Current Trends in Career Advising

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Welcome!

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PARCC has defined K-12 College-Ready Determination in ELA/Literacy and Mathematics for Common Core State Standards (August 2012). Still waiting for Career-Ready Determination...

**ELA/Literacy:** Students will have demonstrated knowledge, skill, and practices necessary to enter into and succeed in entry-level, credit-bearing courses in a College English Composition and Literature.

**Mathematics:** Students will have demonstrated knowledge, skill, and practices necessary to enter into and succeed in entry-level, credit-bearing courses in College Algebra and Intro Statistics.

**Common Core** establishes connection for both educators and counselors between lesson planning and instructional delivery and eventually the ultimate life outcome for every student who enters the classroom.
DIMENSIONS OF CCR

Conley’s Keys to College and Career Readiness

The Four Keys to College and Career Readiness

Key/Cognitive Strategies

Key Content Knowledge

Key Transition Knowledge & Skills

Key Learning Skills & Techniques

D. Conley (personal communication, July 31, 2011)
Education leaders everywhere are struggling with career readiness of students (i.e. Ohio Senate Bill 555).

Although indicators exist to identify academically at-risk students, few indicators exist to evaluate student career readiness.

Linking career indicators to practices and policies in ways would enable action to create meaningful and lasting change for students.
“Over the next 10 years, nearly half of new jobs will require education that goes beyond a high school education. And yet, as many as a quarter of our students aren’t even finishing high school. The quality of our math and science education lags behind many other nations. America has fallen to 9th in the proposition of young people with a college degree. And so the question is whether all of us—as citizens, and as parents—are willing to do what’s necessary to give every child a chance to succeed.” (President Obama, 2011 State of the Union address)

The United States must add five million more graduates to the workforce in this decade to remain competitive in the global marketplace. (American Graduation Initiative, White House Office of the Press Secretary, 2009)

Readiness for college and career is the measure of educational excellence at the K-12 level. In an increasingly complex, diverse, and technology-driven world, simply earning a high school degree is not longer enough. (Condition of College and Career Readiness, Class of 2010, ACT)
Vocare – from evoke to invoke

- 1900 – 1950  “A Calling” \( \rightarrow \) “Twinkle to Wrinkle”
- 1950 – 2000  “What You Are Called” \( \rightarrow \) Focus on Needs an Values (Maslow’s Hierarchy – upward mobility)
- 2000 – Present  “What You Call For Role of Work in One’s Life” \( \rightarrow \) Career belong to individuals, not to corporations

A stake for each person is a meaningful life and one that matters to society (“What are you contributing to society” – Ducker, 1999)

- Savickas (2010)
  - People cannot expect to hold the same job for 30 years developing a career within the boundary of that one job or organization. Now a person can expect to occupy at least 10 different jobs over the course of a lifetime, more appropriately now called “assignments”
  - The new job market calls for viewing career not as a lifetime commitment to one employer but as a recurring selling of services and skills to employers who need projects completed (i.e. “De-Jobbing”)
1 in 4 workers has been with current employer for less than a year.

1 in 2 workers has been with current employer for less than five years.

Savickas (2012)
THE CAREER LADDER IS NOW A LATTICE

Savickas (2012)

**Corporate Ladder**
- Traditional hierarchy
- Singular path upward
- Move up or stop moving
- Work-versus-life balance
- Fits more traditional family structure
- Assumes workers’ needs remain consistent over time

**Corporate Lattice**
- More conductive to evolving matrix structure
- Multiple paths upward
- Move faster, slower, change directions
- Career-life fit
- Adjusts as workers’ needs change over time

**Upward momentum**
Integrated with talent management systems
Knowledge work will dominate 21st century

- Industrial economies → Knowledge economies
- Knowledge workers have become a large and growing part of the working population (Wolff, 2005; Drucker, 1999)

- **People are very different.** They work, communicate, and learn in different ways

- Develop people’s **strengths** and be aware of their challenges

- **Demand** people do better all the time, especially in areas where they are not good

- **Create** system of clear-cut feedback, not just praise, as basis for professional development
WHEN THE MUSIC CHANGES, SO MUST THE DANCE

