

CAREER COUNSELING AND CAREER ADVISING

Differences and Similarities

When academic advising was initially provided in American colonial colleges, the presidents of the colleges served as counselors and teachers to the male students who matriculated. Later, the faculty took over the role of academic and personal counselor. There was little need for career planning, since the colleges' main role was to prepare young men for the ministry, law, or medicine. During that period there was a clear distinction between a profession and a vocation: clergy, lawyers, and physicians pursued professions; farmers, merchants, and manufacturers pursued vocations (Rudolph, 1962). "The spirit of career preparation was not something new, for in the old-time colleges the student body was composed largely of young men headed for the three learned professions" (p. 341).

In the early part of the nineteenth century, there was great debate about whether colleges should prepare only the professions, that is, law, theology, and medicine, or provide training for "vocational" students as well. This finally came to a head in the Jacksonian Era, when a college education was preferred for some of the expanded career fields, such as journalism, chemistry, art, music, business, and engineering. These new college curricula were considered as important as the ancient courses of study: "All careers demanded an equal hearing and an equal opportunity within the university" (Rudolph, 1962, p. 341).

As the curriculum expanded and became more complex, the need for more individual academic counseling became imperative. As Rudolph (1962) pointed out, the creation of a system of faculty advisors at Johns Hopkins in 1877, “was the first formal recognition that size and the elective curriculum required closer attention to undergraduate guidance than was possible with an increasingly professionally oriented faculty” (p. 460).

Like advising, career counseling has had a long and varied history and has taken shape in many forms (Crites, 1981; Pope, 2000). Although it had been practiced in various contexts before, social reformer Frank Parsons’s espousal of the need for “vocational guidance” in his 1909 publication, *Choosing a Vocation*, was the forerunner of today’s broader and more complex career counseling practices. The first recorded attempt to use a clinical approach to vocational appraisal was initiated by Morris Viteles, who established a vocational guidance clinic as part of a general psychological clinic in 1920. His psychographic method of job analysis specified the psychological requirements of occupations (Crites, 1981). The famous Hawthorn studies in 1927 made “dramatically clear the importance of human relations, leadership supervision, and worker morale in worker performance and productivity” (Crites, 1981, p. 6). In 1942, Carl Rogers broadened the idea of career counseling as a psychological concept and incorporated his counseling approaches into its theory and practice (Pope, 2000).

Donald Super’s *Career Pattern Study*, launched in 1951, was the first long-range research study on career behavior. Super freed career counseling from its static concept of one-time decision making, “drawing attention to the potential contributions of sociology and economics to the field, and placing the study of career behavior in the context of human development” (Crites, 1981, p. 7). Behavioral-oriented career counseling as espoused by Krumboltz (1966) offered new approaches to career decision making, including modeling, goal setting, and reinforcement.

From the psychological tests that were developed during World War I; to the broader research and testing programs initiated dur-

ing World War II; to the theoretical emphasis in the middle part of the past century; to the theoretically based and more sophisticated approaches that are practiced today, career counseling has emerged as a process and practice that even Frank Parsons might consider amazing.

Although academic advising began in the colonial colleges, the need to assist students with their academic planning became more apparent during the nineteenth century. After the Civil War, many economic and social changes forced individuals to think about their vocations in different ways, and vocational guidance was acceptable. Both academic advising and career counseling made great progress in the twentieth century, especially in the use of theoretical concepts and theories to explain student thought and behavior. National professional organizations emerged to fulfill the need of the two increasingly vital services. Today both provide important, viable resources that meet the needs of a large clientele. The historical paths of academic advising and career counseling, as they have evolved independently of each other, are outlined in Table 1.1.

The Need for an Integrated Approach

The need to integrate academic and career advising is not new. The proliferation of academic disciplines, the complexity of the work world, and the unfailing perception on the part of students that college is preparation for a career, require new thinking about how academic and career advising are intertwined. Academic decisions are never made in isolation; many factors influence students' choices of major, coursework, and ideas about planning for their future careers. Advisors need to be prepared to help students understand how career fields are related to the educational decisions they are making. If advisors don't help their advisees integrate these two areas of information, the students will tap other sources that may not be as accurate, timely, or reliable.

