

Becoming nurse or cop? Developmental perspectives on vocational interests and careers

Dr. Elke Schröder

Monday 2:00 to 4:00 p.m.

Start: May 12, 2006

Content:

Vocational development encompasses the entire life span from childhood to late adulthood and is affected both by personal and contextual factors. Individuals develop through social roles in work and other domains and their life course is shaped through familial, cultural, historical and socioeconomic influences (e.g., new kinds of jobs and unemployment rates) This course will focus on basic models of vocational development and their application through intervention programs. Questions to be discussed on a the basis of research findings will be: How important is a good fit between personal interests, values and abilities and characteristics of work environments for career success? What impact do parents have on the development of their children's career interests? How stable are vocational interests and how can these interests be promoted through intervention programs? This course will help students understand the complexity of vocational development, and improve their ability to develop appropriate interventions to effectively support individuals vocational development.

Method: The course is structured in two parts: During the first meetings theoretical models concerning the development of vocational interests will be discussed. Students will present main concepts to each other and evaluate the pros and cons of the literature. The second half of this course will focus on selected research findings, e.g. family influence on vocational development, and the application of developmental concepts in learning environments. Different career development programs will be analyzed and discussed. Finally, this course will give students the opportunity to actively test different modules of a new intervention program to foster entrepreneurial interests.

Target Group: Advanced MA students and students in a doctoral program. Language in this course will be English. Participants should be interested in a developmental life-span perspective on vocational development and its application through career development programs.

Grading: At the end of the semester, a written test compiled of multiple choice questions and a few open questions will be taken.

Introductory literature:

- Savickas, M. L. (1999). The psychology of interests. In M. L. Savickas & A. R. Spokane (Eds.) Vocational interests: Meaning, measurement, and counseling use (pp. 19-56). Palo Alto, CA: Davies-Black Publishing.
- Sharf, R.S. (2002). Applying Career Development Theory to Counseling. Belmont, CA: Brooks/Cole.

Semester schedule

- May 12 **Introduction, outline of the semester goals, assignment of active roles to students as presenters, discussants etc.**
(friday session)
- May 15 **Models and Theories: Super`s life-span theory**
Super, D. (1980). A life-span, life-space approach to career development. Journal of Vocational Behavior, 16, 282-298.
Sharf, R. S. (2002). Applying career development theory to counselling, Chapter 6: Introduction to Super`s life-span theory. Pacific Grove: Brooks/Cole.
Learning goals: Understanding the basic concepts of vocational development.
- May 22 **Models and Theories: Holland`s theory of types**
Holland, J. L. (1985). Making vocational choices. A theory of vocational personalities and work environments. Englewood Cliffs: Prentice Hall.
Sharf, R. S. (2002). Applying career development theory to counselling, Chapter 3: Holland`s theory of types. Pacific Grove: Brooks/Cole.
Learning goals: Reflecting on different types of vocational interests.
- May 29 **Models and Theories: A life-span developmental approach**
Vondracek, F. W., Lerner R. M. & Schulenberg, J. E. (1986). Career development: A life-span developmental approach. Hillsdale: Erlbaum.
Learning goals: Analyzing the complexity of career development .
- June 6 **Models and Theories: Lents Social Cognitive Theory**
(tuesday session)
Lent, R. W., Brown, S. D. & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. Journal of Vocational Behavior, 45, 79-122.
Learning goals: Discussing and comparing different models of vocational

development

June 12 **Midterm feedback test**

Stability and Change of Vocational Interests

Schoon, I. (2001). Teenage job aspirations and career attainment in adulthood: A 17-year follow-up study of teenagers who aspired to become scientists, health professionals, or engineers. International Journal of Behavioral Development, 25, 124-132.

Tracey, T. J. G., Robbins, S. B. & Hofsess, C. D. (2005). Stability and change in interests: A longitudinal study of adolescents from grade 8 through 12. Journal of Vocational Behavior, 66, 1-25.

Learning goals: Attaining knowledge about the stability of vocational interests.

June 19 **Parental influence on career development**

Kracke, B. (1997). Parent behaviors and adolescents` career exploration. Career Development Quarterly, 45, 341-350.

Otto, L. B. (2000). Youth perspectives on parental career influence. Journal of Career Development, 27, 111-118

Schulenberg, J. E., Vondracek, F. W. & Crouter, A. C. (1984). The influence of the family on vocational development. Journal of Marriage and the Family, 84, 129-143.

Learning goals: Understanding and discussing the role of parents and the family on career development.

June 26 **Career Development Programs: Fostering Scientific Career Interests**

Dawes, M. E., Horan, J. J. & Hackett, G. (2000). Experimental evaluation of self-efficacy treatment on technical/scientific career outcomes. British Journal of Guidance & Counseling, 28, 87-99.

Luzzo, D. A., Hasper, P., Albert, K. A., Bibby, M. A. & Martinelli, E. A. (1999). Effects of self-efficacy-enhancing interventions on the math/science self-efficacy and career interests, goals, and actions of career undecided college students. Journal Counseling Psychology, 46, 233-243.

Learning goals: Reflecting on different ways of promoting career interests in school settings.

July 3 **Career Development Programs: Fostering Entrepreneurial Career Interests**

Schmitt-Rodermund, E. (2004). Pathways to successful entrepreneurship: Parenting, personality, competence, and interests. Journal of Vocational Behavior, 65, 498-518.

Presentation and Application of the Career Development Program: „Who wants to become an Entrepreneur?“ (Schmitt-Rodermund & Schröder, 2004)

Learning goals: Which factors influence the development of entrepreneurial interests? Trying out exemplary intervention modules in the seminar group

July 10 **Answers to all open questions and preparations for the test**

July 17 **Final test**

10:00 am

Further reading suggestions

Betz, N. E. & Schifano, R. S. (2000). Evaluation of an Intervention to Increase Realistic Self-Efficacy and Interest in College Women. Journal of Vocational Behavior, 56, 35-52.

Hartung, P. J.; Porfeli, E. J.; Vondracek, F. W. (2005). Child vocational development: A review and reconsideration. Journal of Vocational Behavior, 66, 385-419.

Kent, C. A. (Ed.) (1990). Entrepreneurship education. Current Developments, future directions. Westport: Quorum Books.

Raskin, P. M. (1994). Identity and the Career Counseling of Adolescents. In S. Archer (Ed.), The Development of Vocational Identity (pp. 155-173). Sage Publications.

Schmitt-Rodermund, E. & Vondracek, F. W. (2002). Occupational dreams, choices and aspirations: adolescents' entrepreneurial prospects and orientations. Journal of Adolescence, 25, 65-78.

Trice, A.D. (1991). Stability of children's career aspirations. Journal of Genetic Psychology, 152, 137-139.