



From Students to Advisors to Career Services Ambassadors

Career Educator Internship Program

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Presentation Outline

GSU Career Services Environment

Program Goals

CIP Theory & Application

Program Administration Information

Georgia State University Career Services

Career Resource Center

- Serve over 27,000 students
- First area of contact for students
- Staffed by
 - 3 Career Counselors - 4-hour weekly drop-in services
 - 1 Career Counselor Intern - 4-hour weekly drop-in services
 - 7 Career Center staff members – 4-hour weekly drop-in services
 - 12 student workers – 4-12 hour weekly back-up coverage

Georgia State University Career Services

Career Resource Center

- Drop-in Services
 - 24 hour drop-off resume critiques
 - Face-to-face resume critiques 4 hours per week
 - Advising on career and major exploration, job search preparation & graduate school planning
 - On-going workshops
- Individual Case-Managed Services
 - Referred by staff to career counselors

Georgia State University Career Services

Career Resource Center

- Career Resource Center
 - 9 computer workstations
 - Access to commonly used websites
 - University job database (Panther Career Net), Occupational Outlook Handbook, O*Net, The Vault, Hoovers, etc.
 - 4 online self-guided career planning programs
 - SIGI, Choices Planner, Georgia Career Information System, & Career Leader
 - Interviewstream's computer simulated mock interview
 - Over 500 book resources
 - Reference materials
 - Career development topics (job search preparation, career planning, graduate school research, etc.)

University Career Services

Goals

- Identify staff completely dedicated to providing walk-in services to patrons
- Clearly define staff roles & responsibilities
- Recruit numerous staff members to ensure personalized assistance for patrons
- Provide consistent and ongoing training regarding career theory and services
- Use career theory as a foundation for the delivery of services
- To ultimately meet the career development needs of diverse populations

Cognitive Information Processing Theory: 7 Key Elements of the CIP Approach

1. Use staff teamwork in delivering services
2. Provide common staff training
3. Match levels of staff support to individual needs
4. Screen individuals in terms of needs
5. Use career theory to help individuals understand and manage career decision making
6. Use the career resource room and internet web site with all levels of service delivery
7. Use career resources that meet a range of individual needs

1 – Using Staff Teamwork: Identifying the Service-Delivery Staff

CRC Service Delivery Flow Chart

Career Educators & Counselor Intern
(Paraprofessionals)



Career Center Staff
(Paraprofessionals & Support Staff)



Career Resource Specialist
(Support Staff)



Career Counselors
(Professional Practitioners)

1 – Using Staff Teamwork: Identifying the Service-Delivery Staff

- Professional practitioners
 - Counselors, psychologists, vocational rehabilitation specialists, advisors, media specialists, human resource specialists, etc.
 - Individual Case-Managed Services
- Paraprofessionals
 - Volunteers, career development facilitators, professionals-in-training & peer counselors
 - Brief Staff-Assisted Services and Self-help Mode
- Support Staff
 - Administrative assistants, receptionists, & secretaries
 - Self-help Mode

2 - Common Staff Training: Ongoing Training & Development (cont'd)

Semester Timeline

Career Development Stage															
<i>Job Search</i>		<i>Career Decision-Making</i>					<i>Job Search</i>					<i>Gaining Experience</i>			
Group Process Stage															
<i>Forming</i>		<i>Storming/ Norming</i>					<i>Norming/Performing</i>					<i>Performing/ Terminating</i>			
August		September					October				November			December	
18	25	1	8	15	22	29	6	13	20	27	3	10	17	1	8

2 - Common Staff Training: Ongoing Training & Development

- Increases awareness of resources
- Promotes understanding and purpose of resources
- Ensures common foundation
- Communicates consistent message
- Encourages use of underutilized resources

