THEORIES OF CAREER DEVELOPMENT

IDS 275-01 (.50) Theories of Career Development Fall 2015
Tuesdays 2:30p-4:00p Smullin 129

Goals:
This course has a dual purpose: to engage students in four prominent career theories and one learning theory; and to give you the experience of applying those theories to your own situation as a personal case study. We therefore have two goal categories for the course:

Content Goals:
- To introduce you to the four most widely distributed theories of career development (Trait-Factor, Personality, Social Learning, and Developmental);
- To evaluate the quality of career assessments emerging from each theory;
- To reflect on the concepts you learn in the course using a structured analysis format from the experiential learning theory of David Kolb.

Methodological Goals:
- To help you learn how to identify a learning gap and find ways to fill that gap;
- To help you learn to identify career development and psychological issues that people need to resolve in order to make career progress;
- To help you learn to use multiple electronic and human resources to begin answering a career;
- To help you improve your own decision-making and career development progress/maturity by using yourself as a case-study charting your past behavior and developing possible future career scenarios.

Course Format:
The course will follow a combination of lecture and seminar format. Each week there will be a presentation on a career development topic followed by discussions, case studies, videos, career inventories, test interpretations, speakers and panels, and reflections in large and small groups.

We expect you to actively participate in class discussions and activities. You and your classmates are the subjects for case studies and reflections on the validity of theories and practices. It is critical to be prepared for each class period by completing the reading and assigned activities due each week.

Course Materials:
Course readings are drawn from primary sources, journal articles, popular literature, and book chapters. We will also be using WISE as a web-based course management tool. All of the course readings and assignments will be disseminated through the course WISE site.
**Course Requirements and Grading:**
Since this is a Credit/No Credit course, students are required to do all assignments in order to receive a “Credit” on their transcripts.

Course assignments will include the following:

- **Quizzes:** For each topic you to read about, you will also be expected to fill out and submit electronically on WISE (before class on the day for which the reading is assigned) a quiz (available on WISE site). Quizzes are based on the assigned reading from the resource: Kingsley, April. theories of career development *(Unpublished manual for Theories of Career Development course – will be available on WISE)*. Quizzes are open book. The main requirement is that you read and understand the underpinnings of the career theories and how they are applied in the real world by answering the quiz questions. *(25 points each = 100 points)*

- **Book Review:** Johnny Bunko - 100 points
  A. provide a one to two page summary of the reading.
  B. Summary should include:
    1. list and define the 6 principles of the book.
    2. Identify the strengths and/or weaknesses, and evaluate whether the author’s purpose was met. Analysis comments: suggestions, writing, concept consistency, style, arguments made, assumptions?
    3. Describe one or two key learnings or take-aways you obtained from the reading.

- **Final Case Study:** Each student will write a ~6 page case study using themselves as the subject. You will write about 2 pages per section. The report should include:
  - **Section 1:** Please address how Trait-Factor, Personality (Holland), and Developmental theories apply to the student in your case study (you). Where are they (you) in the schemas/paradigms of these theories? How do the Johnny Bunko principles apply to this person? ~1 page
  - **Section 2:** Discuss the results of the career tests completed in My Profile in the Career Roadmap (from CareerBeam) and in-class assessments, and how those might clarify the subject’s next career move. List the student’s Personality style, Interests, Values, Skills, etc., and how might these variables make a difference in their career decision-making, career choices, jobs, grad schools, etc.? Based on the results of these tests/inventories, what would be a good goal? 2 pages
  - **Section 3:** Analyze what was learned in the assignments including the informational interview. Discuss how the activities provided information through experience, discussions, reading, etc. that helps in the next career step. ~1-2 pages
  - **Section 4:** Describe the next steps (at least 3 or 4) that the subject should take to make further progress in their career development. Include an optimal timeline for taking those steps. Explain how the student’s liberal arts degree did or will contribute to their career. ~1 page *(300 points)*
Each student will do a 5-minute presentation of their personal case study. You simply give a verbal report of the results in the 4 sections above. This is due the last two class sessions. 100 points

- **Career Roadmap assignments.** Each assignment = 75pts 300 points

- **Participating in discussion:** We expect you to participate in class discussions, but speaking is not the only way to participate in a discussion. Valuable contributions include (but are not limited to): active listening (body language, note taking, focused attention); responding thoughtfully to questions posed by others; asking questions to help clarify what another student’s comments or to raise additional interesting and relevant issues; and posting thoughtful questions/responses to the blog before and/or after the classroom discussion.

