THE IMPACT OF CAREER DEVELOPMENT CLASSES ON THE
IDENTITY DEVELOPMENT AND CAREER SELF EFFICACY
OF TRADITIONAL AGED COLLEGE STUDENTS

DISSERTATION

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ABSTRACT

This study involved the effect of career development classes on traditional aged college students’ identity development and career self efficacy as well as the examination of the relationship between identity status and career self efficacy. Significant correlations were found between high identity status and high career self efficacy. Positive significant differences were also found in career self efficacy between those who had taken career development courses and those who had not. Positive, although not significant, differences were found in identity status between those students who had taken career development courses and those who had not. Instruments used in the study were the Extended Objective Measure of Ego Identity Status 2 (EOM-EIS2) and the Career Decision Making Self Efficacy Scale (CDMSES).
Dedicated to my father and to Dr. Doug Sprague
I wish to express my appreciation to Dr. Robert F. Rodgers for his support and encouragement throughout this process and for his astute suggestions in reviewing this dissertation. Thanks go also to the other members of my committee, Drs. Susan Jones and Bruce Walsh, for their patience and support. I also wish to thank Amy Thaci for her help in getting this research started by allowing me to study her career classes and introducing me to others who teach career development classes. Thanks also to Yesim Capa for her help and patience in consulting on the statistical analysis. Thanks to my son, Tyler, who endured graduate school and my dissertation with me for the past six years and overcame his embarrassment at having a mother in school. And, finally, a special thanks to my husband, Stephen Becker, who offered me the opportunity, encouragement, and support to take the past year to complete this dissertation. Without all of your assistance this degree would not have been completed and I express my strong gratitude and appreciation to you.
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# TABLE OF CONTENTS

Abstract .............................................................................................................. ii

Dedication ........................................................................................................... iii

Acknowledgments............................................................................................... iv

Vita ....................................................................................................................... v

List of Tables ...................................................................................................... vii

Chapters:

1. Introduction .................................................................................................. 1

2. Review of the literature .............................................................................. 10

3. Methodology ............................................................................................... 67

4. Results ......................................................................................................... 100

5. Discussion .................................................................................................. 116

6. References ................................................................................................. 130
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Observed frequencies by gender and ethnicity – winter quarter</td>
<td>88</td>
</tr>
<tr>
<td>2.</td>
<td>Observed frequency of subjects by age, class rank, and gender for winter quarter</td>
<td>89</td>
</tr>
<tr>
<td>3.</td>
<td>Observed frequencies by gender and ethnicity – spring quarter</td>
<td>91</td>
</tr>
<tr>
<td>4.</td>
<td>Observed frequency of subjects by age, class rank, and gender for spring quarter</td>
<td>92</td>
</tr>
<tr>
<td>5.</td>
<td>Observed frequencies by gender and ethnicity – fall quarter</td>
<td>93</td>
</tr>
<tr>
<td>6.</td>
<td>Observed frequency of subjects by age, class rank, and gender for fall quarter</td>
<td>94</td>
</tr>
<tr>
<td>7.</td>
<td>Observed frequencies and percentages of subjects in the identity statuses – treatment and comparison groups – combined quarters</td>
<td>102</td>
</tr>
<tr>
<td>8.</td>
<td>Observed and expected frequencies of subjects in the identity statuses – treatment and comparison groups – combined quarters</td>
<td>103</td>
</tr>
</tbody>
</table>
9. Observed frequencies and percentages of subjects in the identity statuses in the occupational domain – treatment and comparison groups – combined group . . 105

10. Observed and expected frequencies of subjects in the identity statuses in the occupational domain – treatment and comparison groups – combined group 106

11. Observed frequencies and percentages of subjects in the identity statuses – pre-tests and post-tests – combined quarters 109

12. Observed and expected frequencies of subjects in the identity statuses – pre-tests and post-tests – combined quarters 109

13. Observed frequencies and percentages of subjects in the identity statuses in the occupational domain – pre-tests and post-tests – combined quarters 111

14. Observed and expected frequencies of subjects in the identity statuses in the occupational domain – pre-tests and post-tests – combined quarters . . 112
CHAPTER 1
INTRODUCTION

Introduction

This chapter will present an overview of the rationale for studying the impact of a career development class on identity development, using Marcia’s (1966) Identity Statuses and Betz and Hackett’s (1981) career self-efficacy theories. A summary of the design of this study is also included.