The purpose of this book is to assist academic advisors and other professional personnel who come from a variety of academic disci-

Table 1.1 Historical Perspectives

<i>Academic Advising</i>	<i>Career Counseling</i>
Academic advising was first performed by college presidents in colonial colleges; later by their faculty.	Need for vocational guidance was recognized because of economic and social conditions after the Civil War (for example, industrialization, immigration, child labor).
Expansion of college curricula and the introduction of electives in the nineteenth century created a need for more individual academic counseling.	First vocational guidance clinic established in 1920s at University of Pennsylvania, where vocational appraisal was used for psychological requirements of occupations.
William Rainey Harper, University of Chicago president, in 1905 suggested there needed to be a “scientific study of the student himself.”	Frank Parsons’s espousal of more extensive vocational guidance in early 1900s started a more comprehensive vocational guidance movement.
After WWI, feelings and attitudes of students in addition to aptitudes were taken into account by advisors.	WWI’s need to screen draftees for assignment to jobs in military spawned an era of testing development.
By 1930, most colleges had formal faculty advising programs; college/department advising centers were established during the next decades.	First edition of the Dictionary of Occupational Titles (DOT), which defined more than 18,000 U.S. occupations, was published by the U.S. Employment Service in 1939.
Theoretical concepts were incorporated into advising frameworks in 1970s and 1980s; student development theory began influencing advising practice.	Psychological, sociological, and economic theories of career continued to emerge in the 1940s to 1960s (for example, Super, Tiedeman, Holland); today old theories are being revised and new ones are emerging.
The National Academic Advising Association was formed in 1979 to fill a need for the growing professionalism of academic advising; in 2006 the association had about 9,000 members.	The National Vocational Guidance Association celebrated its ninetieth anniversary in 2004; many other career-related professional organizations have evolved.
Academic advising today is recognized as a critical service; the need for academic and career advising is reflected in a complex, ever-changing world.	Career counseling today encompasses a complex set of factors and needs that are met with diverse types of resources and techniques.

plines and who have little formal knowledge about career theory, career information, or career counseling. It is intended to provide a guide to the career-advising information and skills needed by advisors to help students better understand how their college experiences can prepare them for an increasingly complex workplace. Many advisors have long recognized how students consciously or unconsciously equate their academic major decisions with future career possibilities. The need to integrate academic and career information is critical in helping students with the curricular and extracurricular choices they are continually making.

Student Career-Advising Needs

All students need career advising, even those who enter college already decided on an academic major. Some very decided students may have based their choices on realistic information about their personal abilities and talents to succeed in the academic rigors of their discipline. They still may need assistance, however, with researching the connections between their academic choices and the related complex array of career possibilities. Other students choose an academic major based on very little information about what the curriculum entails and how their own strengths and limitations might predict satisfaction and success. Still others enter college admittedly undecided about a major or the possible career fields related to them (Gordon & Sears, 2004; Steele, 2003). The last two groups of students, in particular, need to be involved in exploring many possibilities and require the coordinated efforts of academic advisors and other campus career services.

The initial and primary contact that most college students have as they begin their college experience is their assigned academic advisors. What students bring to the advising relationship will depend on their maturity, their academic goals (or lack of goals), and where they are in the academic and career decision-making processes. Some are not concerned about a career direction at this

time, while others have chosen a major because it leads to a specific career field.

As indicated, certain kinds of students need more concentrated help with career exploration and decision making. Undecided students require a more focused approach, since they need to be actively engaged in an exploratory mode (Gordon, 1995; Schein & Laff, 1997). A critical aspect of this exploratory process is to consider the career implications of the academic alternatives students are considering. Exploratory students need to engage in an organized search through which they collect, evaluate, and apply career as well as academic information to their personal interests and abilities. Understanding the career decision-making process and learning the skills required for making decisions will be useful throughout a student's life.

This same concentrated approach needs to be applied by students who are in the process of changing majors. Some students are denied entrance into their first choice of major because of selective or competitive admissions policies. Others find the coursework in their initial choice of major is not as interesting as they thought it would be, while others learn that they do not have the academic backgrounds to succeed in the major. There are many other reasons why students change majors, but regardless of the cause, they need special assistance to explore academic and career alternatives.