- **Informational Interview:** Each student will complete one informational interview. The guidelines are provided at the end of the informational interviewing guidelines in the syllabus. 100 points

**Total 1,000 points**

You must complete all points to earn a passing grade.

**Academic Accommodation and Course Policies:**
Please tell me about any disabilities that will affect your participation in this class. Any student eligible for and desiring academic accommodation due to a disability should provide documentation to Disability Services located in the Bishop Wellness Center within the first two weeks of the semester.

Students with disabilities should check in with the Disability Services Office in Bishop Wellness Center as early as possible.

Students requesting accommodations due to a qualified disability must register with the Disability Office in Bishop Wellness Center.

Willamette’s plagiarism policy
http://www.willamette.edu/cla/dean/policies/plagiarism.html

Willamette University recognizes the value of religious practice and strives to accommodate students’ commitment to their religious traditions whenever possible. When conflicts between holy days or other religious practice and academic scheduling arise, every effort should be made to allow students to adhere to their tradition, including, when possible, excusing class absences and allowing make-up work. A student anticipating the need to miss a class for religious reasons should alert the faculty member within the first two weeks of the semester, and the two of them should determine the next course of action. Any unresolved difficulty should be referred to the Office of the Chaplains.
**Willamette's Credit Hour Policy** holds that for every hour of class time there is an expectation of 2-3 hours work outside of class. Thus, for a class meeting three days a week you should anticipate spending 6-9 hours outside of class engaged in course-related activities. Examples include study time, reading and homework assignments, research projects, and group work.

**Course Agenda**
Since guest speakers are an important part of this class, the topic schedule may change to accommodate guests. However, assignments remain the same.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments due – all Dropbox assignments are due on the Monday before class by midnight</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Aug 25</strong></td>
<td><strong>Introduction to Theories of Career Development</strong></td>
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<td>• Syllabus overview</td>
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<td>• Everyone registers with Career Beam, JobCat, Vault library, LinkedIn, and Compass</td>
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<td>• Discussion on professional credentials</td>
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<td>• Class activity – course expectations, personal introductions.</td>
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<td><strong>Resume/Cover Letter/</strong></td>
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<td><strong>Week 2</strong></td>
<td><strong>Sept 1</strong></td>
<td><strong>Interviewing techniques</strong></td>
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<td>Introduction to Personal Marketing Theories, the growth of the digital resumes/portfolios, and Social Networking practices in career development planning</td>
<td>Register with Optimal Resume, JobCat, and Career Beam through the Career Center website.</td>
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<td><strong>Required:</strong> go to the Career Roadmap - My Credentials, website and follow the instructions for step 1 and step 2 to Optimal Resume to create and/or update your resume <a href="http://goo.gl/kfhtH">http://goo.gl/kfhtH</a></td>
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<td><strong>Process:</strong></td>
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<td>1. Watch the two resume videos in Optimal Resume home page.</td>
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<td>2. Complete the tutorial and work through sample resume template <strong>appropriate for you.</strong> Optimal Resume is an exceptionally good program and improves virtually any resume that uses the guidelines.</td>
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<td>3. Submit your resume as a WORD draft in the WISE dropbox. Your professor will have your resume reviewed by our staff and the results will be returned to you.</td>
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<td><strong>You do not need to complete a web page.</strong></td>
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<td><strong>Resume = 50 points</strong></td>
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Be sure you are registered in WISE for IDS 275 (ALL course assignments are to be submitted for credit through the WISE dropbox)
<table>
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<th>Week 3</th>
<th>Sept 8</th>
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<td><strong>Job Search and networking</strong></td>
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<tr>
<td>Discussion on motivation and psychology of decision-making</td>
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**Required:**
1. Go to “My Profile” then complete all 3 steps listed on the web page. [http://goo.gl/SQgUp](http://goo.gl/SQgUp)
2. Copy the results of your Quick Profile in a Word Document to the WISE dropbox. **Quick Profile Results = 25 points**
3. Visit the “What can I do with this Major” site, [http://goo.gl/jtjbo](http://goo.gl/jtjbo) and list or paste into a Word document some of the majors you think might be a good fit for you, even if you already have chosen a major (re-format it if you need to so that it’s readable), then submit it in the WISE dropbox (put your name on it) **What Can I Do With This Major=25 points**

