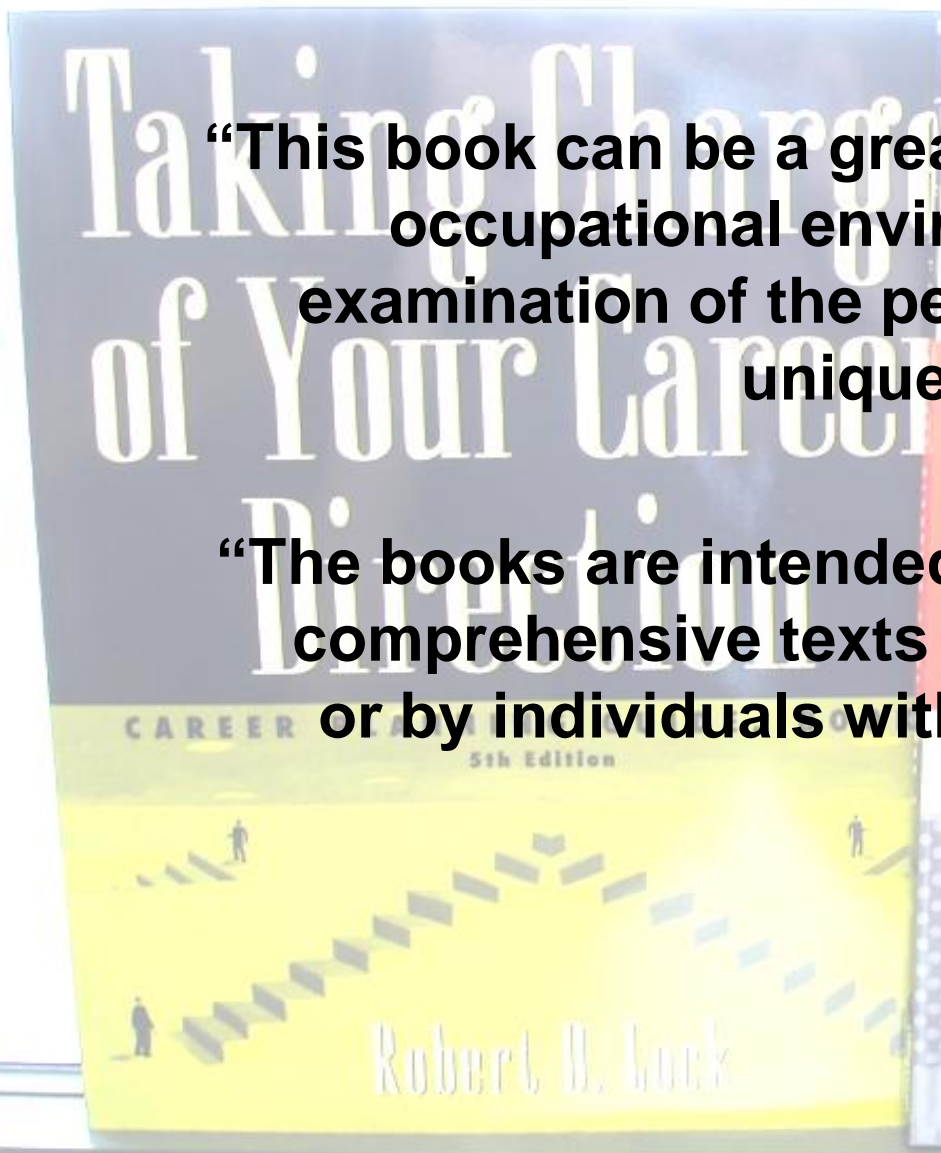
FRED J. HECKLINGER
BERNADETTE M. BLACK

Authors' Comments

“This book can be a great help in your survey of the occupational environment as well as in an examination of the personality that makes you a unique individual.”

“The books are intended to be used by students as comprehensive texts in career-planning courses or by individuals with the help of a counselor.”