Older adult students make up a large part of the college student population today. Some may be starting second careers, while others are in school to improve their chances of entering more challenging and better-paying work. Although older students may have more career experience than traditional-age students, they often need academic and career advising that takes into account their unique family and economic situations.

Many other special populations, such as students from different racial or ethnic backgrounds, require advisors to be sensitive to the circumstances that influence their individual academic and career choices. Family and cultural influences can have a positive or neg-

ative impact on the way students engage in the academic and career planning and decision-making processes. Advisors must be aware of the role that cultural differences play in influencing career exploration behavior.

All college students, regardless of their academic direction or degree of decidedness, need specific information about the career possibilities in their fields, information about how to mount a job search, an awareness of the dramatic changes occurring in the workplace, and the skills needed to be marketable (Kummerow, 2000). All students need career advising that is geared to their educational level and developmental needs (Kramer, 2000). This means that advisors must focus on each student's unique place in the academic, career, and life-planning process.

Academic advisors, regardless of their past training or in what setting they perform their advising duties, need to have a solid base of knowledge about how students approach the academic and career decision-making processes. They also need to acquire the advising skills associated with helping students explore, evaluate, and integrate the academic and career information that is so critical to career and life planning.

The focus of this book is primarily on advising college students who are in the throes of learning about their academic potential and how their educational choices might lead to their place in the work world. In order to be on the leading edge of teaching and advising students in the twenty-first century, faculty and nonteaching advisors must be open to new insights and knowledge about changing student populations. They must adapt their advising and teaching techniques to help prepare students to live and assume leadership in a very different world from the one in which the advisors grew up. This includes expanding their expertise for helping students with the transition from college to the workplace. Through the academic/career-advising relationship, students can be empowered to plan strategically for their futures.

Career Counseling and Career Advising Defined

Although the title of “academic counselor” is used by some institutions, this book makes a distinction between *counseling* and *advising*. Some professional advisors have counseling backgrounds, and their advising approaches may be framed by a counseling perspective. Because of their counselor training, they also may be more knowledgeable about career development and planning. The vast majority of faculty and full-time advisors, however, do not have (nor do they need) that background. An advisor job satisfaction survey sponsored by the National Academic Advising Association (NACADA) (Donnelly, 2005), found that 74 percent of the nearly 1,700 advisor respondents did not have a counseling degree.

Academic advisors are not expected to be career counselors but to assist students in gathering and processing the information needed to engage in realistic *academically related* career planning. As they work with individual students, advisors need the skills to determine whether they have the competencies to assist with career-related problems or whether they need to refer students to more focused and appropriate resources. Although the two terms, *advising* and *counseling*, signify two different approaches, there are similarities in the expertise required for each. If any confusion about their practice exists, it can be cleared up by understanding the differences and similarities of the two.

Reardon and Lumsden (2003) make the distinction between *career services* and *career-planning services*. “Career services include career planning and development interventions, cooperative education and experiential career education programs, and job placement and employment services. Career planning services, in contrast, are concentrated in the areas of career development (not placement), counseling, advising, assessment, information and decision making interventions” (p. 167). Descriptions of some of the career-planning services that are offered follow.

Career Counseling

When discussing career counseling, certain terms are used interchangeably, although they have different meanings. The term *vocation* is not used very often today; *career* is a more definitive term for reflecting the current approach, which encompasses a constellation of work, family, and leisure roles played over a lifetime. In 1981, Crites defined *career counseling* as “an interpersonal process focused upon assisting an individual to make an appropriate career decision” (p. 11). A more recent definition describes how the career counseling function has broadened. Career counseling assists students to “self-reflect, restructure beliefs, mature and deepen their personalities, and answer the question ‘Who am I?’” (Hartung & Niles, 2000, p. 4). The American Counseling Association (ACA) (2005) describes the responsibilities of college counselors as: (1) resolving emotional and other problems that interfere with academic success, (2) designing an academic program that meets students’ personal needs and career objectives, (3) identifying sources of financial aid, and (4) securing employment after graduation (p. 2).