Overview

Psychosocial theories of development have contributed to an understanding of the development of traditional aged college students and were derived from Erikson’s (1968) description of psychosocial developmental tasks facing individuals at different stages of life. The adolescent and early adulthood phase of development has as its central focus the development of identity. According to Erikson identity development occurs through an individual’s exploration in occupational and ideological issues (religion, politics, and sexual behavior) and relationship issues (friendship, dating, sex roles, and recreational domains). Marcia (1966) operationalized identity statuses by asking whether or not these
issues have been explored and whether or not an internal commitment has been
made. Four categories of identity development status result: Diffused, Foreclosed, Moratorium, and Identity Achieved. A diffused status is one where neither exploration nor commitment has occurred in the identity domains. Foreclosed status refers to an individual who has made a commitment to an identity in one or more of the domains but has done so without self exploration, and has adopted an externally defined conclusion, often parents’ beliefs in that domain. Moratorium status is one where an individual is in the process of exploration in the identity domains but has not yet made an internal commitment to a choice. Identity Achieved status indicates an individual who has both explored and internally committed to a choice in the identity domains. Individuals can be in different statuses in different domains because development does not necessarily occur in the same timeframe for all the domains.

Information is emerging about how career development contributes to identity development in traditional-aged college students. Various studies have found positive correlations between vocational development and the larger construct of identity development. Processes such as career decidedness, career exploration, comfort with one’s decision, and self clarity indicate that progress in these career development tasks may be viewed as an expression of the general exploration across domains by young adults to clarify their identity described by
Erikson and Marcia. Skorikov and Vondracek (1998) examined the relationship between the domain of vocational identity development and overall identity development in the other three ideological domains, finding that development in the vocational domain preceded development in the domains of philosophy, religion, and politics. They concluded that vocational development plays a leading role in adolescent identity formation. Blustein, et al. (1989) found a relationship between the exploration and commitment process in the vocational domain to the process of forming an overall crystallized identity. Pearson (1989) found that there were patterns of gender differences in the process of identity development, with the female pattern being either high or low on both substatuses of interpersonal and ideological/vocational domains and the male pattern being high in one substatus and low in the other. Pearson suggested that this finding indicated that females work on interpersonal and ideological identity at the same time while males tend to work on either ideology or interpersonal identity issues but not both simultaneously.

Based on the emerging evidence that the development process in the vocational domain seems to parallel or lead development in overall identity, career development classes could be an intervention that facilitates both occupational and general identity development for college students. These courses are offered at many colleges and universities, but no studies have been
found which examined the impact of these courses on general identity development as conceptualized by Marcia. This study examines whether career development classes contribute to identity achieved status in the vocational domain and in overall identity development which includes all the dimensions in Marcia’s model for college students.

Why is it important to facilitate the identity development of college students? Kegan (1994) writes that adults are expected to invent their own work, to be self-initiating and self-evaluating, and to take responsibility for what happens to themselves. These expectations require self authorship, or a capacity for autonomy. Self-authorship is the ability to evaluate one’s views when confronted with conflicting views; to consider others’ perspectives instead of being consumed by them; to have an internally generated belief system that regulates our interpretations of experience. This study also focuses on the development of an autonomously held identity which appears to be a prerequisite for meeting modern work demands and making internally rather than externally defined commitments.

Baxter Magolda (1998) states that “one of the major goals of higher education is to prepare citizens for effective participation and leadership in contemporary society(;) higher education should contribute to the development of self-authorship” (p.144). Based on her ten year longitudinal study of college students
from the first year of college to six years post college graduation, Baxter Magolda (1998) found that the concept of self-authorship captures what her study participants found that they needed in the years following their college graduation. College graduates are expected to be functioning at a self authorship capability, but few are able to do so. She found that most were in the moratorium status, still exploring. Work experiences, as well as events in their personal lives, after graduation begin to teach them how to become self authored, to develop an internal belief system. It would be of benefit to students if these opportunities were emphasized during their college years instead of after their graduation so that they could be better equipped to meet the demands of modern life upon graduation. As Baxter Magolda (1999) concludes from her study:

the need for complex adult identities has never been greater. . . The increasing interdependence of people within our society and the World community makes addressing these issues imperative. Forming complex identities is necessary not only for young adults to survive the 21st century but for them to succeed in leadership roles. . . Higher education has a responsibility to help these adults make the transition from being shaped by society to shaping society. . Balancing individual goals with responsibility to the community requires an internally defined sense of self from which productive interactions with others stem. The curriculum and cocurriculum of undergraduate, graduate, and professional educational settings are opportunities to assist in this transition. (p.630).