-Robert Lock



Custom Publishing

Options

- Rebinds
- Take chapters from various texts
- Write a specialized book
- Course pack of articles

Benefits

- Specific to your objectives
- Less expensive
- Royalties

Custom Publishing (continued)

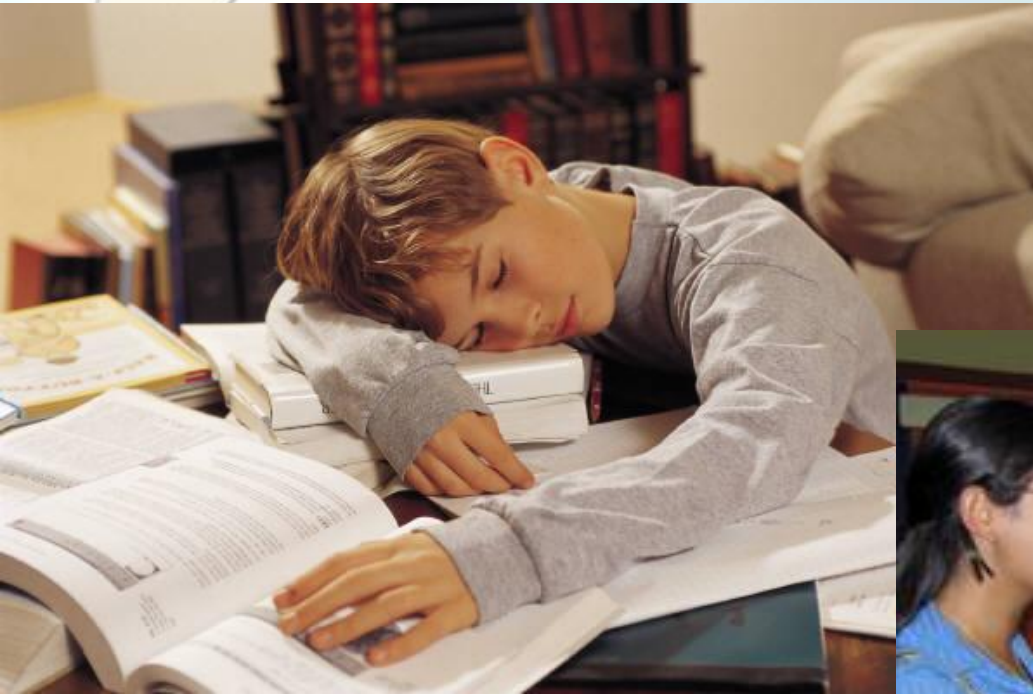
Price

- Number printed
- Permissions cleared
- Color
- Cover
- Page count

Time

- 2- 3 ½ months

Creative Instruction



VS...



Group Activity

00:00

To start the timer, on the **Slide Show** menu, click **View Show**.

Delete this textbox before using this slide in a presentation.

Creative Presentation Ideas

For ideas, go to:

<http://www.career.fsu.edu/techcenter>

Career Course Effectiveness (Brown & Krane, 2000)

Effective career courses provide. . .

- Opportunity to clarify goals in writing
- Individualized interpretations & feedback
- Information about risks & rewards of career fields & occupations
- Study of models/mentors who exhibit effective career behavior
- Assistance in developing support networks

Diversity of Career Courses (Folsom et al, 2005)

