Career Development Practices
A GUIDE FOR GRADUATE COORDINATORS
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As we are waiting to begin....

...answer the following question in the chat box:

What are your biggest concerns when talking about career-related issues with students?
Agenda

- Introductions
- Career Development Theory: Developmental Theory
- National Career Development Guidelines (NCDG)
- Work Groups-NCDG
- Best Practices from Graduate Coordinators on Campus
- Conclusions
Technology Orientation

Reaction Icons
Click “Reactions” in the Toolbar to access the icons shown below:

Break outs: We will move into break out rooms during the training
• Self-Concept
• Life Span
• Life Space
• Examples of Underlying Propositions
  • Career pattern determined by education, skills, personality characteristics, career maturity and opportunities
  • Development can be guided
  • Satisfaction is related to the extent to which an individual finds adequate outlets and the degree to which one can implement his/her self-concept
Self Concept – Define. What is Your Role?

Self-concepts (including one’s vocational self-concept) are formed through feedback and experiences.

They may be:

- positive or negative
- clear or fuzzy
- realistic or unrealistic
- detailed or fragmented
Super’s Concepts of Life Span and Life Space – Define. What is Your Role?

Life Span

Series of developmental tasks that we master throughout lives (documented in the National Career Development Guidelines) in stages that he called: Growth, Exploration, Establishment, Maintenance, and Disengagement. (Adults can move back and forth between all the stages).

Life Space

He talks about the combination of life roles, not only one’s roles as a worker. He also talks about one’s role as a student, worker, parent, citizen, etc. that we follow in a wide variety of “theaters” or “life spaces”.
Super’s Rainbow
National Career Development Guidelines

Three Domains:
- Personal/Social,
- Educational Attainment and Lifelong Learning,
- Career Management

Within each domain, there are 11 Goals. Examples:
- Create and manage a career plan that meets your career goals,
- Develop understanding of yourself to build and maintain a positive self-concept.
- Use accurate, current, and unbiased career information during career planning and management,
Under each goal you will find indicators which can be used to determine whether an individual has mastered the goal. Can the individual do this? If not, how can you teach/coach him/her to do it?

Examples include:

- Assess how your interests and preferences are reflected in your career goals.
- Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.
- Assess how well your career planning strategies facilitate reaching your career goals.
- Look more carefully at life/work balance.
Examples - NCDG

Effectiveness of a Student's Decision-Making Style

Evaluate Your Career Management Plan Relative to Changing Economic Conditions
Guidelines – Work Groups

• Group 1: Assess strategies for managing life changes caused by external events
• Group 2: Re-Examine career goals and adjust as needed
• Group 3: Evaluate how well you integrate changes in you and the world of work into career plans
• Group 4: Identify short term and long-term goals
Work Groups

How would you work with this Guideline? Specifically, what would you do and how would you do it?

What have you already done?

Are there barriers which will hinder your progress?
Questions

1. How would you use this theory to develop career services in your department?

2. What parts of the NCDG might you select to work on?

3. Which parts of the NCDG have you worked on in the past?
Panel Discussion:

Working with the NCDG on the UW Campus

Meghan Kautzer – Nelson Institute for Environmental Studies

Tanya Hendricks Cobb – The Information School

Tera Holtz Wagner – Life Sciences Communication