CAREER GOAL SETTING
WITH YOUR STUDENT?
OR
FOR YOUR STUDENT?

January of 2011
Recalling that first day

- New friendships
- New living situation
- New professors
- New academic demands

- Walking?
- Running?
First year to Second year

- First year transition
  - New, new, new
  - Work
  - Commitment

- Second year
  - Assumed that there is no more new, new, new
  - Let down?
  - Reality of “different” news
Sophomore slump?

- It might look like...
- lack motivation
- indecisive about selecting a major
- feel disconnected socially
- disconnected academically
- engage in behavior that interferes with their academic success
Activity for Parents

- Front of note card
  - Your current career
  - Your plan when you were 19 or 20 years old
  - What were the barriers to your plan?
  - What helped you reach your goal?
- People
- Characteristics
Goal development

- Really? Why write it down?
- Higher income
- Higher job satisfaction
- Higher personal satisfaction
- More leisure time

- Can you follow the EIGHTS?
Flipside

- Now
  - Goals you have for your student
  - Barriers to reaching the goal
  - Facilitating factors to reach the goal
Developmental Factors

- Many books, many writers
- Development does not stop
- Let’s look at

The Seven Vectors Theory
Developing Competence

“Can I Make It Here?”
During college, students will be developing competence in three areas: intellectual skills, social and interpersonal skills, and physical/manual skills. Competence in these areas is essential in order to move successfully through the next vectors.

Managing Emotions

“How Do I Handle My Feelings?”
Students will be learning how to manage their emotions, including caring, anxiety, optimism, depression, anger, shame, guilt, and inspiration. Students increase awareness of these emotions and learn to adjust them, thereby developing self control when dealing with provocations, new situations, and criticisms.

Moving Through Autonomy toward Interdependence

“From Parents To Peers”

Students develop individual support systems and begin to rely less on their parents. Students also learn to solve problems on their own, without seeking help.

Developing mature interpersonal relationships

“Who Are My friends?”

Emphasis on individuals as equals within relationships which are based on unconditional regard, honesty, trust and good communication

“Who Am I?”

Students establish their own personal system of behaviors that are satisfying to themselves. Students learn to understand, change, and accept themselves.

Developing Purposes

“Where Am I Heading?”

Combined with the question of “Who Am I?” students ask themselves “Where Am I going?” Students answer these questions with clarity and conviction by developing meaning and direction in vocational and recreational interests, vocational plans, interests and aspirations, and general lifestyle considerations.

“I Know My Values”

With the development of purpose and identity comes the development of integrity. This is the clarification and establishment of a personally valid set of beliefs that have consistency and that provide a guide for students to work through the various experiences and conditions that they will encounter.

Personal Autonomy

- No longer expected to be as reliant on parental support and approval
  - yet they may be most in need of that support as they face a crisis of confidence.
Shift the need for support

- What is interdependence?
- Is it okay?
- Replacement parts or supplemental parts
Identity formation

- Experiment with a variety of roles
- Explore alternative goals and values
- Reflect achievements

*Major and career choices
**Beliefs and values
***Political opinions
****Gender roles
*****Relationships

Given the confusion and uncertainty of this period, making a commitment to something such as a major, can be extremely difficult and distressing.
Developing purpose

- choice of vocation
- life goals
- lifestyle choices
- recreational goals
- Etc.
Energy, but no direction

- Crisis of purpose
- Moving from the slump to one of confidence and commitment
- Not the same for everyone
Key elements for purpose

- Effective academic advising
- Intentional linkage with career services
- Development of positive relationships with faculty and staff
- Academic and social integration with peers
- Connect with others on campus
- Mentoring relationships with faculty and staff
- Assume responsibility on campus
- Support from family
What the student can do...

- Clarify areas of academic interest and competency to select a major
- Develop confidence interacting with others (roommates, classmates, etc).
- Develop a stronger understanding and appreciation of self—appreciating and valuing his/her interests, passions and uniqueness.
- Develop confidence to seek help
- Develop a sense of autonomy and independence—become a confident independently functioning individual.
- Develop a personal voice (Who am I? What do I think? What do I need? Who do I want to become?)
- Develop initiative to discover where resources are to get help and how to access them
Tools

- Calendar system
  - Electronic
  - Paper
- Sound the alarm
  - Cell phone
  - Computers
  - others
- TODAY & TOMORROW
  - Focus on classes and look forward
Next note card

- FRONT
  - What motivates you?
  - What motivates your student?
  - What differs between the two of you?

- BACK
  - What motivates you?
  - What motivates your student?
  - What differs between the two of you?
Action Steps

- **Push Yourself**
- **Find the Right Fit**
  - Explore careers
    - Complete a career interest inventory
    - Try job shadowing or even an internship
  - Explore more careers
  - Volunteer
  - Document the accomplishments
  - Explore even more careers
  - Discuss future plans with a parent
  - Remain on track with meeting academic goals.
  - Discuss future plans with family and other adults.
Parents who understand

- ... the difficulties of the second year are real can help their college students cope with the emotions and the decisions
- Empathy and encouragement can make a difference
- Listening may be the most important function
What parents can do...

- Parents can be an essential source of support, encouragement, and advice.
- Allow students room to fail, experience disappointments, and question their identity and beliefs.
  - Learning experiences that help students understand the consequences of their actions, prepare them for the ‘real world,’ and help them to develop a true sense of self.
Patience

- Be especially patient with your student if he is taken by surprise by his feelings and emotions during this year.
- The reaction is probably a normal part of the college experience for many students.
- If your student experiences less energy and motivation at times during this year, be patient and understanding.
Help her to think about why she may be feeling this way.

- Is the novelty of college wearing off?
- Does it seem like a long distance to the end of the road?
- Is he/she reacting to the stress of making decisions?
Reminders

- Proactively take action
- Self care
  - Physically
  - Socially
  - Emotionally
Ideas to share with your student

- talk to an advisor
- take a class just for fun
- get involved in some extracurricular activities
- visit the career office for information and inspiration
- engage in community service activities
- take advantage of the skills that have been learned
- talk it out
Discussion Topics

- Attorney - Never ask a question that you do not already know the answer
- Parents – Never ask a question that you cannot “hear” the answers
- Non judgmental listening
Suggested Topics

- “What are some decisions that you are facing right now?”
- “How do you cope when you feel stressed?”
- “What do you think helped you cope with stress before going to college that you could still rely on now?”
The slump is not required

- Simply knowing that it is a normal stage and that they are not alone may help. As with the first-year transition, parents can help students adjust to and deal with the difficulties that may occur.

- Most students emerge from this year more mature, more focused, and more comfortable with themselves and their college experience.
Expect Change

- Development does not stop
- Change is inevitable
- College experiences cause change
  - Social
  - Vocational
  - Personal behavior
  - Choices
- Expect the change & accept the change
CELEBRATE SUCCESSES

- Have a party
- Lead a parade
- Congratulate
- Build on the strengths and successes

- IMPORTANT to have some fun and a sense of humor.
- DaNcE a HaPpY DaNcE
Resources & References


Thank you