A newer term that is being used today is *career coaching*. Career coaches come from a variety of backgrounds. Some are professional career counselors, while others have gleaned their expertise from working in business and other related areas. Career coaches provide guidance and support for individuals who are already in the workforce but who wish to make changes. They use various tools and coaching techniques to help with career planning, advancement, and management. They help clients identify their skills, make better career choices, and help them become more productive and valuable workers (Chung & Gfroerer, 2003). Some of the career-planning techniques and methods used in coaching, such as skill development and information collection, are adaptable to counseling college students as well.

Academic Advising

Definitions of *academic advising*, like career counseling, have broadened over the years. In 1979, Grites described the state of academic advising at that time as “a function in which faculty and students consulted about the student’s selection of major and courses and proceeded through the scheduling process” (p. 8). One classic advising model is proposed by O’Banion (1972), who defines academic advising as a process that helps students develop their full potential. He describes five dimensions of the process: (1) exploration of life goals, (2) exploration of vocational goals, (3) program choice, (4) course choice, and (5) scheduling courses. He emphasized that exploring life and vocational goals must be accomplished before the selection of a major and coursework can be made effectively. In retrospect, O’Banion (1994) indicates that if revising his model today, he would “review the impact and potential of technology” on it (p. 119). He also reemphasizes the need to identify the skills, knowledge, and attitudes required of academic advisors for completing the five steps in the advising process that he outlined previously.

Crookston (1972) was the first to use the term *developmental advising*, and since then there have been many reactions to its merit and to its applications to advising practice. Crookston proposed that developmental advising incorporates a relationship in which there is an agreement between advisor and advisee that responsibilities are shared. He defined developmental advising as a systematic process through which students set and achieve their academic, personal, and career goals with the support of their academic advisors and the institution’s resources. As an opposing advising style, he described a more prescriptive approach in which advisors take the initiative to make decisions for the students. Creamer and Creamer (1994) have defined the many themes in the developmental advising literature and encourage its practice. Pardee (1994), on the other hand, points out the “complex web of constraints that conspire against developmental advising” (p. 59), which includes student behavior, advisors’

skills and motivation, and institutional factors such as enrollment levels and delivery systems. In spite of that, academic advising is recognized today as more learning centered than prescriptive; more all-encompassing than narrow. Today, the process views students through a developmental lens that identifies their aspirations, interests, and abilities and integrates these personal characteristics into academic, career, and life planning.

The concept of academic advising is described in a statement from the National Academic Advising Association (NACADA) (2004). The goals of academic advising as stated in its preamble are to “teach students to understand the meaning of higher education, teach students to understand the purpose of the curriculum, and to foster students’ intellectual and personal development toward academic success and lifelong learning” (p. 1).

Through the academic advising process, students learn to take responsibility for setting goals as well as planning the steps to implement them. It recognizes that the choice of major is not necessarily an isolated decision but merely one facet in preparing for a career that may have an impact on the type of work students enter and the lifestyle they wish to achieve.

Butler (1995) suggests that academic advisors and career counselors use some of the same techniques and focus on similar student concerns. He contends, however, that advisors “are more concerned with helping students learn information-seeking, analytical, and decision-making skills so they can meet the institutional expectations for successful academic achievement, graduation, and employment” (p. 108).

Career Advising

Career advising may be thought of as a less psychologically intensive approach than career counseling. The emphasis is on information and helping students understand the relationships between their educational choices and general career fields rather than how

to cope with intense career-related personal concerns. Career advising helps students understand how their personal interests, abilities, and values might predict success in the academic and career fields they are considering and how to form their academic and career goals accordingly. Table 1.2 summarizes some of the differences between *career counseling* and *career advising*.

Some advisors do not engage in career advising because they feel they lack the background and training or because they don't view it as their responsibility. This may put some students at a disadvantage, however, if the students don't receive the academic and occupational information that is critical for informed, timely decisions. The view of career advising as an integral, natural part of academic advising is used in the pages that follow. Perhaps some day the term *career advising* will disappear when it becomes so ingrained in the academic advising process that its separate designation will no longer be necessary.

Who Does It?

A better understanding of career advising and career counseling can be achieved by examining the campus professionals who engage in academic and career counseling activities and the context in which they work.

