

# Career Exploration



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# What's currently being done for athletes?

- Student Athletes receive assistance from their academic coordinators when it comes to current coursework, selecting a major, and making sure the athletes are succeeding at the University of Virginia
- Academic coordinators do not complete career, interest, or values assessments with the athletes.

# What do the student athletes need?

- Through our work with the first-year student athletes, we have seen a need for them to evaluate their interests, values, and career options since it is not something they have been exposed to yet.

# Objectives

Student Athletes Will Be Able To...

- 1) Identify family, friends, and other environmental influences that shape their career decisions
- 2) Identify values and interests most important to them
- 3) Explore career clusters most aligned with those values and interests

# Assessment

- Holland's RIASEC Assessment
  - Where is this from?
  - Why are we taking it?
  - What will we learn?
  - How do we use it?
- This should take 15 - 20 minutes
- Share your results with a partner

# What does the research say?

Nauta, M. M. (2010). The Development, Evolution, and Status of Holland's Theory of Vocational Personalities: Reflections and Future Directions for Counseling Psychology. *Journal of Counseling Psychology*, 57(1), 11-22. doi:10.1037/a0018213

- Take-aways: 50th anniversary recently (first developed 1959)= has shown empirical testability, user-friendliness, widespread use, frequent implementation in career counseling, used widely by scholars

Su, R., Rounds, J., & Armstrong, P. I. (2009). Men and Things, Women and People: A Meta-Analysis of Sex Differences in Interests. *Psychological Bulletin*, 135(6), 859-884. doi:10.1037/a0017364

- Take-aways: Compared sex differences in interests, found that men prefer working with things (strong Realistic and Investigative) and women prefer working with people (Artistic and Conventional), interests play a role in gendered occupational choices in STEM careers

# Research Continued...

Rayman, J., & Atanasoff, L. (1999). Holland's theory and career intervention: The power of the hexagon. *Journal of Vocational Behavior*, 55(1), 114-126.

- Take-away: Reasons Holland's intervention is effective:

1) It is based in **theory**.

2) It expands the number of vocational options that people consider.

3) It is **self-scoring**. Instead of emphasizing psychometrics, Holland chose to focus on the conceptual, theoretical, and **practical**.

4) It was designed as a **treatment** as well as an **assessment**.

# Multicultural Considerations

- Black male student-athletes' **graduation rates** are consistently and substantially lower than those of their White male student-athlete counterparts (Sellers, 2000).
- In a study conducted by UPenn, between 2007 and 2010 across four cohorts only 50% of Black male student athletes graduated within six years, compared to a rate of 66.9% for all student athletes.
- In that same study, over 97% of the institutions had lower graduation rates for Black male student athletes than undergraduates overall.



# Strengths and Weaknesses

## Areas of Strength:

- Student Athletes were engaged in discussion throughout the presentation
- Student Athletes left with a greater understanding of career influences stimulated by conversation and reflection

## Areas for Improvement:

- More time examining general implications of the exam results, like prospective majors and/or study skills
- More time could have been spent on explaining the assessment results, less time could have been spent on additional assessments (i.e. career genogram)
- Post-assessment for student athletes to evaluate how helpful the presentation was

# Ethical and Legal Considerations

- Are we trained enough to administer these assessments?
- Did we allow enough time to process through the results of the assessment?
- Were we providing career tools to the Student Athletes that help them reach a goal that is feasible considering their constraints (time, ability to choose a certain major, etc.)?