Identity achieved status in Marcia’s scheme cannot be attained without self authorship. Hence, capacity for self authorship is a necessary condition for
identity achieved status. Moratorium is the status where the individual is in a state of exploration, both of self and of his/her environment. This status is where occupations, values, beliefs, interests, skills, philosophies, and lifestyles are still being explored and the student may or may not have achieved self authorship. However, the exploration nature of Moratorium may help a student move toward or develop self-authorship capacity, where choices and actions are founded on his/her own self developed internal belief system. Baxter Magolda (1998) affirms the need of higher education to promote identity development in order to facilitate students’ creation of self-authorship and states:

Because self-authorship includes intrapersonal and interpersonal as well as cognitive dimensions, educational promotion of self-authorship must also address students’ identity development. Helping students reflect on their beliefs about themselves is one way to link these dimensions in the learning process. This link is essential in helping students to develop an internal identity that supports acting on their knowledge and priorities (p.154).

Courses in career development usually have self exploration and reflection built into their design and hence may be the occasion for or contribute to developing self authorship. If a student already has the capacity for self authorship, the course will help him/her to explore, narrow and commit from inside oneself to an occupation and an identity. Such courses generally provide assignments for students to explore themselves, to determine their interests, values, skills, and goals, as well as the world of work, and teach decision making processes to help students make appropriate choices for themselves based on
this exploration. Self-authorship requires one to know one’s self, to have knowledge of what one finds of interest, values, and in what skills one has or can develop. Waterman (1989) states that curricula that have a direct effect on identity formation are “those that help focus student attention on decision making processes, such as the clarification of values” (p.394) and recommends interventions that stimulate consideration of alternative goals, values and beliefs, promote information gathering and foster the willingness of students to commit to worthy goals, values and beliefs. Career development courses are examples of curriculum interventions that focus on values clarification, consideration of alternative goals, and information gathering as specifically designated segments of the course. This study was designed to determine the impact of career development classes on facilitating the development of college students toward the moratorium and identity achieved statuses, using Marcia’s theory of identity development.

Another concept related to the development of an achieved identity is self-efficacy. Self-efficacy expectations are an individual’s beliefs concerning his or her ability to perform successfully a given task or behavior and were viewed by Bandura (1977) as mediators of behavior and behavior change. Low self-efficacy expectations lead to avoidance of a specific behavior or task, while high self efficacy leads to more frequent approach rather than avoidance behaviors.
Betz and Hackett (1981) applied this concept to career development, focusing on women’s career development, and Taylor and Betz (1983) applied this concept to career decision making tasks. Applied to the current study, students’ perception of their self-efficacy in completing career decision making tasks may affect their willingness to complete the assignments in the career development class, thereby potentially affecting their identity development. Studies (Luzzo et al., 1996) have found that increases in self efficacy have been the result of career development classes. Therefore, this study will also assess students’ career self-efficacy in investigating the relationship between career self-efficacy and vocational and overall identity development and the impact of the career development class on students’ self-efficacy.

Purpose of the study

The purpose of this study is to examine the effect that career development courses have on the overall identity development, vocational identity development, career self-efficacy of college students, and attainment or use of self authorship, with an eye toward encouraging such courses for students should the study show that these courses are positively related to an increase in identity development. Marcia’s model was selected for this study because it is appropriate to the processes that occur in the early adulthood of college aged students and it focuses on exploration and commitment as the underlying
constructs in the developmental process, which are salient to objectives of career development courses and to the identity development process.

Questions to be explored

1. Will there be significantly more students in the identity achieved status as a result of taking career development courses than those who do not?
2. Will there be significantly more students in the identity achieved status in the occupational domain as a result of taking career development courses than those who do not?
3. Will students who take career development courses have significantly higher career self efficacy than those who do not?
4. Will there be significantly more students in the identity achieved status after taking the course than before they took the course?
5. Will there be significantly more students in the identity achieved status in the occupational domain after taking the course than before they took the course?
6. Will students who take career development courses have significantly higher self efficacy after taking the course than before they took the course?
7. Will high career self-efficacy be associated with the high identity status?
8. Will high career self-efficacy be associated with the high identity status in the occupational domain?
CHAPTER 2
REVIEW OF THE LITERATURE

Since this study is investigating the interrelation of identity development, career self efficacy, and resulting student decidedness as facilitated by college career development courses, the review of the literature is categorized by these areas.