- Savickas (2012) – Constructing Your Career or “Life Designing”
- Current: Insecure Employees $\rightarrow$ Temporary, Contingent, Causal, Contract, Part-Time, External, A-Typical, Adjunct
- Need to Become: Post-Traditional Employees $\rightarrow$ Employable, Life-Long Learners (“Knowledge Worker”), Commitment, Character, Emotional Labor, Adaptive
- How: The New Career $\rightarrow$ Boundaryless, Protean, Customized, Kaleidoscope, Portfolio; loss of stable structures and predictable trajectories (“Individualization of the Life Course”)
- People design their own path through life using autobiographical reasoning (“Narrative Processes” $\rightarrow$ Knowing and liking one’s story)
- Use those stories to face developmental tasks, occupational transitions, and work traumas
- By holding onto the self in the form of a life story, people can pursue their life projects with integrity and ingenuity
PARADIGM SHIFT

IDENTITY < PERSONALITY
ADAPTABILITY < MATURITY
INTENTIONALITY < DECIDEDNESS
NARRATABILITY < SCORES
ACTION < BEHAVIOR

Savickas (2012)
Careers just don’t unfold, they are constructed as individuals make choices that express their self-concepts and substantiate their goals in the social reality of work roles (Savickas, 2004)

“It’s impossible to connect the dots looking forward. But it is very, very clear looking backwards years later. In the end, you cannot connect the dots looking forward, you can only connect the dots looking backwards. So, you have to trust that somehow the dots will connect in your future. You have to trust in something...your gut, destiny, karma, or whatever...because believing that the dots will connect down the road will give you the confidence to follow your heart even when it leads you off the well worn path...and that will make all the difference.” (Steve Jobs, Stanford Commencement, 2005)
THREE TIER APPROACH TO HELP STUDENTS CREATE A LIFE DESIGN PORTFOLIO

- **Individual level** – ability to evaluate student progress toward career readiness (i.e. courses/credits, display of career maturity/adaptability)

- **Setting level** – resources and opportunities provided to students by a program, classroom, or school (i.e. career-going culture and resources, instructional coherence/rigor)

- **System level** – policy and funding opportunities that impacts student programs focused on career readiness (i.e. district-level resources for school-level counseling, professional development for staff on establishing a career going culture, resources to support data)
HOW DO WE HELP STUDENTS CREATE THEIR LIFE DESIGN PORTFOLIO?

- **Part 1: Academics = KSAO’s (Knowledge, Skills, and Other Attributes)**

- **Student projections and appropriate course placement** – Both students and staff should have access to a student’s projections to effectively schedule students for classes. Achievement in academics provides students a strong base in KSAO’s (Knowledge, Skills, and Other Attributes) to add to their portfolio. Encourages student ownership to seek assistance for help in a particular class. Resource: “Effectively Scheduling High School Students with EVAAS”
  
TO BE A PERSON IS TO HAVE A STORY TO TELL...SO STUDENTS SHOULD DEVELOP A “LIFE DESIGN PORTFOLIO”

- **Part 2: Creating a Career Story** – Utilize Career Maturity Inventory and My Career Story (Savickas, 2012; www.vocopher.com) to help students identify and determine their career paths. Increasing a student’s career adaptability can be a central in helping students create a life design portfolio. *Possibility that individuals with higher levels of career adaptability will also exhibit higher levels of subjective well-being (happiness), work engagement, and job satisfaction* (Leong, 2008).

- **Part of the toolbox ➔ Career Adaptability** - Prepare students to have the appropriate readiness and resources for handling tasks, transitions, traumas in their future work roles (Savickas, 1997)
  - **Grade 1/5/9:** Are students concerned about their college and career future?
  - **Grade 2/6/10:** Are students taking control of trying to prepare for their college and career future?
  - **Grade 3/7/11:** Do students display curiosity by exploring possible selves and future scenarios?
  - **Grade 4/8/12:** Have students strengthened their confidence to pursue their aspirations?
Qualitative Measures: How well can students tell their story to date? Trust is a foundation of student success. If there is no trust, then these stories are harder to create. It becomes compliance rather than real growth. Rather than using percentiles, focus on developing a purpose.

When students are engaged in life design, then they can use career to carry themselves through life. Who are they, what is their quest, what is their meaning in life? What is their project? Students need to know themselves, not their scores (Savickas, 2012) \(\rightarrow\) “Narrative Competence”

Individuals nowadays are forced to reflect on what matters most to them, because as Giddens (1991, p. 33-34) noted: “The individual feels bereft and alone in a world in which she or he lacks the psychological supports and sense of security provided by more traditional settings.”