Academic Advisors. As in the past, faculty members still comprise the majority of academic advisors (Habley, 2004). Faculty advisors usually are assigned students who are majoring in their academic disciplines. A growing number of institutions use full-time professional staff in addition to faculty. Professional advisors come from many academic disciplines and backgrounds. Professional advisors work in a variety of settings, such as advising centers, academic departments, or living-learning residence hall programs. Some advising center staffs are comprised of both faculty and professional advisors.

Table 1.2 A Comparison of Career Advising and Career Counseling

	<i>Career Advising</i>	<i>Career Counseling</i>
<i>Purpose</i>	To help students make academic decisions that incorporate knowledge of academic/career relationships and possibilities	To assist students with career development problems; may be therapeutic
<i>Content</i>	Integration of self, academic, and career information leading to academic decision making	Resolution of career-related problems and concerns
<i>Methods and Techniques</i>	Individual/group advising Academic coursework Internet searches Computer-assisted programs Workshops Distance	Individual/group counseling Testing expertise Personal and career information resources as needed
<i>Advisor/Counselor Competencies</i>	Advising skills (for example, teaching, communication) Knowledge of career decision-making theoretical frameworks Technological competence	Job-search related assistance if indicated Counseling skills and techniques Assessment knowledge and skills Knowledge of career decision-making theory Technological competence
<i>Outcomes</i>	Realistic and satisfying academic decisions made Knowledge of related career fields known Plans for implementing decisions carried out Decision-making skills learned	Career development problems resolved Knowledge and skills for future career/life planning acquired

Career Counselors. College career counselors also work in a variety of settings. They may be found in counseling services, career planning and/or placement centers, or in centers where academic advising and career counseling are integrated. They provide the more traditional career counseling functions, such as helping students with career self-assessment, job search and job placement activities, or counseling students who are experiencing more stressful situations such as coping with academic and career transitions and indecisiveness.

Student Personnel Workers. Some student personnel professionals elect to work as academic or career counselors in any of the settings described. They often are found in community college advising and career centers. Their training may have involved graduate-level coursework in career-related subjects or work experiences in higher education.

Placement Counselors. Some colleges establish job placement centers where the primary function is to assist students in the job-search process. Many centers combine career-planning activities with the placement function. Placement professionals come from many backgrounds including those with business experience.

Another important career resource on many campuses is the *career library*. These repositories of career information are often coordinated by professional librarians, but are sometimes part of a career center where paraprofessionals may have day-to-day responsibilities. Career librarians can assist students in their search for career information in many formats, including printed materials, computer-assisted programs, and the Internet.

Career Services Interaction

As can be seen from the descriptions given, there is great overlap in the way and from whom students receive academic and career information and assistance. Every campus has its particular way of

presenting these important services. McCalla-Wriggins (2000) points out that collaboration between academic advising and career resources can occur both formally and informally. Many advisors form their own networks of colleagues throughout their campus and direct students to them when specific needs are evident. Joint meetings between academic and career-planning staffs can be most effective in initiating and coordinating activities between the two services. Advisory boards and steering committees are examples of more formal bodies through which collaboration between advising and career services is managed.

Academic advisors need to know what each of the career-related services on their campus offers so that referrals can be targeted to students' particular needs. Some students may need referral to counseling services, for example, when they are having difficulty coping with family pressures to choose a major or career field that the student doesn't want or cannot attain. Placement offices can provide students with information about where former students with certain majors found jobs upon graduation. Other resources that advisors must be knowledgeable about in order to make effective referrals are career courses, internships, career libraries, academic departments, or career fairs and other career-related campus events.

The intent of this book is to identify the knowledge and skills that are required to be effective career advisors in this new age and to act as a resource guide for the information and techniques that are basic for helping students become more astute and knowledgeable lifelong decision makers.

Career-Advising Principles

There are certain basic tenets that are at the core of career advising. A few examples follow:

- Choosing and maintaining a career is a lifelong process. College is only one decision point in a long series of career choices and transitions.

- The career decision-making process itself incorporates knowledge of one's self, information about educational opportunities, and facts about the work world. Integrating these areas of information in an organized way can help students identify realistic academic and occupational alternatives.
- Career decisions are value based. Clarifying a personally valid set of beliefs and acting upon them is critical to a satisfying career.
- Effective career decision-making skills are used over a lifetime and can be learned.
- There are no right or wrong decisions, only satisfying and unsatisfying ones. Future events may affect a good decision in ways unforeseen at the time it was made.
- Sex, race, or age should never be a barrier to exploring any and all possible career options.