Identity development

Extensive research has been conducted using Marcia’s operationalization of Erikson’s theory of identity development since Marcia’s work was first described in 1964. Since Erikson’s theory is not central to this study, only a cursory review will be given here. A more complete review will be discussed here of research conducted using Marcia’s operationalization, and more specifically on research using the instrument based on this operationalization, the Extended Objective Measure of Ego Identity Status (EOM-EIS2).

Erikson (1968) described stages of psychological development which occur across the lifespan from both inner psychological conflicts as one matures and the demands of the environment. The stage with which this study is most
concerned is that of the formation of a sense of identity which is to occur in late adolescence and early adulthood. Identity is defined as an inner sameness and continuity, one’s awareness of his/her self-sameness, and feedback from others that is consistent with this sameness. Thus, the resolution of the crisis of identity achievement vs identity diffusion is the task facing adolescents and young adults. The issues to be resolved are selecting a vocation and finding and committing to ideological or value issues (occupation, religion, politics and philosophy domains) and finding and committing to relationship issues (friendship, dating, sex roles, and recreational domains). A lack of resolution of these issues causes a sense of identity confusion and hinders development in later adult stages. Erikson says that society offers a moratorium during which time the adolescent is expected to explore these identity issues and begin to make commitments. Erikson states that this identity formation occurs best in environments that provide an opportunity for exploration and that college environments specifically provide this type of environment.

Marcia (1966) formulated a more specific operationalization of Erikson’s identity stages. He developed a model of four statuses of identity development, differentiated by whether one is aware of one’s developmental issues and whether exploration and/or commitment on identity issues has occurred. These four statuses are labeled foreclosed, diffused, moratorium, and identity achieved:
Foreclosed indicates those individuals who may or may not be aware of their identity issues, have not explored options, but have made decisions on the identity issues generally based on external expectations, such as parents. Hence, they are foreclosed on identity issues and their decisions are made from outside the self. Diffusion represents those who are not aware of identity issues, currently are not exploring options on the issues, and also have not made choices that might resolve their identity issues. Those in moratorium are aware of identity issues and are in the process of actively exploring alternatives on these issues. They have not yet made any decisions or commitments, however. Identity achieved status is depicted as having experienced awareness of identity issues, having explored alternatives on identity issues, and as having made commitments to choices based on this self-exploration.

Marcia (1993) writes that identity can be viewed in three aspects: structural, phenomenological, and behavioral. Structurally, since identity formation is part of a larger psychosocial developmental framework, there are antecedent conditions
and consequent implications for further development. If previous stages have been resolved, or mostly resolved, one enters the identity stage without significant unresolved issues and without handicaps for dealing with the identity stage. If there are significant unresolved issues from previous stages, then one may have handicaps for resolving current identity issues. After the identity stage, the next phase of life happens, ready or not. If one has largely achieved identity issues, then one is ready for the next phase of life and its issues. If identity issues are not resolved, one is handicapped as they enter the next phase of life.

Phenomenologically, Marcia (1993) points out that identity formation is different from identity construction. One becomes progressively aware of one’s characteristics as the possessor of specific skills and traits, a member of certain social and religious groups, etc, and this is considered a conferred identity. Identity is constructed when one makes decisions about who to be, what beliefs to adopt, what values to accept, and what occupational direction to take. In the identity statuses, those who have constructed an identity are Identity Achieveds, those with conferred identities from the outside are Foreclosed, those with no identity are Diffuse, and those still searching for a constructed identity are in Moratorium. Those with either a conferred or constructed identity have a core that is oneself, a sense of coherence. However, those with a constructed self
selected identity have a sense of having participated in developing that identity, and know who they are, how they became, and that they were an author of that process.

Another view offered by Marcia (1993) is the variation in future orientation of the statuses. Diffused persons have little sense of the future and are subject to the whims of fate, feeling somewhat out of control of their lives. Those Foreclosed have adopted a game plan set out by parents or other authority figures and see themselves in the future trying to fulfill the expectations of this plan. Identity Achieveds have constructed their own game plans and these are open to revision. The future for them is something to be shaped rather than meeting others’ expectations. Moratoriums are hanging onto the past while reaching for the future, often fearful, anxious, and excited about the future.