**Complete My Profile Summary [http://goo.gl/Fcxuv](http://goo.gl/Fcxuv) = 25 points**

<table>
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<th>Week 4</th>
<th>Sept 15</th>
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<td><strong>Guest speaker</strong></td>
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Submit in the WISE dropbox a Book Review of: The adventures of Johnny Bunko, by Daniel Pink. There are copies in the bookstore **Required:**
1. Turn in Book Review – see assignment description and submit in the Dropbox **Book Review = 100 points**

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Sept 22</th>
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<tbody>
<tr>
<td><strong>Trait Factor Approach to Career Development</strong></td>
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<tr>
<td>• Go over quiz and discussion questions in assigned reading</td>
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<tr>
<td>• Lecture on Frank Parsons, John Holland, and Richard Bolles</td>
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<tr>
<td>• Discussion on results of Career Beam interest inventory</td>
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<tr>
<td>• Introduce O-net resources on careers and SIC job codes</td>
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**Guest speaker**

**Required Readings** Trait Factor Theory
1. Complete quiz #1 and submit to WISE dropbox **Quiz = 25 points**
2. Go to The Career Roadmap and complete the activities in **My Qualifications [http://goo.gl/lF0m0](http://goo.gl/lF0m0)** Complete Step1 and Step2 and submit My Qualifications Summary Page **My Qualifications = 75 points**

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Sept 29</th>
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<tbody>
<tr>
<td><strong>Personality Theories of Career Development</strong></td>
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<tr>
<td>• Go over quiz in assigned reading</td>
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<tr>
<td>• Lecture/PowerPoint on Ann Roe, MBTI and others</td>
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<tr>
<td>• Discussion on results of Career Beam personality inventory</td>
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<td>Class activity – personality style</td>
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**Guest speaker**

**Required**
1. Readings: Personality Theory
2. Complete quiz #2 on personality theory, then submit it in a Word document in WISE **Quiz 2 = 25 points**
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Developmental models of Career Development</th>
<th>Required</th>
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<tbody>
<tr>
<td></td>
<td>Lecture: Ginsburg, Ginsberg, Axelrod and Herma; Miller-Tiedeman; Donald Super.</td>
<td>2. Complete quiz #3 and submit to dropbox in WISE</td>
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<td>Discussion on results of Tiedeman model of decision-making</td>
<td>Quiz 3 = 25 points</td>
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<td>Activity/discussion – small group interaction on developmental model.</td>
<td>3. Go to The Career Roadmap and complete all three steps in My Brand.</td>
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<td><strong>Guest speaker</strong></td>
<td><a href="http://goo.gl/he7WM">http://goo.gl/he7WM</a></td>
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<td>4. Turn in the 1 page response to the informational Interview <a href="http://goo.gl/58TSb">http://goo.gl/58TSb</a></td>
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<td>My Brand Response Summary = 75 points</td>
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<td>Oct 13</td>
<td>Go over quiz and discussion questions in assigned reading</td>
<td>1. Complete quiz #4 on WISE</td>
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<td>Lecture/Powerpoint on John Krumboltz</td>
<td>Quiz 4 = 25 points</td>
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<td>Discussion on Enneagram results</td>
<td>1. Case study presentation (first half of the class): Each student will give a 5 minute verbal presentation of their case study. It needs to include one minute for each of the following:</td>
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<tr>
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<td>Activity; environmental factors such as values and economy on career development</td>
<td>1. information on testing results,</td>
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<td><strong>Behavioral Interviewing – theory and current practice in industry</strong></td>
<td>2. career and graduate school options,</td>
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<td><strong>Student Presentations</strong></td>
<td>3. future plans, and</td>
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<td>4. discuss most important things learned in the class.</td>
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<td>5. Q-A from classmates.</td>
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<td>Week 9</td>
<td>Learning Theory, David Kolb, and Lewin/Schein on change</td>
<td><strong>Required:</strong></td>
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<tr>
<td>Oct 20</td>
<td>Lecture: Experiential Learning model</td>
<td>Continue case study presentations: Each student will give a 5 minute verbal presentation of their case study. It needs to include one minute for each of the following:</td>
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<tr>
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<td>Lecture: Kurt Lewin’s model of change</td>
<td>1. information on testing results,</td>
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<td>Activity – lifeline change diagrams and Eulogy Activity</td>
<td>2. career and graduate school options,</td>
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<td><strong>Student Presentations</strong></td>
<td>3. future plans, and</td>
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<td>4. discuss most important things learned in the class.</td>
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<td>5. Q-A from classmates.</td>
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<td><strong>Presentation = 100 points</strong></td>
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| Week 10 no class meeting Oct 27 | **Recent changes in career development paradigms in the US. Responding to world views of the future**  
- Student presentations/discussions about case study and future plans  
- Questions/gaps in information for future decisions. |  |
|---------------------------------|-------------------------------------------------------------------------------------------------|---|
| no class meeting Nov 3 | **Course synthesis**  
- Student presentations/discussions about case study and future plans  
- Questions/gaps in information for future decisions. | **Required**  
1. Final Paper due =  
300 points  
Finish any case study presentations that did not occur last week |
| no class meeting Nov 10 | **All assignments completed and graded** | **Required**  
If you didn’t already do this, complete your Informational Interview and submit your 1 page response in the drop box.  
= 100 points  
All assignments must be completed and submitted to professor in WISE. |