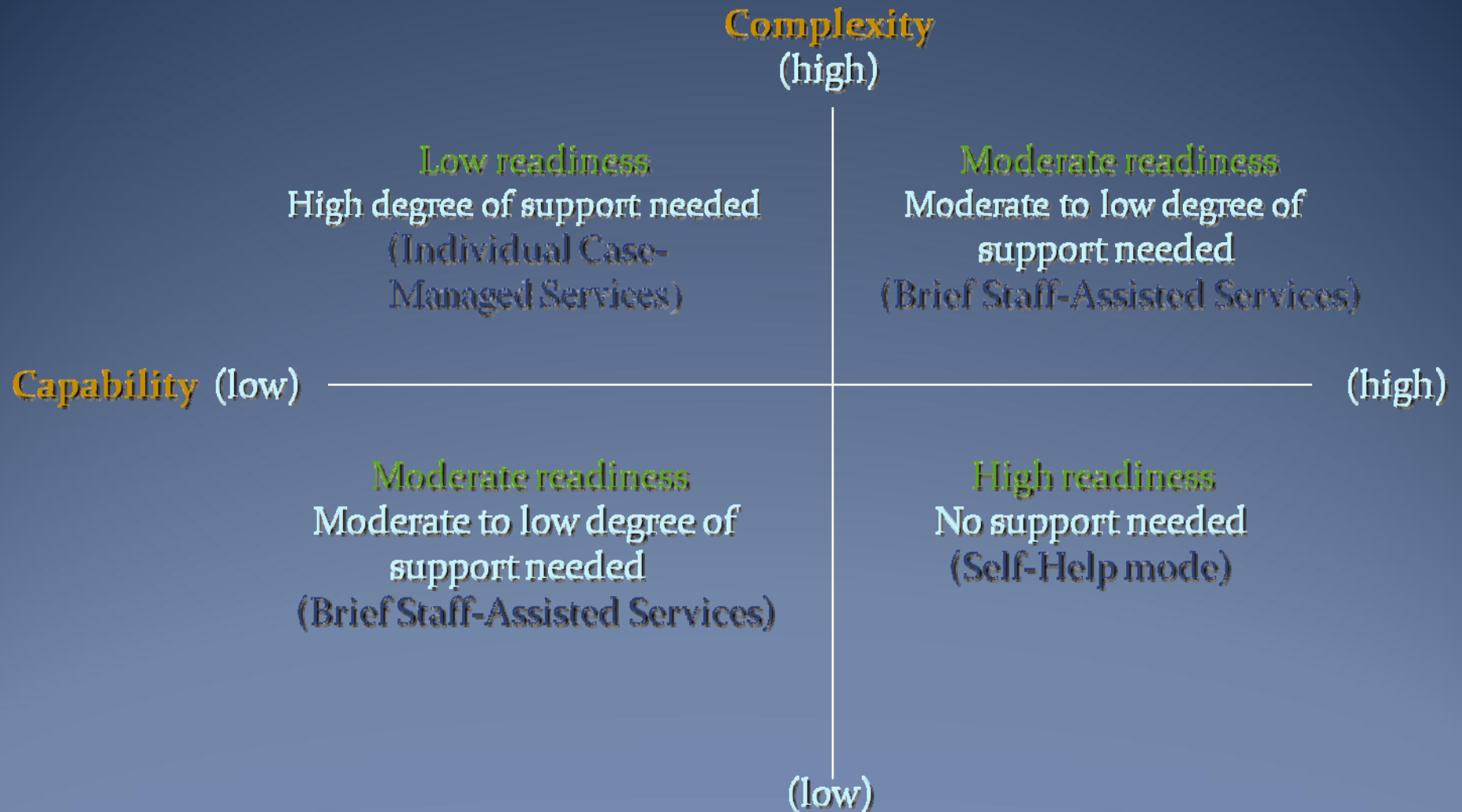
2 - Common Staff Training: Ongoing Training & Development

- Career Educators
 - Participate in weekly 1½ hour meeting
 - Develop and utilize Individual Learning Plan
 - Utilize resources & participate in UCS programs
 - Observe and ask questions
 - Assist UCS staff as needed (w/program coordinator approval)

2 - Common Staff Training: Ongoing Training & Development (cont'd)

- Group Process
 - Ethics & professionalism
 - Understanding of Career Development
 - Steps to Career Decision-Making
 - Exploring major, career, internship, volunteer, graduate & professional school information
 - Job Search Assistance

3 & 4 Match Levels of Support to Individual Screening Need Two-Dimensional Readiness Model (cont'd)



James P. Sampson, Jr., Gary W. Peterson, Robert C. Reardon, and Janet G. Lenz (2004). Career Counseling and Services: A cognitive information processing approach (p. 74). Florida State University Career Center.