Behaviorally, Marcia (1993) wrote that there must be behavioral factors which serve as indicators of the presence or absence of an underlying identity structure, since the identity structure itself is not observable. Based on Erikson, Marcia originally looked at two areas that seemed important in adolescent identity formation, occupation and ideology, stating that if one had an identity, one would have commitments in these areas. These content areas were later expanded to include interpersonal-sexual domains, particularly to address issues of identity development for women. Marcia points out that content areas can
change as necessary to respond to the chronological, cultural or sexual characteristics of a population as long as the process variables of exploration and commitment can be assessed.

Extensive research has been conducted over the past three decades confirming the identity statuses as well as looking at correlations between the identity statuses and other variables. The following review discusses the research investigating Marcia’s identity statuses.

**Gender differences**

An important study on women’s development was undertaken by Josselson (1987, 1996) who applied Marcia’s model to women in a longitudinal study of women in three colleges and followup studies 10 and 20 years later. Her sample consisted of 48 senior year women drawn from class lists of three institutions representing a large, coeducational, private university; a large, coeducational, state university; and a small, private, somewhat exclusive women’s college. Interviews were conducted with the women until she found twelve subjects in each of the four identity status categories. Subjects were interviewed with Marcia’s Identity-Status Interview and an open-ended semistructured interview designed to encourage the subject to speak associatively and introspectively about her life. The follow-up study included 34 subjects. The Identity –Status Interview was mailed to the subjects along with a questionnaire covering work
history, work satisfaction, relationship history, and moments of crucial decision making as well as open-ended questions allowing the women to reflect on their lives. Either written or telephone interviews were conducted, with the method devised to suit the needs of the subject. The goal in the follow-up study was to review the parameters and choices of the women’s lives since leaving college.

Josselson categorized the women into the four statuses and found similarities and differences between men and women in the four statuses. In discussing these differences, the ideas of separation and individuation were foremost, with the idea of relatedness a seemingly important distinction found in male and female identity development.

Foreclosure women in the study were dominated by efforts to feel loved and cared for, emphasizing their need for security, similar to what they had in their families of origin. They were hardworking and generally successful, but identity and security were found in relationships and not in work. They worked to provide support for their families, not to have a career. They tended to be less anxious than the male foreclosures and demonstrated growth through identification with a family ideal rather than through individuation into a self defined life. They tended to be rigid personalities with high standards and did not allow themselves to experience ambivalence, thus seeing only absolutes and not appreciating complexities in others. They were not autonomous. The Identity Achieved
women forged their own identities, but for this group of women they did not necessarily focus on career as the anchor of their identity. Their anchor was finding balance among career, relationships, and values. Their process for becoming achieved could be called development within a relationship. As they explored options, they did so in relationship to a man or important friend. The men and important friends were sounding boards who helped the Achieved women process their experience and deal with guilt as they explored. These women valued their competence and their autonomy as did the men in other studies, but their process relied on the support in a relationship more so than in the study of men. For these Achieved women, balance of work, relationships, and interests was the most important aspect of their identity and relationships were primary in their lives. Josselson points out that the need to combine self-in-the-world and self-in-relation is an important aspect of these Identity Achieved women in her study.

Those in Moratorium in Josselson’s (1987) study were aware of the issues and were exploring. They also needed to develop “within a relationship” as they explored. They chose unwisely however. The men or friends in their lives needed to be controlling and domineering rather than supportive. They were substitute parents who blocked the development of autonomy. Moratorium women had lower self esteem and greater anxiety than the Achieved women or
Foreclosed women. They were struggling with ways to untie their entanglements with their families and looked to new relationships, particularly boyfriends to show them how to be in the world. Unfortunately, those who stayed in Moratorium chose controlling boyfriends and they did not achieve an identity. The Diffused women had the lowest psychological health. They had histories of inadequate development and ended college having difficulty forming intimate relationships, high anxiety, and were the most field dependent. Many were drifting along, showing extreme passivity, and feeling that they had little control over their lives.

