

Student Development Theory Advising Scenario

You are meeting with a sophomore year student who is in poor academic standing. The student earned on D, one F, and one B+ classes last quarter. Through the conversation they share with you their perspective on the various reasons for their poor performance in each of their classes.

They indicate that they took a lower division feminist studies course- FMST 1, for a GE. When you ask about the D grade, the student becomes incensed and says, "The professor just didn't like my opinion. I wrote all of the papers and they were all the same length as my roommates, but the professor graded based on whether she agreed with my perspective."

The student is proposed as a Business Management Economics major. You see in their course history that they have earned C's in the two lower division Economics classes required to declare last year and that, last quarter, they earned an F in the required MATH11A course. When you inquire about this course and the major choice, the student tells you "My mom and dad think business is a good, general major that you can do a lot with. You know, they want me to make money and have a degree that is useful."

The third class the student took was a FILM20P – Intro to Production Technique - in which they earned a B+. When the student tells you about their experience in the Film course, they explain that they have always enjoyed watching movies thinking about all of the detailed work that goes into orchestrating a film. The student says, "I liked that the course was smaller. We had an opportunity for smaller group discussion about how the film was produced. We also got to conduct research and develop our own creative project on some of the behind the scenes techniques that I find so fascinating."

- 1) Thinking about the presentation today, and using the information on this handout, how would you apply at least one of the three theories to this student case?
- 2) How might you use what you know about these theories to advise the student?
- 3) Group up with colleagues around you (3-5) to discuss

Arthur Checkering's Theory of Identity Development

Vector	Vector Description
Developing Competence	Intellectual Competence, Physical & Manual Skills, Interpersonal Communication
Managing Emotions	Delaying impulses, managing physical expression of emotions – at highest level is a deep awareness of one's authentic emotions and acceptance of the emotions
Moving through Autonomy to Interdependence	Self-sufficiency and interconnectedness
Developing Mature Interpersonal Relationships	Acceptance and understanding of diverse groups of people (ethnicities, cultures, races, and sexual orientations) and tolerance for individual idiosyncrasies
Establishing Identity	Requires mastery of previous four vectors; requires developing positive self regard, confidence in oneself, optimism about the future, positive body image, and clear sexual identification
Developing Purpose	Focus is on vocational and lifestyle goals and involves personal interests and intentional decisions about family.
Developing Integrity	Involves humanizing values, such as issues of faith or other belief systems, that are considered through lifespan

William Perry's Scheme of Intellectual Development

Position	Position Description
Basic Duality	All problems are solvable; Therefore, the student's task is <i>to learn the Right Solutions</i>
Full Dualism	Some Authorities (literature, philosophy) disagree; others (science, math) agree. Therefore, there are Right Solutions, but some teachers' views of the Tablets are obscured. Therefore, student's task is to learn the Right Solutions and <i>ignore the others!</i>
Early Multiplicity	There are 2 kinds of problems: those whose solutions we know and those whose solutions we don't know yet (thus, a kind of dualism). Student's task is to learn <i>how to find</i> the Right Solutions.
Late Multiplicity	Most problems are of the second kind; Therefore, everyone has a right to their own opinion; or some problems are unsolvable; therefore, it doesn't matter which (if any) solution you choose. Student's task is to shoot the bull.
Contextual Relativism	All proposed solutions are supported by reasons; i.e., must be viewed <i>in context & relative to support</i> . Some solutions are better than others, depending on context. Student's task is to learn to <i>evaluate solutions</i> .
Pre-Commitment	Student sees the necessity of: making choices and committing to a solution
Commitment	Student makes a commitment.
Challenges to Commitment	Student experiences implications of commitment. Student explores issues of responsibility.
Post-Commitment	Student realizes commitment is an ongoing, unfolding, evolving activity

Holland's Theory of Vocational Personalities and Work Environments

Basic Assumptions

- People resemble 6 personality types (typically 1-3 code associated with these types (Ex: AER, SRC, IRC etc.)
- The more similar to a type, the more they exhibit behaviors and attitudes in line with that type.
- There are 6 model environments that parallel the 6 personalities with regard to qualities and attributes.
- People seek environments that provide opportunities to use talents and express values/attitudes.
- Satisfaction, achievement, and persistence can be predicted by the degree of "fit" between persons and the environments in which they find themselves.