3 - Match Levels of Support to Individual Need

Two-Dimensional Readiness Model

- Self-Help
 - High Readiness
 - University Career Services Staff & Career Resource Specialist
 - High capability & low complexity
- Brief Staff-Assisted
 - Moderate Readiness
 - Career Educator Intern & Counselor Intern
 - Low capability & complexity or High capability & complexity
- Individual Case-Managed
 - Low Readiness
 - Career Counselors
 - Low capability & high complexity

4 - Screen Individuals in Terms of Need

Two-Dimensional Readiness Model (cont'd)

Capability – horizontal axis Complexity – vertical axis

- Honest exploration
 - Motivated to learn
 - Ability to think clearly
 - Confident in decision-making ability
 - Assumes responsibility
 - Awareness of how thoughts and feelings effect behavior
 - Able to monitor and regulate problem solving
- Family factors
 - Responsibilities or stressors
 - Social factors
 - Support, discrimination, harassment, etc.
 - Economic
 - Occupational knowledge, financial resources
 - Organizational factors
 - Size, culture, and stability

5 – Use Career Theory to Manage Decision-Making: Pyramid of Information Processing



5 – Use Career Theory to Manage Decision-Making: Cognitive Information Processing Theory

- Theoretical concepts to be used by both practitioner AND client
- Easily understood concepts result in:
 - Common language by counselor & client
 - Increased focus within specific decision-making domain
 - Improved awareness & self-monitoring by clients regarding decision-making progress

6 – Use Career Resource Room & Internet Websites

- Make resources more accessible
- Create effective learning environment
- Catalog/index resources
- Prepare clear signage of resources

7 – Use Resources Meeting a Range of Needs

- Address verbal aptitude, motivation, learning style and physical ability of individual
- Availability of various easy-to-read printed and interactive resources
- Diversity Resources
 - Example: Accommodations for individuals with disabilities
- In-Person Resources
 - Example: On-going ½ hour information workshops led by Career Educators
- Book Resources
 - Example: Reference Material
- Online Resources
 - Example: Online self-guided career planning programs

Career Educator Internship Program

Administrative Information

Recruitment

Scheduling

Roles & Responsibilities

Program Evaluation & Feedback

Budget

Sample Activity

Career Educator Internship Program

Recruitment details

- Recruit mid-semester for following semester
- Open to all undergraduate students
- 12 interns available, 7 - 10 hrs per week, throughout semester
- Overlap in scheduling

Career Educator Internship Program

Sample schedule

<i>Monday</i>	9:00AM	10:00AM	11:00AM	12:00PM	1:00PM	2:00PM	3:00PM	4:00PM	5PM
Career Educator									
Career Educator									
Career Educator									
Career Educator									
Career Educator									
Career Educator									
Career Educator									
Career Educator									
Career Educator									
Career Educator									
Cx Intern									
CR Specialist									