Archer (1989) undertook a study to determine gender differences in identity development in three issues: the process by which identities are formed, domains in which males and females might define themselves, and the time in which these tasks might be initiated. Process refers to the particular identity status representing an individual's approach to arriving at self definition. Domain refers to the areas of one's life which are relevant to one's self definition. Timing refers to the point in one's life when identity activity is ongoing in the different domains. Archer stated that in our society males have been connected with concepts of individuation and separateness while females have been connected with concepts of care and in relationship to others. She speculated that because of these connections, assumptions are that males would more readily become
identity achieved and females would more readily become foreclosed, defining themselves in ways which significant others would approve.

Archer analyzed the findings from three separate studies conducted with early, mid, and late adolescents to assess potential gender differences pertaining to process, domain, and timing. The first study included data from 80 males and 80 females from grades 6, 8, 10, and 12. Identity status was determined by use of a semistructured interview similar to Marcia’s interview and included questions pertaining to vocation, religion, politics and sex role preferences. No gender differences were found in the areas of process, domain content, or timing. Both genders used the identity statuses comparably, there were no differences in identity status by gender in any of the domains, and both genders expressed a similar pattern of identity activity in each domain at each grade level. One should note, however, that Marcia’s model does not apply to persons below age 15; hence, the results may be questionable.

In the second study different subjects from the same grades were questioned and the domain of family roles was added. Findings showed few gender differences with males and females using the identity processes similarly, and the domains of vocational choice, religious belief and sex-role orientation were comparable in their salience to both genders. The domains of family roles and political ideologies had some differences with females more likely to be
questioning alternatives in family roles and be in moratorium status with males more in diffused status, while in the political domain, males were more likely to be foreclosed and females to be diffused. The third study involved data from an ongoing longitudinal project where students were interviewed during their junior and senior years of high school as well as their first year after high school graduation. Questions here were similar to the first study and the only gender role differences were found in the political domain where males tended to be foreclosed and females tended to be diffuse. Archer concluded that contrary to traditional theoretical assumptions, these females did not put aside identity tasks because of interpersonal concerns but rather a similarity in gender was found for the salience of the identity task. She attributes the difference found in family roles to socio-cultural considerations where females continue to be primarily responsible for childrearing and homemaking duties even though the majority are employed outside the home and these issues and conflicts may be more salient to females. All of these studies did not follow the men and women until they were in their early 20's; this is important because this stage and its issues usually are not resolved until the early 20's.

**Developmental issues**

There has been disagreement about whether the four statuses can be (1) placed on a developmental continuum, with either forecloseds or diffuseds
considered less resolved statuses and moratorium and achieveds considered more adequate statuses; and (2) used to describe a developmental process over time. Mixed results from studies are inconclusive whether adolescents begin identity development in a diffused or foreclosed status as well as the path through the statuses to achieved status. It appears that the statuses are not static and that one can move back and forth through the statuses on different identity issues.

Waterman (1999), in a commentary, discusses identity development from a developmental perspective. He stated that it appeared that the most extensive advances in identity formation occur during the time spent in college. Certain situations after college, during the adult years, such as divorce or returning to college, also often prompt a reexamination of identity issues. Waterman discusses the direction and timing of identity development, offering different patterns. An individual in the Diffused status could become a Moratorium by becoming aware and beginning to explore various identity alternatives or could become a Foreclosed by committing to the first real possibility presented by an authority, without evaluating other alternatives, or could remain in the Diffused status and not explore any identity issues.

Someone in the Foreclosed status may become a Moratorium if their early commitments are challenged such that a consideration of alternatives is required
(e.g., divorce); continue as a Foreclosed into adulthood with a commitment to beliefs accepted as a child or adolescent from one’s family of origin, or become diffused if earlier beliefs become less meaningful and no other alternatives are explored. A person who has entered Moratorium status may become an Identity Achieved by choosing from some of the options explored and establishing commitments to these choices or become Diffused by giving up on exploration and making no commitments. An Identity Achieved may continue in this status or again enter Moratorium status if the previous commitments become unsatisfactory.

Waterman (1999) describes as progressive developmental shifts those from Diffused to Foreclosure or Moratorium, from Foreclosed to Moratorium, and from Moratorium to Identity Achieved. These represent shifts to reflective consideration of alternatives or development of meaningful commitments based on one’s own exploration. A change into Diffusion is regressive because one is no longer attempting to resolve identity issues. A shift from Identity Achieved to Moratorium is probably more appropriately considered a resumption of a crisis rather than a regression and reflect a continuation of identity formation, making more rewarding choices and not renouncing identity concerns.