6 Types	Brief Descriptions
REALISTIC <i>"THE DOERS"</i> Like to work with THINGS	People who are "independent, stable, persistent, genuine, practical, and thrifty, no-nonsense, down-to-earth individuals, physical, athletic, or mechanical. They prefer things rather than ideas or people, being outdoors, using tools, operating machines, interacting with animals, and working with their hands. They also value the natural, concrete, and tangible. Sample majors and careers include: Anthropology/paleontology (RI), environmental science, music/musician (RAE).
INVESTIGATIVE <i>"THE THINKERS"</i> Like to work with DATA	People who are intellectual, introspective, inquisitive, curious, methodical, rational, analytical, and logical. They prefer tasks that are scholarly, scientific, technical, or medical and activities that involve thought, observation, investigation, exploration, and discovery. They like to solve problems, perform experiments, and conduct research. Sample majors and careers include: Computer engineering/science (IRC), economics/finance (IEC), pharmacist (ISC).
ARTISTIC <i>"THE CREATORS"</i> Like to work with IDEAS & THINGS	People who are creative, intuitive, sensitive, articulate, expressive, unstructured, original, nonconforming, and innovative, who rely on feelings, imagination, inspiration and who are spontaneous and open-minded. They prefer to work with ideas, abstractions, and concepts. They also enjoy work that is literary, verbal, visual, and aesthetic and excel in art, music, dance, drawing, painting, sculpting, drafting, writing, drama, communicating, design, fashion. Sample majors and careers include: Psychology/counselor (AIS),) film/film editing (AEI), web designer (AR)
SOCIAL <i>"THE HELPERS"</i> Like to work with PEOPLE	People who are kind, generous, cooperative, patient, caring, helpful, empathetic, tactful, and friendly. They prefer tasks that involve socializing, helping others, and teaching, teamwork, social interaction, relationship building, and humanitarian, educational, philanthropic, interpersonal, and service-oriented. Sample majors and careers include: Sociology/social work, nurse (SRCI), community organizer, psychology/psychologist (SIA)
ENTREPRISING <i>"THE PERSUADERS"</i> Like to work with PEOPLE & DATA	People who are adventurous, ambitious, assertive, extroverted, energetic, enthusiastic, confident, optimistic, dominant, persuasive, and motivational. They prefer work that involves leadership, business, politics, public speaking, being in charge, taking risks, debating, and competing. Sample majors and careers include: business, entrepreneur, lawyer (EIS), market research analyst, dietitian (ESI)
CONVENTIONAL <i>"THE ORGANIZERS"</i> Like to work with DATA	People who are conscientious and conservative, logical, efficient, orderly, organized, thorough, and detail-oriented. They are individuals who value precision and accuracy. They excel in practical tasks, quantitative measurements, and structured environments and who follow the rules. They prefer work that involves accounting, statistics, mathematics, numerical activities, and office settings. Sample majors and careers include: Economics (CIS)/accounting, educational administration (CSE), technical writer (CAI)

Presentation References & Resources

Evans, N. J., Forney D. S., & Guido-DiBrito F. (1998). *Student development in college: Theory Research and Practice*. San Francisco: Jossey-Bass.

Gordon, V. N., Habley, W. R., Grites, T. J. (2008). *Theoretical foundations of academic advising*. Academic Advising: a Comprehensive Handbook. San Francisco, CA: Jossey-Bass.

Holland Code Descriptions. (n.d.). Retrieved February 2, 2015, from http://en.wikipedia.org/wiki/Holland_Codes

*The UCSC Career Center offers the **Strong Interest Inventory** for students. To learn more about this and other career assessments available to our students, visit the UCSC Career Center site:*

<http://careers.ucsc.edu/student/ExploreMajorsandCareers/assessment.html>