**Required Texts**  
Kingsley, April. *theories of career development.*  
*Unpublished manual for Theories of Career Development course – will be available on WISE in syllabus*

Pink, Daniel H. *the adventures of Johnny bunko*, the last career guide you’ll ever need (a Manga book). Riverhead books, Penguin Group. 2008 N.Y.

**Optional Texts**  
Lyden, Mark. College students: *do this! Get hired!* [http://dothisgethired.com/](http://dothisgethired.com/) (order through the website or Amazon.com). This is a very pithy and concise book on best practices to finding a job. Costs only ~$10 and is a worthwhile investment if you are in the job search


Martin, Donald C. *Roadmap for graduate study*: a guide for prospective graduate students. Copyright, Donald Martin. (Available in the Bookstore). This is the best resource I have ever seen on applying for grad school. Well worth the ~$10 price (we have some in the Career Center). It will save you much time, energy and heartache if you follow the guidelines.

**Recommended/Additional supplemental reading TBD**
Worksheet for brainstorming what you want to learn in this class (optional) This is to help you think about your career interests, but will not be turned in.

**Goals I would like to achieve related to this class** (the issue or question you will explore)

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<tr>
<th>1. Academic</th>
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<tr>
<td>2. Communication</td>
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<td>3. Leadership</td>
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<td>4. Career</td>
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<td>5. Academic Integration</td>
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<tr>
<td>6. Other</td>
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<table>
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<tr>
<th>Areas in which I want to build more experience/strength</th>
<th>List possible activities that might help you build more experience and/or strength (methodology)</th>
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Informational Interviewing
(You will complete at least one of these for the class)

Informational Interviewing

What is an informational interview?
It’s an informal meeting between you and someone who has a job or experience you might want some day. The best way to learn about a career is to talk to someone who’s doing it – or better yet, someone who hires people to do it. The meeting may be person-to-person (always the best) or by phone, but the same process applies to both.

How do I find people to informational interview?
It’s actually pretty easy…just ask around. Here’s what you ask:

“Do you know someone who has a job in _______?” You fill in the blank, whether it’s medicine, race car design, investment banking, education, law, intellectual property, green energy, etc. All you need to find is a name, phone and/or email address.

Contact the Alumni Association – they have a database of alumni (The Compass) working in every imaginable field. You just contact the alumni and ask to meet with them by phone, in person, via email, etc. Alumni love talking to current students, giving them advice, answering questions, and forwarding resumes.

Also, talk to friends, faculty, staff, coaches, family, roommates, etc. Virtually anyone you happen to know has a lot of contacts.

What if I’m shy?
If you are nervous about meeting someone individually, then ask a friend to go with you. You both are interested in learning more about careers, so why not go in pairs? People are happy to have two people visit or talk on the phone.

How do I prepare?
You MUST prepare for the informational interview! It doesn’t take a long time, maybe an hour or so. Here’s the checklist:

__Read about the general field. Start with CareerBeam – you just register with your Willamette ID and can access everything and even download articles and booklets for free.  
http://willamette.edu/dept/careers/vcc/careerbeam/index.html

__Read about the specific organization. That’s usually accomplished by a Google search on the company name or going to publications such as the Hoover guide, CareerBeam (mentioned above), Optimal Resume (see Career Center website), the Chamber of commerce, or reading news articles.