This loss of bearings necessitates reflection on one’s life orientation
CAN YOUR STUDENT BEGIN TO DESCRIBE THEIR LIFE PROJECT?

My project is to tell unforgettable stories.

Savickas (2012)
CAN YOUR STUDENT BEGIN TO DESCRIBE THEIR LIFE PROJECT?

My project is to encourage people to dance to their own tune.

Savickas (2012)
CAN YOUR STUDENT BEGIN TO DESCRIBE THEIR LIFE PROJECT?

My project is to point out the pointless.

Savickas (2012)
CAN YOUR STUDENT BEGIN TO DESCRIBE THEIR LIFE PROJECT?

My project is to use laughter to help children learn.

Savickas (2012)
**WHAT RESOURCES CAN YOU PROVIDE STUDENTS TO ADD TO THEIR LIFE DESIGN PORTFOLIOS?**

- **Effectiveness of Support Courses** – Raise proficiency from 49% to 74%. Use projections and school summaries to effectively schedule students for classes. Make decisions about whether students need additional support to be successful in a particular class. Make decisions about how students should be placed to ensure their success.

- **Ensure student progress** through inclusion and individualized attention → Student Centered Philosophy

- **Life Design Interventions** (Savickas, 2010)
  - **Enhance self-knowledge** → Develop a career-going culture
  - **Increase Occupational Information** → OCIS, Naviance
  - **Match Self to Fitting Occupation** → Holland’s RIASEC model (included in My Career Story), Strong Interest Inventory, MBTI

"The Champion in You"
IT TAKES A VILLAGE

- How similar are student values to your community?
- Match – making no longer...how do we create meaning-making?
- Making work a meaningful response to the world in a way that deeply matters to your students
How do we help students create their life design?

Twenty-one school districts working collaboratively to move rural education in the state of Ohio forward. Because of the collaboration, all of the schools involved have access to resources that would not have been available otherwise.

Strategic plan created the structure for the work of the school team. Without this plan, the work would not have come together as quickly.

Academic (Developing a Concern)

- Identify area summer camps and provide information that emphasizes the academics necessary for career attainment. Create career camps/clubs
- Revitalize/Refine the Career Passport and Individual Academic and Career Plan (ICAP) for students in the county
- Work to ensure data collected on academics is shared with parents and community
ONE EXAMPLE OF CREATING MEANING AND MATTERING AT THE SYSTEM LEVEL

- **Accessibility (Developing Student Control and Confidence)**

- **Action Steps**
  - Comprehensive list of business/education partnerships already in existence in the county to avoid duplication.
  - Develop K-12 expectations of career exploration
  - K-5: learning of and being exposed to the 16 career clusters
  - Middle school: career camps, clubs and field trips, career exploration portfolios, OCIS
  - High school: career exploration course for sophomores, job shadowing, dual credit, internships, career center
  - Problem solving scenario templates completed by local businesses to be used by teachers in the classroom
ONE EXAMPLE OF CREATING MEANING AND MATTERING AT THE SYSTEM LEVEL

- Aspiration (Developing Student Curiosity)
  - **Action step**: Provide resources for teachers
    - Inventory of local business contacts and partners
    - Videos of common core skills in action at various local businesses
      - Example: Third grade math
        - Content: measurement including time, liquid, volume, and mass
        - Connected skill: solving multiple step problems
        - Create a video of Solvay employees measuring the various liquids and solids and using the information to solve a multi-step problem.
        - Added benefits: creating a link to education for Solvay a local business, possible connection of the students to the person in the video, real life example of work the students are required to do, exposure to a career
Leadership emerges from life stories. Consciously and subconsciously, we are constantly testing ourselves through real-world experiences and reframing our life stories to understand who we are at the core. In doing so, leaders discover the purpose of their leadership and learned that being authentic made them more effective.

Like an athlete or musician, we must devote ourselves to a lifetime of realizing our potential. And we need to take responsibility for developing it ourselves (Harvard Business Review).

Hope is the agencies and pathways. If we want students to be hopeful, we need to help them set goals and identity for themselves ("Narrative Competence").
HELP STUDENTS HOLD ON TO WHAT GIVES THEM LIFE...ITS MORE THAN A TEST

Sleeping with Bread
Holding What Gives You Life

Dennis Linn
Sheila Fabricant Linn
Matthew Linn

"The Champion in You"