The most effective academic advisors develop and continually refine their knowledge of the concepts and practical applications of career exploration, choice, and planning.

Setting Integrative Career-Advising Goals

Based on these and other principles that advisors construct from their own experiences and values, it is important for them to set goals for their advising so that they can measure their skill levels and effectiveness with students over time. Among many types of evaluation, self-evaluation is a recognized method for helping advisors determine in what areas their performance levels are high and what areas need to improve. In ACT, Inc.'s sixth national survey, *The Status of Academic Advising* (2004), 86 percent of reporting institutions indicated they used self-evaluation to formally evaluate advisor performance. In the ACT survey, some of the goals that are listed for advising programs are applicable to self-evaluation as well:

- Assisting students in self-understanding and self-acceptance (values clarification; understanding abilities, interests, and limitations)
- Assisting students in considering life goals by relating interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education
- Assisting students in developing an educational plan consistent with life goals and objectives
- Assisting students in developing decision-making skills
- Referring students to other institutional or community support services
- Assisting students in evaluating or reevaluating progress toward established goals and educational plans

Examining their advising practices against these goals is an excellent way for advisors to evaluate what areas they regularly incorporate in their advising sessions and what areas they do not.

Another vehicle for setting career goals is to use those outlined in the Council for the Advancement of Professional Standards (CAS) guidelines (Miller, 1997). CAS sets standards for the important elements within an effective advising program, such as mission, program, leadership, organization, and management. It specifies that academic advising programs “must identify relevant and desirable student learning and development outcomes” (Council for the Advancement of Professional Standards for Higher Education [CAS], 2005, p. 1). One of the learning domains included in these learning outcomes is “career choices” (p. 2). The achievement indicators for this domain are that a successful student can:

- Articulate career choices based on assessment of interests, values, skills, and abilities
- Document knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences

- Make the connections between classroom and out-of-class learning
- Construct a résumé with clear job objectives and evidence of related knowledge, skills, and accomplishments
- Articulate the characteristics of a preferred work environment
- Comprehend the world of work
- Take steps to initiate a job search or seek advanced education

Another domain identified by the CAS standards relevant to career advising is the importance of “clarified values.” This learning outcome states that a student must be able to “identify personal, work and lifestyle values and explain how they influence decision making” (CAS, 2005, p. 1).

These student learning and development outcomes as defined by CAS endorse the necessity for career advising and can be used as a guide for advisors as they work to refine and rethink this important part of their advising expertise. Checklist 1.3 offers career-related questions suggested by the CAS standards that advisors can use to evaluate the dimensions of their career advising. Implicit in these CAS learning domains are the knowledge and skills advisors need in order to assist students in overcoming educational and personal problems and skill deficiencies.

These guidelines can act as a stimulus for considering the goals advisors want to set for themselves. Although some advising centers or departments have developed evaluation forms, advisors need to generate their own lists of personal advising goals, including those pertaining to career information and advice. There are specific areas of expertise in the career domain that some advisors may need to expand or refine. In addition to the goals mentioned, examples of more practical career-related outcomes goals are offered following. Advisors should consider:

- Establishing personal career-advising principles and goals by which they will advise

Checklist 1.3 Career-Advising Questions

As an academic advisor I am now discussing with students:

- The characteristics of the work environment they prefer at this point and why these characteristics are appealing to them
- Possible career fields based on students' interests as expressed through choice of major or through other strong areas of interest
- Possible career fields based on students' work values or what students say is important in their work lives
- Possible career fields in which students' strongest abilities and skills would be used to their fullest advantage
- How to identify students' knowledge, skills, and accomplishments from their formal education, work experience, community service, and volunteer experiences
- Where and how students can acquire this essential knowledge and develop these skills if they do not have enough relevant experiences
- How what they are learning in the classroom can be used in future work tasks, habits, and attitudes as well in life tasks
- How the world of work is continually changing and how students can develop the skills needed to successfully enter and thrive in a variety of work environments
- The importance of acquiring while in college technological skills essential to students' future employment
- How students can begin to plan the steps they will need to take to search for a job after graduation, or the steps needed to plan for advanced education
- How students can document the knowledge, skills, and accomplishments they have already acquired in a résumé format and what they can do to strengthen their general marketability

Source: Based on the "career choices" domain of the CAS standards (CAS, 2005).

