



## Integrating Career Advising into your Academic Advising Sessions

### **Literature:**

[Weaving Career Advising into Academic Advising](#)

[Integrating Career and Academic Advising](#)

### **Things to Consider:**

Elizabethtown College Career Services [Resources](#) & [Events](#)

Career Exploration & Planning Courses offered by Career Services professionals:

- CP130- Professional Skills Development & Defining Career Goals

This 1.0 credit course is designed to assist juniors or seniors with professional skill development such as resumes, cover letters, networking, interviewing and searching for a job or internship. This course will give students the opportunity to reflect on where they are headed post-graduation, and how to proactively connect to the next steps in their desired plan.

- CP150- Career & Purposeful Pathways

This 1.0 credit course is designed to assist students who are clarifying majors and exploring career options. Students will have the opportunity to reflect on their interests, values, and skills/strengths and how these may impact their career related decisions. Additionally, students will develop a framework for career planning that they can use during their college experience.

### **Advising Tips:**

To evaluate your understanding and recognize the similarities and differences in career and academic advising, use the Informational, Relational and Conceptual Framework elements. We welcome advisors to reach out to the Career Services ([careerservices@etown.edu](mailto:careerservices@etown.edu)) or Center for Student Success ([studentsuccess@etown.edu](mailto:studentsuccess@etown.edu)) staff to increase your knowledge in any of the advisor development areas.

- Informational: what an advisor needs to know such as academic policies, procedures, career skills required for certain jobs, employment options or strategies for employment
- Relational: how advisors behave while building advising relationships, this includes skills such as listening, reflecting, challenging, and supporting
- Conceptual Framework: what an advisor needs to understand including student development and learning theories, as well as career development theories

### **The 3-I Process: A Career Advising Framework**

\*The different phases of the 3-I process are fluid and flexible.

- **Inquire:** student realizes career and academic decisions will need to be made which often triggers questions and concerns about future planning

Advisors can ask:

- What would you do if you knew you would not fail?
  - If you never had to work at all, how would you spend your time?
  - Are you having difficulty in identifying your interests? What would help you to do this?
  - Have you used any career resources to explore your interests? Which ones?
  - What are your strongest abilities? Why do you consider these strong?
  - What do you value? What's important to you in a job? How do you integrate your values into the decisions you make?
  - What information have you collected so far about possible occupations? Have you discussed this information with anyone (friends/family/mentors)?
  - What information do you still need?
  - What academic and career goals have you set for yourself?
- **Inform:** student understands they need information about many aspects of the career choice process, wants to know what information they need, where to find it and how to use it
    - Advisors can help students gather information about their:
      - Interests
      - Abilities & Skills
      - Values
      - Educational Information such as major, coursework, marketable skills
      - Occupational Information such as works tasks, required qualifications, working conditions, earnings and benefits

\*Students may have difficulty identifying interests, abilities, skills and values but there are multiple campus resources that can support this discovery process such as [Career Services](#), [Center for Student Success](#), [Counseling Services](#), [Chaplain's office](#), [Purposeful Life Work & Ethical Leadership](#)

**Integrate:** student has all the information they need and is in the process of solving a career problem or making a career-related decision, needs help pulling all those pieces together and implementing the decision they made

Advisors can encourage students to use tools for integration such as:

- [What Can I Do with this Major?](#)
- [Occupational Outlook Handbook](#)
- [O\\*Net](#)
- [ACT's World of Work Map](#)

Advisors can encourage integration and decision making by asking questions such as:

- What (if any) information is still needed?
- What conclusions have you drawn from this information?
- What doubts (if any) do you still have?
- Is there anything you're still uncomfortable about?
- Are you ready to make a decision or have you already made a decision?
- What information did you use to reach this decision?
- What do you like about this decision?
- What do you need to do next?

**Resource/Tool:**

Career Planning	
My Interests	
My Abilities	My Skills
My Values	
Educational Information	
What I know	What I need to know
Occupational Information	
What I know	What I need to know