__Make a list of at least 10 questions you want answered that are important to you. You want to ask thoughtful open-ended questions about the person’s career, company, job, future, etc. This is their chance to give you good advice.
Typical questions you might want to ask:

- Tell me about your typical work day. Number of hours, amount of work you take home, etc.
- What problems/issues do you solve for the company?
- How are you evaluated?
- What training opportunities are there?
- How do you advance if you want to?
- If you were me entering the field, what advice do you have?
- Who does and does not succeed in this kind of job?
- If you could do it all over again, what would you do differently?
- What do you like most about the job?
- What do you like least about the job? Anything drive you crazy?
- What are the most important skills needed in this job/industry?
- What’s the percentage of required people interaction (committees, phone calls, emails, etc.) vs. working alone?
- What does the future hold in this career area?
- How does the economy affect this career?
- What’s the best way to get a job in the field or your company?
- Where can I live, how much travel is required, relocation policy?
- Do you know what the salary range might be at entry-level or the next level? (however, NEVER ask the person what salary THEY are making)
- As a new employee, what would I do to earn the Employee of the Year award?
- WHO ELSE DO YOU KNOW THAT I MIGHT TALK TO FURTHER?

The last question is very important. The person you just talked to has several additional contacts. Get those contact names and phone/email addresses. Then let the new contact know that you were referred by the mutual contact. Something like this:

“Dear Ms. Smith, Berry Catt suggested that I talk to you. I’m a Willamette student and thinking about a career in _______ (fill in the blank). Berry said that you have expertise in this area and might be willing to give me some advice about my own future career. Would it be possible to schedule a convenient meeting time for you (phone or in-person…in-person is always best) so that I can ask you some questions about your own career?”

One word about contacts: There are hot, warm, and cold contacts. Hot contacts are ones you know directly as an associate, friend, colleague, family member, etc. Warm contacts are people that are referred to you by hot contacts, or people you meet once at events, classes, etc. Cold contacts are secondary referrals or names you get from lists, web sites, etc. Obviously, the warmer the contact the more luck you will have working with them. Start with your hot contacts first and then work your way to colder contacts. It will be more successful.

The Actual Informational Interview
This is just a conversation between two people. It’s sort of like talking to a faculty member during office hours. Introduce yourself and thank them for spending some time with you. Tell them how you became interested in the career area – maybe it’s a story about an inspiring faculty member...
you had, or a project you worked on, or a hobby you have. It’s often good to spend a couple minutes engaged in
informal conversation. Then tell them you wrote down a few questions you want to ask them. Then ask your
questions.

Watch your time. If they agreed to 30 minutes, then try to stay only 30 minutes. You can tell them when the 30
minutes are up. They might say it’s OK to talk a little longer, but be sensitive to their time. At the end, ask them
for their business card, and give them your card. You do have a business card, don’t you? If not, you can get a
hundred made at the PAW Print Center special student price (503) 370-6881. The Career Center can make
10 for a one-time use for free.

Location, location…it’s always best to visit with your
contact in person, preferably at the location in which they
work. That way you get a feel for the environment. Face-
to-face encounters build trust and the interviewee is much
more willing to help you out with the next phase of your
process. Phone interviews are OK, but not as good as
physically visiting your contact. Obviously, if the contact is
far away, phone interviews are the only option. Email is not
a good way to do an informational interview. It takes too
much time, puts a burden on your contact, and is impersonal.
At least make a phone call for an informational interview.

How to Dress
If you are meeting someone in person, dress business casual or better (slacks, dress shoes, long-sleeve button
shirt/blouse – and remember to iron your clothes – we recommend polyester-cotton blends, wrinkle free, which
you will need to have sooner or later for actual job interviews anyway). If you are visiting their workplace, bring
a blazer or jacket with you – you can wear it or drape it over your arm if the place is informal. It shows respect,
they take you more seriously, and you won’t embarrass them by walking around their job site in flip flops and a
Hawaiian shirt. Bring a comb in your pocket and stop in the restroom to look yourself over before the session.

Follow Up
After you leave or hang up, jot notes down immediately. What did you learn? What else do you need to know?
What impressions did you have? What do you think about your career direction now?

Then, send them a Thank-You card. This is very important! You should send an
immediate email, but a card is the right thing to do, and you must follow up right
away. It is rude not to. Your thank you reminds them of the nice conversation
and they will feel good to know they contributed to your career decision.

Now you are ready for another informational interview.