Kroger (1996), in a commentary paper, proposed that some regression may be normative of adolescent development and may even be an essential and
adaptive feature. She defines regression as “movement from a more powerful, complex, or differentiated state to a less powerful, complex or differentiated one . . . to decrease adaptiveness and increase the role of chance in determining one’s behavior” (p.206). She discussed three forms of regression: regression of disequilibrium, which is transitory and involved in the process of transition from a less complex to a more complex structural organization; regression of rigidification, which is more stable and involves returning to a more immediately familiar, less complex, and more secure model of reasoning where adaptation may not be greatly impaired; and regression of disorganization, which is also more stable and is involved in destructuring to far less complex stages, where adaptation is greatly impaired. Regression of disequilibrium describes the move from achieved to moratorium status and in studies has occurred for up to 50% of achievement subjects between late adolescence and middle adulthood. Kroger writes that this regression may allow the individual to find new or recover earlier identity elements and integrate these into a more complex identity structure. This MAMA cycle is used to describe those who have taken a reflective approach to identity formation, remaining open to the reorganization of their commitments as life circumstances change.

Regression of rigidification characterizes the movement from achievement or moratorium to foreclosure. Kroger (1996) describes how a move from
achievement to foreclosure can be described as a process of foreclosing on one’s own identity where an individual refuses to enter another period of exploration although the present identity no longer fits. One function of this shift appears to be the maintenance of a secure identity when internal energy is insufficient or external constraints too overwhelming to find new life directions. Movement from moratorium to foreclosure often indicates a situation in which initial efforts to explore have generated overwhelming guilt or anxiety and the individual has thus returned to values established through identification processes at earlier times. Regression of disorganization refers to movements from the other statuses to diffused status. The moratorium to diffusion shift indicates an abandonment of efforts to establish commitments expressive of one’s identity and may either be transitory or long-term. This shift may serve two functions, one of discarding identity elements as different issues become more salient or one of providing a resting place following an identity crisis. Movement from foreclosure to diffusion shows an abandonment of internalized childhood values without any meaningful resolution and seems to occur in response to a major loss or in reaction to previous identity elements losing their salience. Transition from achievement to diffused is rare and seems to function as a resting place.
According to Kroger (1996) different triggers appear associated with the different types of regression. Regression of disequilibrium seems induced by conflict, when one’s current structure of understanding becomes challenged. This challenge must not be too overwhelming and must be addressed rather than avoided. Regression of rigidification involves a narrowing of perspective, induced by internal or external factors, such as social contexts which narrow access to a diversity of life experiences over time. One example found in studies was some women who either returned to part-time work after childbearing or became full-time homemakers who had earlier shown flexibility returned to earlier values for security or expediency. Regression of disorganization has been linked with disillusionment following a crisis, frequently triggered by extreme environmental stressors, such as trauma or loss but also under non-stressful circumstances when identity elements no longer are salient. Kroger writes that regressions of disequilibrium are likely to lead to further progressive development while regressions of rigidification and disorganization are more stable and do not tend to lead to further development.

Pearson (1989) investigated the relationship between identity development and cognitive development of college students, using a cross-sectional design which included examination of potential gender differences. She surveyed 197 students, covering first year students, juniors and seniors. Instruments used
were the Widick-Knefelkamp Sentence Stem and Essay Test (Widick, 1975, in Pearson) to measure cognitive development on the Perry scheme, and the Revised Version of the Extended Objective Measure of Ego Identity Status (Bennion & Adams, 1986, in Pearson) to measure identity development.

Pearson found that there may be some differences between the genders on interpersonal and ideological identity formation, although the differences were not statistically significant. She proposed that if differences occur, females seem to form an identity on ideological and interpersonal relationships simultaneously, while males form identity on these issues independently. She also identified that some students who were considered Identity Achieved were actually Foreclosed since self autonomy was not yet present. Their choices on identity issues were still decided from the outside, even after exploration.