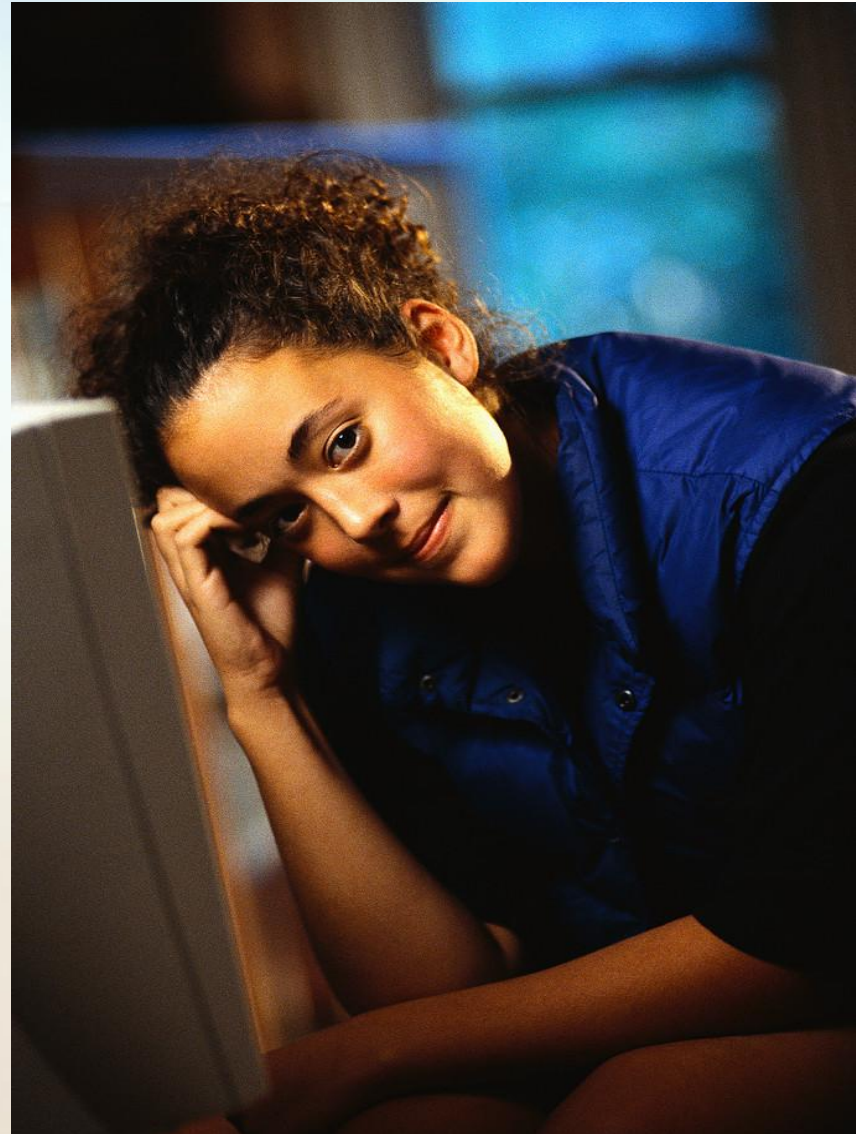
- Structured vs. Open-ended format
- Career planning vs. Job search focus
- Specialized vs. Nonspecific audience
- Stand-alone vs. Fully integrated format
- Credit vs. No credit
- 1st year vs. Upper division
- Elective vs. Required course
- Career counseling staff vs. Faculty

Case Study

“I like the fact that this class is designed for anyone looking for a career.” “I wouldn’t change anything about the course.” “Great course–GREAT INSTRUCTOR” “I liked that we got into small groups and that we had a lot of activities.” “Very helpful tips on decision-making & seeking/preparing for employment” “I had to actually examine the state of my life and really contemplate my future . . . it was not the most pleasant experience but necessary.” “I value everything I learned. . .”

Students' Perspectives

**Why are
you
taking
this class?**



Case Study

- Demographics of students
- Instructional design
- Activities and assignments

Demographics (2005)

Sample

- 247 undergraduate students

Gender

- Female = 102, 41.3%
- Male = 145, 58.7%

Ethnicity

- African American 15.8%
- Asian American 1.6%
- Hispanic American 12.1%
- Caucasian 67.6%
- “Other” 2.8%

Class

- Freshmen 13%
- Juniors 23.9%
- Sophomores 32.4%
- Seniors 30.1%

Students' Perspectives



What do you think about the way the class is designed?

Instructional Design

- 12 sections/yr (28-30 students/class)
- Variable credit
- Elective course
- Instructor-student ratio = 1:7-10
- Team-taught instruction model
 - Small groups
 - Individual conferences
- Career Center as course lab
- Comprehensive in scope
- Theory