- Developing and categorizing a list of career concerns that students bring to them so they can identify those they are prepared to help and those they need to refer
- Expanding their knowledge and understanding of career and student development theories

- Studying career decision-making styles and strategies that both their students and they use so they are more sensitive to the dynamics that are in play
- Knowing firsthand the career resources on their campuses, including individual and group career counseling services, career courses, career libraries, and job search and placement services
- Bookmarking career-related Internet sites that they use frequently with students in their offices
- Developing a career-advising library for their offices that includes career-specific resources relevant to the academic areas they advise
- Creating career-related handouts applicable to the majors they advise
- Improving their referral skills so that they are more focused on specific career-related needs
- Becoming familiar with the type of career tests and assessments and the computerized career guidance systems available at their career counseling centers so they can refer more effectively
- Taking part in advisor development programs that can expand their career-advising expertise

Setting career-advising goals can help advisors focus on the career-related assistance they are equipped to offer and help to identify the areas they still need to improve. Research indicates that advisors' stated philosophies or goals for advising are consistent with the behaviors they display during their advising contacts (Daller, Creamer, & Creamer, 1997). Consciously thinking about and committing to paper the career-advising goals advisors want to accomplish will increase their confidence and ability to advise in the career domain.

Identifying and Assessing Career-Advising Outcomes

Making a list of career-advising goals is not useful unless advisors periodically measure the impact they have on changing students' behavior. Although Banta, Hansen, Black, and Jackson (2002) advise using outcome assessments for examining the overall quality of advising, these are also valuable tools for measuring the effect an advisor has on students' career exploration and decision-making activities. Abelman and Molina (2001) used "intrusive advising" with academically at-risk students and found it was an effective method for improving student performance. They defined *intrusive advising* as having personal contact, generating student responsibility for decision making, assisting in resolving causes of poor performance, and negotiating agreements for future actions. They suggest that intrusive advising is invasive because it is personal rather than merely professional. This is an example of how one advising approach can suggest certain desirable advising outcomes. Intrusiveness can generate personal contact between student and advisor, encourage student responsibility for problem solving and decision making, and encourage planning for future actions (Grites & Gordon, 2000). Intrusive career advising should result in students' acquisition of career knowledge (from information gathering), their ability to process the information in a personal context, and their taking a variety of actions to use it (for example, schedule coursework that teaches marketable skills, sign up for an internship program, use the Internet to job hunt). When intrusive advising is practiced in career advising, it can be effective in moving students to action, which is a desirable advising outcome.

Assessing the goals advisors set for themselves may require follow-up phone calls, e-mail surveys, questions asked of career planning offices, focus groups, departmental questionnaires, or other methods compatible with the advisors' goals and advising situation. Setting goals and measuring outcomes are critical parts of

any advising endeavor, and it is important in career advising as well. Advisors need to follow up with students to determine if their career-advising methods are working and to use the feedback to improve and expand their advising in this area when indicated.

Summary

Both academic advising and career counseling have long and fascinating histories. Each makes an important contribution to students' success and satisfaction. It is important, however, to make the distinction between career counseling and career advising. Academic advisors are not expected to be career counselors, but as career advisors they can assist students in gathering information and providing advice that leads to informed and realistic academically related career planning.

There are many differences and similarities between career counseling and career advising. These include the different levels and methods for disseminating career information, the emphasis placed on academic relationships to career fields, and how academic interests, academic abilities, and values might predict success in the academic and related career fields they are considering.

Many different kinds of professionals on campus are engaged in providing career information, assessment, advising, counseling, and placement. Cooperation between academic advising and career services is critical if these functions are to assist students effectively.

Career-advising principles are offered that can guide advisors' application to involving students in career exploration, choice, and planning. Advisors need to establish career-advising goals so that they can determine the career-related knowledge and skills they already possess and the advising outcomes they want to accomplish. In order to do this, they need to develop the competencies ascribed to becoming effective career advisors. These competencies are described in the next chapter.