One Last Word
Informational Interviews are for information only – not to get a job. People are glad to give
you career advice. But if you are really looking for a job, tell them so up front. It’s OK to
tell them you got their name as a referral, or from the Alumni Association, etc., and are
interested in a job or internship. Ask them if they would be willing to give you advice about
applying to their company, or forward your resume to others who they might know. That
works fine. Just don’t tell them you only want advice, then half-way through the
conversation you tell them you really want a job. It will make you seem dishonest.
Informational interviews are for collecting information, advice and career direction only. You may want to re-connect some weeks later with the person you talked to during an informational interview and explain you are now hoping to get experience and do they have any recommendations about job search. But you do that after several weeks, not right away. Keep the two types of connections separate (informational interviews vs. help with your job search).

**Good Luck.** Informational interviews are quite enjoyable. You learn a lot, the other person has a chance to be helpful, and it is motivating to hear other’s stories about their career successes and challenges.

For questions, contact the Willamette Career Center 503.370-6413.

**Assignment:** Write up a 1 page response discussing what you learned about yourself, the career, and the person you talked to. Consider answering questions such as:

- After this interview, does this career interest you? Why/why not?
- What surprised you?
- Will you enjoy the process of preparing for this career (further school, certificates, experience)
- Does this job use your best skills?
- Is your personality well-suited for this career?
- What inspired you about this career?
- What was the best advice you heard from this person?
- What will be the next informational interview you would like to do?
A GOOD EXAMPLE OF A FINAL CASE STUDY…. (this is an actual student paper. The name is changed, obviously. Please don’t copy the title and/or sentences, etc. from this sample. The work needs to be your own. This is just to give you a concrete example of what a final case study looks like)

Blitz Bearcat
Final Case Study IDS 275

Career Case Study:

The Once Lost -- But Now Found a Direction -- Blitz Bearcat

As a senior at Willamette University, Blitz Bearcat was unsure of where her life was headed. She had done well in her classes, matured through her experiences, but she realized that her four years of college were coming to an end and that she needed to determine what she would be doing for the rest of her life, or at least after graduating. Blitz enrolled in Dr. Houser’s Theories of Career Development in order to gain direction and be exposed to different ideas of surrounding the enhancement and advancement of one's career. She was exposed to Trait-Factor Theory, Personality Theory, Developmental Theory, and Social Learning Theory. Furthermore, she received sound advice from The Adventures of Johnny Bunko, which she incorporated into her new method of searching for a career. Throughout the course, Blitz was able to apply these theories and concepts to her own life through completing the assignments and by the end of the class, she was no longer lost in search of her vocation, but found and on her way to getting where she wanted to go in life.

Theories of Career Development

Trait-Factor

The first theory that Blitz learned about was Trait-Factor Theory, which “refers to the assessment and successful matching of an employee’s personal traits to the factors required by a specific job” (4). Trait-Factor Theory, according to Parsons, is best applied when the individual has self-understanding, an understanding of what will bring her success in a job, and advising for the relationship of the trait and factor (4). In Blitz’s situation, she felt she had a good self-understanding, but would need assistance (advising) in finding a job that fit her skills and interests, which she eventually did by the end of course
thanks to help from Dr. Houser. One aspect of Trait-Factor Theory that is limited is that it often restricts itself to “singleness,” where there is one job that fits one person (4). For Blitz, she can utilize this aspect of the theory to find a certain industry that is suited to her, but she also must realize that her skills and interests extend beyond one certain job.

**Personality**

Personality Theory was the second theory that Blitz was exposed to. Ann Roe and John Holland are important figures in the development of these theories. Roe emphasizes the origins of interests and needs that dictate an occupational classification system (7, 8). Holland agrees with Roe in that personality is permanent, and he suggests “that early life experience, self-perceptions, and values influence the development of behaviors or personality,” but his personality theory stresses that “individuals are drawn to certain careers as a result of their personalities” (11). To Holland, career is seen as “an extension and expression of one’s personality within the context of the world of work, and a subsequent identification with specific occupational stereotypes” where “[i]ndividuals compare themselves to their own perceptions of occupations and either accept or reject them based on the psychological and sociological relevance an occupation holds for them” (11). Holland’s application of Personality Theory involves determining a person’s modal personal orientations and matching occupational environments. Blitz Bearcat participated in this assessment, and she found herself to be firstly Social, secondly Artistic, and equally Investigative and Realistic for her third modal personal orientation. This evaluation asserts that Blitz’s personality is primarily oriented toward social relationships and helping others solve problems (Social), as well as geared toward dealing with ideas rather than things and creating original work (Artistic). Some occupations, according to [http://vista-cards.com/occupations/sa.html](http://vista-cards.com/occupations/sa.html), that would fit Blitz’s personality include a Self-Enrichment Teacher, Kindergarten Teacher, Special Education Teacher, and a Recreational Therapist. For Blitz, Holland’s
theory helped her to find a work environment (teaching, education, helping others) suitable for her personality.