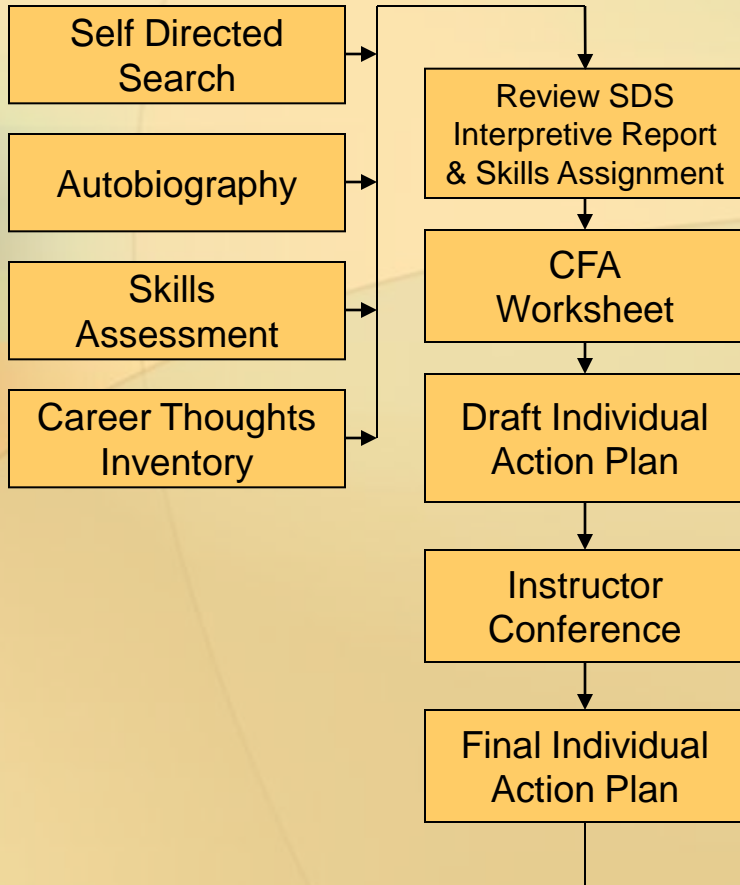
Students' Perspectives

Tells us what
you thought
about the
assignments.

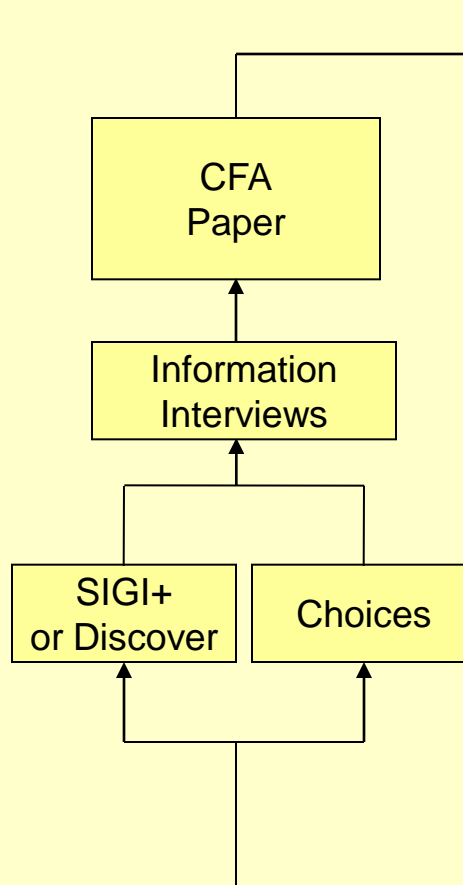


Sequence of Assignments

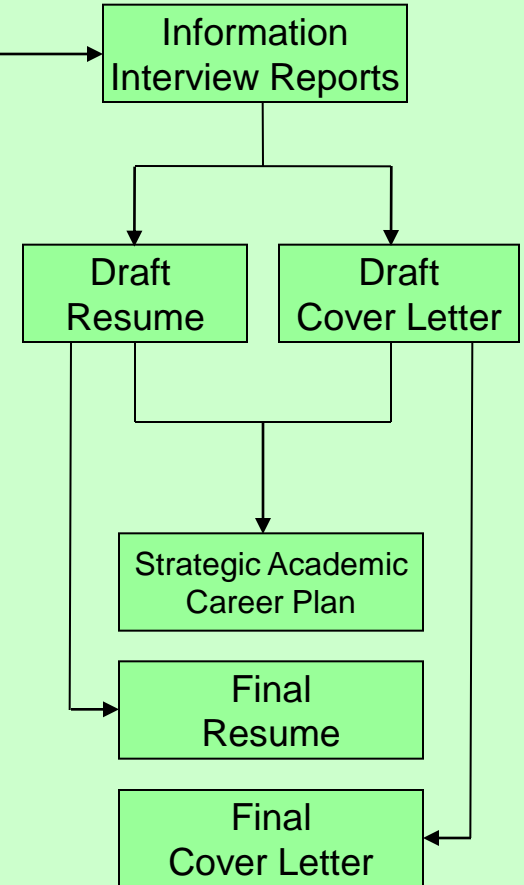
Unit I



Unit II



Unit III



Activities

- Values Auction
- Scavenger Hunt
- Holland Party Game
- Portfolio Assignment
- Internet Job Search
- Employer Panels
- Analyze CASVE
- Organizational Culture Simulation
- Reframe Negative Thoughts

Students' Perspectives



What did you get out of taking this class?

For More Information . . .

http://www.career.fsu.edu/student/current/choose_a_major/sds_3340/syllabus.html

Comments from
Dr. Carole Minor

Questions

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