AN AMBITIOUS HOUR?

- Overview & History
- General Critiques
- Chickering’s Theory of Identity Development
- Perry’s Theory of Intellectual and Ethical Development
- Holland’s Theory of Vocational Personalities & Work Environments
- Application/Discussion: Case Studies
“Advisors have *license* to draw upon a wide array of theoretical perspectives because they have come to advising not from one field, but from many; they have the *obligation* to resist adopting only one theoretical perspective because the phenomenon of academic advising is so very complex”
SAD PANDA ON THE SUBWAY
WE’RE KEEPING IT SIMPLE
WHAT IS STUDENT DEVELOPMENT?

“Development” (vs. change): “the organization of increasing complexity”

Student Development: “the ways that a student grows, progresses, or increases [their] developmental capabilities as a result of enrollment in an institution of higher education” ~ Rodgers 1990.

complex developmental tasks ----- self direction ----- interdependence

Development Theory Should Answer 4 Questions:
1. What interpersonal/intrapersonal changes occur while the student is in college?
2. What factors lead to this development?
3. What aspects of the college environment encourage or retard growth?
4. What developmental outcomes should we strive to achieve in college?
HOW DO WE USE THEORY?

- Growth and development of students = central goal of higher education
- Creates a common language
- Enhanced program planning and policy development
- Theoretic base for knowledge, expertise, and practice…

- Describe
- Explain
- Predict
- Control

“…enables student affairs professionals to proactively identify and address student needs, design programs, develop policies, and create healthy college environments that encourage positive growth in students” ~ Evans, Forney, & Guido-DiBrito, 1998.
HISTORY OVERVIEW

- Increase in universities and development of Social Sciences
- Student Services Paradigm: services to benefit knowledge acquisition
- “Human Development Specialists”
- Mid 20th Century- “services” →“student development”

*Basic Assumptions - Students...*
- learn both in and out of class
- are influenced by genetics and social environment
- are individuals with unique needs
- entire environment should be considered in education
- have a personal responsibility for getting educated
TYPES OF THEORIES

from chaos to order

1) **Psychosocial Theories:** examine personal and interpersonal lives—often involves a sequence of tasks/stages.

2) **Cognitive Structural Theories:** how a student perceives and rationalizes their experience—(the way people think).

3) **Typology Theories/Person Environment Theories:** individual differences in how people view and relate to the world.
GENERAL CRITIQUES

- Slow moving…pace of change in higher education
- Vague and non specific meanings and terms “catchphrase”
- Students rarely fit into over simplified paths:
  - People are complicated, complex individuals
  - Theory by its nature reductionist
  - Theory talks about “normal” development
  - Reality is influenced by social, political, economic, ethnic, and gender-related factors.
Let's dig in!
Psychosocial
ARTHUR CHICKERING’S
THEORY OF IDENTITY DEVELOPMENT

- Psychosocial Development Theory
- Building on the work of Erik Erikson
  - Identity vs Role Confusion
    - Identity too abstract to guide education practice
    - Chickering set to specify that notion of identity

Vectors (stages)
- Have direction and magnitude
- Vectors occur at different rates, and interact with each other
- Each movement from lower to higher, creates a more complex development
- Backslides can occur though
CHICKERING

- First Years and Sophomores
- Developing Competence
  Intellectual + Physical/Manual + Social/Interpersonal = Sense of Competence
  - Managing Emotions
  - Moving through Autonomy toward Interdependence
    Emotional Independence > Instrumental Independence >
    Recognition and Acceptance of Interdependence
  - Developing Mature Interpersonal Relationships
    Increased Tolerance, Shift in Intimacy

All four lead to…
CHICKERING

- Juniors and Seniors (Hopefully)

- Establishing Identity
  Leads to…

- Developing Purpose

- Developing Integrity
  Humanizing Values, Personalized Values, Developing Congruence
CHICKERING CRITIQUES

- More research is needed relative to:
  - Age
  - Gender
  - Gender Identity/Expression
  - Race
  - Sexual Orientation
  - Culture
  - Ability
Cognitive Structural
WILLIAM PERRY’S
THEORY OF INTELLECTUAL DEVELOPMENT

- Cognitive Structural Theory
- Describes the typical course of development of student’s patterns of thoughts
- Students move through Nine Positions in Four general categories
  - Dualism, Multiplicity, Relativism, Commitment in Relativism
- One is not capable of understanding anything that more than one step beyond where they are
- Cognitive development is promoted by encounter with difference and diversity
PERRY

- **Position 1: Basic Dualism**
  - Right and Wrong Answers
  - Just a theoretical anchor position

- **Position 2: Full Dualism**
  - If two authorities disagree it must be because one is wrong and is a bad authority

- **Position 3: Early Multiplicity**
  - Students can notice that there are multiple perspectives
  - But can’t evaluate the goodness or badness of them
  - Fairness is important: Whining is the tip-off

- **Position 4: Late Multiplicity**
  - All opinions are of equal value and not subject to evaluation
  - Everyone has a right to his or her own opinion
Position 5: Contextual Relativism
- Primary flip: external locus of control to an internal one
- Knowledge is relative

Position 6: “Pre-Commitment”
- A reflective stage
- Recognize need to commit, but just thinking about it – not ready to commit

Position 7–9: Evolving Commitments
- 7 & 8: Establishing identity based on commitment
- 9: In a loop of choosing and expressing who you are by the choices that you make
PERRY CRITIQUE

- Harvard and Radcliffe
  White, Male, Affluent
- Small Sample Size (n<30)
- Combining Intellectual with Ethical Development
  What is “more developed”?
  No change beyond relativism
- Descriptions are to be used empathetically
Person Environment
JOHN HOLLAND’S
THEORY OF VOCATIONAL PERSONALITIES AND WORK ENVIRONMENTS

- There are 6 basic personality types
- There are 6 corresponding types of environments
- People search for environments that are in line with their skills, abilities, attitudes, and values.
- Behavior determined by an interaction between personality and characteristics of environment
- Satisfaction, achievement, and persistence predicted by degree of “fit” between personality and environment.
HOLLAND RIASEC

**KEY CONCEPTS**

**Calculus:** hexagon model-relationship between types/environment

**Consistency:** degree of similarity of types

**Differentiation:** How clearly defined a type is

**Identity:** clarity and stability of goals, interests, talents

**Congruence:** Personality match with environment
HOLLAND College Students

- Some students’ types can be predicted from parents occupations*.
- Congruence of type and field of study correlated with persistence and academic adjustment.
- Relationship between congruence and satisfaction in educational environments.
- Relationship between consistency of type and stability of career aspirations for students.
- Assessment tools: Strong Interest Inventory*
HOLLAND CRITIQUE

- Discomfort with labels
- Mixed results from studies on validity
- Less research on environments
- Lack of explanation on how types develop
- Role of other factors in selecting an occupation:
  - Congruence may be less salient for lesbians and gay men
  - Role of external factors- economic/political
- Lack of diversity of research subjects
“Theory building provides lenses through which academic advising can be seen more clearly… as with vision, so with theory: one lens doesn’t last a lifetime because both the observer and the observed change over time”