**Developmental**

The next theory introduced in the course was Developmental Theory, of which there are several. In general, “[d]evelopmental theories view career decision making as an evolving process rather than occurring as a specific event” (15). Two particular theorists, Tiedeman and O’Hara, see career development stemming from personality development, and for this theory it is important to note that “personality develops out of the integration among situation, social and biological factors” (22). In Tiedeman and O’Hara’s theory, the career development process is broken down in stages of anticipation, implementation, adjustment, all of which are organized on a ladder with subcategories. Blitz finds herself in the period of anticipation, and in the category of crystallization, where she is able to discern her choices, making them easier to “understand and evaluate”.

**Social Learning**

According to the course reader, “[s]ocial learning theory is most often associated with Albert Bandura, who claimed that behavior and personality are developed through learning experiences” which in turn “are influenced by environmental events, which are determined by cognitive processes (25). Furthermore, “[t]he social learning approach to career decision-making continues by identifying both personal and environmental factors and critical influences to career decision-making (25). Krumboltz and Mitchell developed four factors which influence the career development process: genetic endowments, environmental conditions, learning experiences, and task approach skills (25). Blitz has been able to evaluate these factors to see that her family history, the ideas of her friends, and her own experiences have led her to make the choices she has made thus far in her career, and they will continue to be a part of the career development process as she gains more experiences.
Career Roadmap

Throughout the course, Blitz completed four assignments from the Career Roadmap (a section of CareerBeam) that helped her identify her personality style, interests, values, and skills. In the personality segment, Blitz discovered that she was an ENFJ (Extrovert, Intuitive, Feeling, Judging). In terms of careers that best fit her personality, Blitz wants to make sure she looks for a career that finds and facilitates possibilities for people, that is future focused, and that has an impact on human development. Some careers that fit ENFJ personality types include: magazine editor, therapist, social worker, and human resources professional. However, Blitz feels she is most disposed to the following occupations listed as satisfying careers for ENFJ’s: bilingual education teacher, college professor (humanities), and writer. She discovered that her work environment should be active and driven towards an end that brings value to the organization. Blitz found that, according to her personality type, she is observant about people and their needs, and makes decisions based on personal values and identification with others. Her leadership style is person-centered and structured in a way that produces vehicles for teaching others. The assessment asserted that her greatest strength is that she is able to evaluate situations in human terms.

For her interests, Blitz is most inclined toward Human Development, Scientific, and Creative sectors, according to CareerBeam. She likes to express feelings and emotions that directly impact people in a positive way, and is drawn to opportunities to teach, cure, help, counsel, train, minister, or support people. However, she also likes to analyze objects using her independent thinking skills to create new knowledge or use existing knowledge. Her creative interests gear towards using her creativity to express feelings and emotions, as well as draw her towards fields that appreciate unusual ideas and aesthetic styles.

From these assessments, it seems a good career goal for Blitz would be to go into teaching, non-profit work, or social services where she can use her skills to work for the good of other people. Work as
a professor sounds especially suited for Blitz, since it incorporates all of her interests of human development, being scientific, and creativeness. In this sense, academia is a good “industry” for the subject, and she will have to eventually attend graduate school, perhaps in areas that focus on people, such as cultural studies. Blitz should keep in mind her personality and interests when searching for jobs, avoiding jobs that seem more entrepreneurial or business oriented, since those don’t seem to fit her very well. CareerBeam has helped the subject understand herself and her career options more profoundly, helping her to choose a vocation that accurately matches who Blitz Bearcat is.

**Learning Outcomes from Assignments**

After listening to her interests, he guided her towards and approved of activities that would be beneficial in her career development. After discovering from the many assessments of the class her proclivity towards teaching, Blitz wanted to explore the possibility of teaching abroad. She is a American Studies double major, so this job option would not only allow her to utilize her Spanish language skills and cultural knowledge, but would also be fit for her personality. Blitz agreed to research the different requirements and programs for obtaining TEFL/TESOL certification. Through this process, she learned that there are actually a myriad of organizations that certify, and that she just has to choose one that fits her wants and needs. As she would like to get certified abroad, the TEFL International Academy seems to be the best fit for her thus far.

