Career Chats: A New Group Advising Format

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Agenda

- **Setting the Context:** Why did Career Exploration & Education develop a group advising program and model?

- **Overview of Career Chats:** Program Goals, Structure, Assessment Results & Next Steps

- **Questions & Reflections**
Learning Outcomes

- Understand and articulate strength and impact of group advising
- Describe the theories used to design and assess this model
- Examine challenges and opportunities related to group advising
Career Exploration & Education

- Career Education
- Employer Recruitment & Engagement
- Career Exploration
- Peer Programs
Career Learning

- Students take action towards desired career goals
- Students focus in on priorities, decisions, plans, and actions
- Students gain insight and can communicate their strengths, values, interests, and skills
- Students gain knowledge and experience to generate career possibilities

Take Action
Know Yourself
Develop Your Strategy
Explore Your Options

CAREER EXPLORATION & EDUCATION
Student Life
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Rationale: Emerging Career Needs

- **Drop In Survey** – students expressed a strong interest in having additional opportunities to drop-in for a casual conversation.

- **Exploring Meaningful Work Project** – students want to explore the “messy” questions about career, and want more access to Career Educators as “a source of information, mentorship and inspiration.”

- **Innovation Hub** – students expressed a need for “way-showing” and are seeking spaces to connect and openly ask questions.
Perfect Timing: Student Success Centre
Conceptual Models
Program Overview

Program Goals
- Create consistently welcoming space for students to drop in and explore their career exploration, and job searching questions
- Facilitate a discussion-based learning experience that emphasizes peer-to-peer interaction, reflection, and fosters hope, perseverance, and optimism.

Student Learning Goals
- Further clarify and articulate personal values, strengths, skills, and interest in relation to their self, academic, and career identity
- Identify and develop strategies to navigate the sometimes ambiguous and challenging nature of career exploration and job searching.

CAREER EXPLORATION & EDUCATION
Student Life
Theoretical Foundations

- **Appreciative Advising** – an intentional collaborative practice of asking positive, open-ended questions that help students reflect on their experiences, and engage in goal setting to achieve their goals.

- **Solutions Focused Coaching** – employs questions that focus and refocus the session on solutions based on the individual’s strengths and maintains a future-focus orientation.

- **Heron’s Six Categories of Intervention** – a conceptual framework for understanding interpersonal relationships within a “helping relationship”. The service provider can take either an ‘Authoritative’ or ‘Facilitative’ role.
Conceptual Model

Career Educator

learner

learner

learner

learner & peer advisor

learner

learner

learner

learner
<table>
<thead>
<tr>
<th>Time</th>
<th>Stage</th>
<th>Learning Objectives</th>
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<tbody>
<tr>
<td>10 mins</td>
<td>Disarm</td>
<td>• Connect learners as peers asking the same questions</td>
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<td>• Normalizes experiences</td>
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<td>• Data gathering and group assessment</td>
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<td>5 mins</td>
<td>Discover</td>
<td>• Clarifies the “it” of the topic being discussed</td>
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<td>• Connect learners as peers asking the same questions</td>
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<td>• Gets the agenda items heard and organized</td>
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<td>25-30 mins</td>
<td>Dream</td>
<td>• Productive discussion that moves topic from individual’s to the group’s experiences</td>
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<td>• Ask learners to actively note next steps, thoughts, ideas, resources</td>
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<tr>
<td>5 mins</td>
<td>Re-discover</td>
<td>• Re-clarifies the “It” of the topic being discussed</td>
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<td>• More clarity may change the agenda</td>
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<td>5 mins</td>
<td>Design</td>
<td>• Develop next-steps based on discussion</td>
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<td>5 mins</td>
<td>Deliver</td>
<td>• Commit to own goals and actions to be taken</td>
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<td>5 mins</td>
<td>Stepping Out</td>
<td>• Provide learners with commitment to continued support</td>
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<td>• Final reflection on hour of learning and change</td>
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<td>• Assessment data collection</td>
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Career Chats

Join informal, small-group sessions that bring together current students, recent grads and a career educator to talk about:

- networking
- exploring career options
- job search motivation
- exploring further education

No registration required, light snacks provided.

Thursdays 12 – 1 p.m.

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Group Collaborative Learning
Program Assessment – Proof of Concept

- **Learning Format KPIs**
  - Peer Career Advisors identify the format as valuable to continue or to develop into other career learning areas or collaborations.
  - Career Educators identify that the learning format enables the use of a ‘facilitative’ approach (based on Heron’s 6 Categories of Intervention Model).

- **Student Learning and Engagement KPIs**
  - Consistent participation rate of 2-3 students or recent alumni at each session.
  - Participants gain insights or clarity as a result of participating.
  - Students consistently rate their experience in session as satisfied or highly satisfied.
Assessment Results: Learning Format

- **Peer Advisor Reflections**
  - Participants have “a central role in leading the conversation, setting the agenda and actively participating in discussion on their own”
  - “Challenges common, and often harmful and/or inaccurate, stereotypes regarding career planning and pathways”

- Career Educators reported that they most commonly took a “catalytic” approach

- **Enabling Factors:**
  - diversity of learners (levels of study &, programs of study, work/life experience)
  - small group meant sufficient time to engage in reflective “messy” questions
  - presence of a peer advisor to model engagement
Assessment Results: Student Satisfaction

- Approximately 5-6 participants at each Career Chat
  - Over 60% of participants were in year 1-3
- 82% of participants would recommend the program

Other feedback:
- Thank you for making this space so inclusive! This workshop has given me useful tips for where to look next in my career exploration.
- I think it is very helpful to bounce ideas off of people.
- I love that this info can be applied to regular life. I think this will help with my confidence overall
Assessment Results: Student Learning

- Increased understanding of career process, personal mindset, and knowledge of career strategies and resources

- 86% of students identified that they were confident they could positively respond to career ambiguity and challenges. (Pre = 39%).

- 90% of students identified that the session helped them understand how to use the information and resources available to them. (Pre = 48%).

- Normalization of experience: I learnt “that other people have similar concerns” as I do.
Lessons Learnt & Next Steps

- Refining the topics
- Student reflection and note taking tool
- Value of opening conversation on discretion vs. confidentiality
- Training for Career Educators & Peer Facilitators
- Continued evolution of learning formats (“Career Camps”)
- Updating our Advising Service model
Questions & Reflections

- In your current setting, where do you see an opportunity for a group advising program?
- What topics might work well for you and the students you work with?
thank you!