Career Advising for the Undecided Student:

A TOOLBOX OF ACTIVITIES TO HELP STUDENTS DECIDE

Arelia R. Dalton, M.Ed., LPCC-S
Cuyahoga Community College
Objectives

- Participants will learn important pre-assessment evaluations/considerations.

- Participants will learn traditional assessments that will assist in their decision making.

- Participants will learn creative assessment techniques that will assist in their decision making.
What is motivating your student?

- Self
- Forced by Parent
- Forced by Necessity
Who is your student?

A Continuum

Very Certain $\rightarrow$ Certain (but need more assurance) $\rightarrow$ Some Ideas but - Not Certain $\rightarrow$

Undecided $\leftrightarrow$ No Idea
Understanding your student: Student’s emotions

NegATIVE Emotions:

• Fear
• Anxiety
• Depression
• Uncertainty
• Self-Doubt

P ositive Emotions:

• Excitement
• Joy
• Motivated
• Determined
• Self-Confident
Understanding your student: Developmental Levels

Donald Super’s Theory

- 14 – 17: {PSEOP & High Tech Academy, Summer Early Admits}
  - **Growth Stage**: People Gain a Sense of their interest and talents

- 18 - 24: The Traditional Student
  - During the **exploration stage** that follows, they explore career roles through school, work and recreational activities and tentatively begin a career.

- 25- 35: Non-Traditional Students
  - In the **establishment stage** that begins in the mid-20s and lasts into middle age, workers commit to a career and advance their skills and levels of responsibility. It’s during this stage that careers peak.

- 36-59: Late Starters
  - **maintenance stage** follows, where workers tend to seek stability in their roles and relationships.

- 60, 65 + The Older Student
  - {Program 60}
  - The **decline stage** begins when older workers decrease productivity as they prepare to retire.
BUILD ON YOUR STUDENTS’ STRENGTHS
The Traditional Toolbox of Assessments

- Self-Directed Search
- “My Plan”
- The Keirsey Temperament Sorter – Similar to the Myers-Briggs Type Inventory

http://www.marthabowan.info/my_complete_list.htm
Holland Personality Types

Realistic
- Enjoys practical, hands-on activities
- Takes pleasure in working with nature, animals, tools, and/or machines
- Likes to work individually and takes pride in technical skill

Conventional
- Finds value and success in accuracy, and time management
- Detail and organization oriented
- Takes pride in goal setting, working with machines and numbers

Investigative
- Enjoys science, inquiry, exploration, and discovery
- Finds value in learning theory, and using math
- Keen on using problem solving and analytical skills

Enterprising
- Values leadership and leading teams toward defined goals
- Enjoys competition and spirited environments
- Understands business, products, and ideas

Artistic
- Enjoys independent, creative, and expressive activities
- Values innovation and originality
- Thrives in impromptu, chaotic environments

Social
- Interests in developing and maintaining a sense of community and solving social problems
- Customer-service oriented
- Finds value in helping, assisting, and informing others
Creative Toolbox of Assessments

The Mock Interview
The Mock Interview

- Allow the student to choose whatever career that he/she wants to for the interview.
  - Process the choice after the interview.

- Ask the right questions and use the answers as a building block.
  - What skills/qualities do you possess that will make you a good candidate for this job?
  - What are your strengths and weaknesses?
  - What are your short-term and long-term goals?
Creative Tool Box of Assessment

The career role play

Let the student play the role of the advisor. Assess what type of questions he/she asks or comments that he/she makes.
Creative Tool Box of Assessment

Collage
(Values, Interest, & Goals)
Career Highs and Lows
Creative Toolbox of Assessments

Worksheet(s) Overview
Bringing it together!

- Shadowing
- Personal Testimonies
- Career Fairs
- Mentoring

www.tri-c.edu/careerservices