Blitz wants to teach abroad in Latin America, but she would specifically like to go to the Dominican Republic because of mix of African, Spanish, and indigenous culture there. To learn more about the country, she did general research on Dominican culture and submitted her findings to Dr. Houser. She learned about cuisine, language, and music of the nation, but she understands more in depth research will be needed before she attempts to live there. Furthermore, Blitz looked into various opportunities associated with religious organizations in the Dominican Republic. The subject is a person
of faith, and would not mind working with a pre-established organization that did non-profit work or teaching in religiously affiliated schools.

The class required that she do an informational interview, and she chose to interview the Director of Student Services at a bilingual public charter school. From this interview, she gained knowledge about what is required to go into this profession, and what teaching at such a school might look like. Blitz also was able to solidify a contact that could assist her in her career later on. Most of all, the interview reaffirmed her passion of pursuing a career in bilingual education, as it not only fits well with her personality type, but also incorporates social justice and cultural understanding, both of which are important aspects of human development for the subject.

The most revealing assignment on the class was actually participating in the Big Life Plan workshop put on by the Lilly Project. Through six weeks, Blitz unearthed what her values are, wrote a mission statement, practiced sharing her story, and envisioned what she wanted her future to look like. Even though the Lilly Project is best suited for underclassmen and juniors, it was still a great experience for Blitz. She learned about and defined herself, and was able to communicate this information to others, which will be helpful for interviews and resumes where employers are looking for authentic people who can better their company. Blitz is thankful she attended the Big Life Plan, because she reaffirmed what she believes in and implemented those beliefs into her career search and vocational development.

Next Steps

From Johnny Bunko, Blitz Bearcat learned that there is no perfect “plan,” so for her next steps, she is going to outline goals all the while keeping in mind that she needs to be open to opportunities that arise and be flexible with what comes along. Hence, her tentative plan is that she will work a summer job, and then use the money she has earned to pay for classes and housing abroad during a TEFL certification course. Blitz needs to adjust her resume and send it to possible employers for this summer employment. For the TEFL, she plans on attending the course in Panama City, where she hopes it will
be easier to interview in person and obtain work there. After a year or so of teaching and living abroad, studying and experiencing a Latin culture first-hand, Blitz hopes to pursue grad school and obtain her doctorate in order to pursue a career as a college professor in social sciences and language. Thanks to Dr. Houser’s Career Development course, Blitz Bearcat has found direction in her life, and no longer is a lost senior wandering about the wilderness of career confusion.

FACULTY BIOGRAPHY:

Dr. Houser is the Director of Willamette University Career Services. He has served 35 years in various teaching, management and counseling positions at colleges and universities including Caltech, the University of Southern California, Azusa Pacific University, and Mount St. Mary’s College.

Some of the positions he served in include Associate Professor, Curriculum Specialist, Director of Career Services, Director of the Volunteer Center, Area Coordinator and Program Coordinator for Residential and Greek Life, Head Resident, and Assistant Director for Alumni Programs Career Services. His professional experience also includes speaking and consultation for several companies and organizations and teaching courses for the last twenty five years in Psychology, Leadership Studies, Applied Management, and Counseling at various four-year universities. The jobs he often remembers most fondly include circus clown and ringmaster, tennis instructor, wilderness orienteering leader, Volunteer Center leader to the Navajo Nation, and Hollywood movie extra.

He has taught Master’s level Leadership courses in Africa, Asia, the South Pacific, the Caribbean, Central America, Europe, and South America. He has written articles, developed multi-media presentations, and delivered numerous workshops, seminars, and presentations on topics including career development, management, education administration, and leadership. He has worked with hundreds of organizations who recruit college students for jobs and internships.

He holds a credential in Engineering Management from Caltech, a Bachelor of Arts (B.A.) in Psychology and Religion with a minor in Sociology and a Master’s of Arts Degree (M.A.) in Social Science from Azusa Pacific University, a Master's of Business Administration (M.B.A.) from the University of Redlands, and a Doctor of Philosophy Degree (Ph.D.) in Counseling/Educational Psychology/Public Administration from the University of Southern California.

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