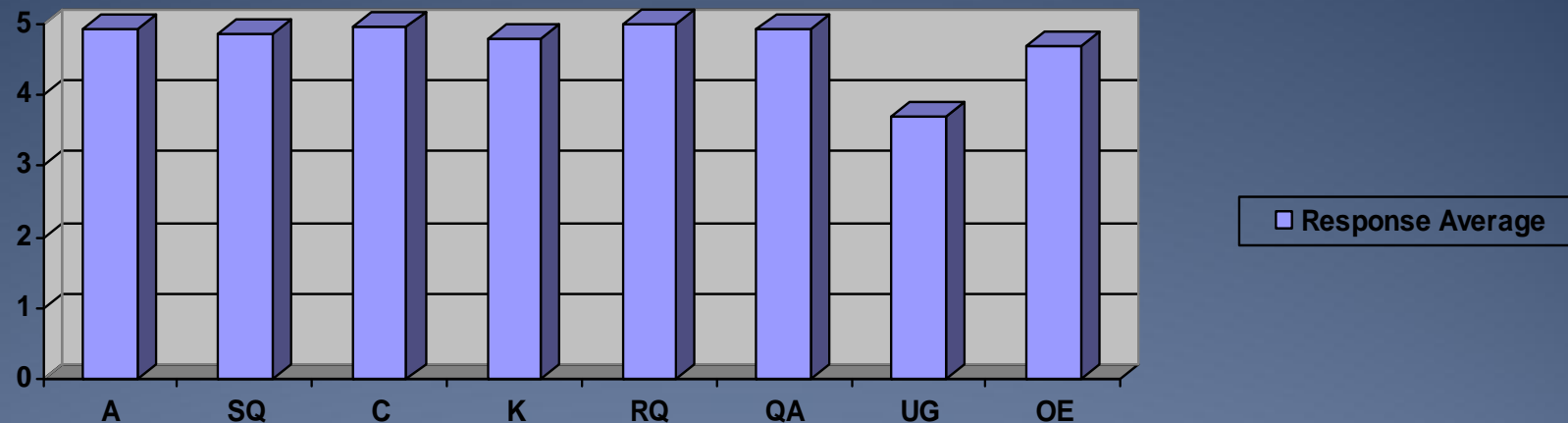
 - CRC Duty

Career Educator Interns

Roles & Responsibilities

- Walk-in assistance
- Advising students through career development process
- Monitoring use of resources and workstations
- Maintain appearance of environment

Career Educator Internship Program Service Survey



- The Atmosphere was positive & supportive
- The Quality of Services was good
- The Conduct of the CE was professional
- The CE was Knowledgeable of information & resources
- The Quality of information & Resources was good
- My Questions were Answered
- I have a better Understanding of my Goals
- My Overall Experience was

Career Educator Internship Program

Feedback

Strengths

- Support from career development team
- Increased focus on career planning
- Increased awareness of career development & exposure to UCS resources
- Less anxious
- Improved public speaking skills through workshops

Areas of Improvement

- General orientation
- More training on resources & role-plays
- More connection to entire UCS staff
- Individual meetings with Career Counselors
- Workshop training
- Graduate school information
- More responsibilities

Career Educator Internship Program

Fall 2006 Budget

• <u>Supplies</u>		
• ½ inch Notebooks	\$1.29 x 15 =	\$19.35
• Dividers	\$1.79 x 15 =	\$26.85
• Divider labels	\$7.79 x 2 =	\$15.58
• Commitment certificates	\$4.39 x 2 =	\$8.78
• Appreciation certificates	\$4.69 x 2 =	\$9.38
• Certificate seals		\$3.69
• Certificate holders	\$11.99 x 3 =	\$35.97
• <u>Shirts</u>	\$13.98 x 12 =	\$167.76
• <u>Team-building activity</u>	\$10.00 x 17 =	\$170.00
• <u>Lunch</u>	\$6.25 x 29 =	\$181.25
• <u>Plaques</u>	\$15.00 x 10 =	\$150.00
• <u>Refreshments</u>	\$5.45 x 25 =	\$136.25
• <u>Nametags</u>	\$9.60 x 12 =	\$115.20
• Grand Total		\$1040.06

Career Educator Internship Program

Estimated Comparison Budget

Student Worker

- 4 student workers
- \$6.75 per hour
- 15 hrs per week
- 15 weeks
- **\$6075 total**

Career Educator Intern

- 12 student interns
- 7 volunteer hrs per week
- Supplies, shirts, team-building activity, lunch, plaques, refreshments, & nametags
- **\$1040.06**

Career Educator Internship Program

Sample Activity – Skills Bombardment

- Purpose
 - Acknowledge achievements and identify skills & abilities
 - Increases awareness and self-esteem
 - Facilitates career development process
- Process
 - Students placed in dyads
 - Utilize worksheets to identify accomplishments
 - Each one “bombards” the other with various skills, abilities, and gifts contributing to successful task completion

Career Educator Internship Program

Sample Activity – Skills Bombardment

- Examples of significant successes or achievements
 - Got a promotion at work
 - Learned a foreign language
 - Selected for a part in a play
 - Moved to a new city
- Questions to help identify achievements
 - Did you complete a special project?
 - Did you achieve something you're proud of in school?
 - Did you do something for an organization you belong to?

Career Educator Internship Program

Sample Activity – Skills Bombardment

- Achievement (What did I do?)
- Results (What Happened?)
- Identified Skills (How did I do it?)

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Thank You

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