**Family variables**

Several researchers have focused on family variables as important antecedents in determining an individual's identity status. Adams et al (2000) examined the influence of perceived family and university relational systems on identity status. Data came from a longitudinal study of the role of family, school, peer, and work environments on academic performance and psychosocial development conducted by Adams and others in 1999. Two cohorts of first year college students were tested and retested the following year. The sample sizes
were 183 and 111 students, including males and females. Various instruments were used to obtain data including a questionnaire of self perceptions of academic environments, subscales from the Family Environment Scales (Moos & Moos, 1986 in Adams, et al) the Identity Styles Inventory (Berzonsky, 1989, 1992 in Adams, et al), questionnaires reflecting a preference for self reflection, the Objective Measure of Ego-Identity Status (Adams, 1999), and a subscale from the Psychosocial Inventory of Ego Strengths (Markstrom-Adams et al, 1997 in Adams et al). They found that educational environments that promote intellectual pursuits within a supportive, helpful, open-minded, and encouraging system of communication and behavior facilitated identity development. Similarly, they found that family relational environments that are open, expressive, communicative, warm, and supportive also facilitated identity development. In college, students experiencing a critical and analytic form of teaching decreased diffusion and enhanced identity achievement. The role of social cognition as a mediator was also found, with students who used self-reflection being more likely to be identity achieved. The authors suggest that university officials need to build opportunities for performance, expression, and analytic thinking, but within a warm, supportive environment.

Perox et al (1996) also looked at the influence of family factors on identity development, focusing on females. There were 164 undergraduate females who
were given the Structural Family Interaction Scale Revised (Perosa & Perosa, 1990 in Perosa etal), the Parental Relationship Inventory (Stutman and Lich, 1984, in Perosa etal), and the Extended Objective Measure of Ego Identity Status (Adams, 1999). Similar to Josselson, they found that when parents, especially the mother, are too involved with and overprotect their daughter within the context of a very close family environment in which differences are not expressed, the daughter tends to uphold family parental beliefs rather than explore options and is likely to be identity foreclosed. The development of a foreclosed identity was related to these females’ inability to develop a sense of competence of standing on their own, that is, developing a capacity for autonomy and self agency. Alternatively, in families where parents express and resolve their differences without forcing the daughter to take sides, and in which the father and daughter maintain a close relationship, the daughter is likely to be identity achieved. Females raised in families where intergenerational boundaries are dissolved, and where they are estranged from their fathers, are likely to be in the Moratorium or Diffused status. The authors conclude that bringing disagreements to the surface and accepting differences between family members maintains boundaries and cohesiveness, and that this balance between autonomy and connectedness is necessary for identity achievement.
Similar results were found in a study by Frank et al. (1990). In this study, 376 undergraduates were given several measures including the Emotional Autonomy Scale (Steinberg & Silverberg, 1986, in Frank et al), the Parental Relationship Inventory (Stutman & Lich, 1984, in Frank et al), the Familial Insecurity Scale (Ainsworth & Ainsworth, 1958, in Frank et al), and the Extended Objective Measure of Ego Identity Status, (Grotevant & Adams, 1984 in Frank et al). The authors found that those who experienced relatively little autonomy and clung to idealized views of their parents were most likely to base identity commitments on parental expectations and be in the Foreclosed status. Likewise, those students experiencing greater insecurity in relation to their parents were more likely to have made identity commitments without exploring alternatives beyond those suggested by their parents and were in Foreclosed status, proposing that this style may be aimed at winning conditional love and approval by rigidly adhering to parental expectations.

Identity styles

Several recent studies have focused on a model developed by Berzonsky (1989) of identity processing orientation styles and related these to identity statuses and other variables. According to the model, individuals differ in the way they solve personal problems, make decisions, and deal with identity issues. There are three styles defined by Berzonsky: 1) Information-oriented where
individuals deliberately seek out and use self-relevant information when solving problems and making decisions and is the dominant approach used by individuals in the achieved or moratorium status; 2) Normative orientation where individuals rely on and conform to standards of significant others and referent groups, used by those in the foreclosed status; and 3) Diffuse/avoidant orientation which is characterized as defensive maneuvering with a reluctance to face problems and where one continually procrastinates and delays, used by those in the diffused status. A study by Berzonsky and Sullivan (1992) focused on social-cognitive aspects of the identity styles and relationship between them and various variables. They found that the information-oriented style was associated with a need to engage in cognitive activities and a willingness to consider alternative ideas and that self-relevant information and self reflection is salient. The normative oriented style was associated with being rigid and closed, with this closedness being domain specific, suggesting that these individuals tend to cordon off what they consider to be hard core self-domains. The diffuse/avoidant style was associated with a situation specific approach to problem solving and decision making.

Schwartz et al (2000) investigated the relationship among the constructs of identity status, identity styles, and personal expressiveness. Identity status and identity style have been explained above. The construct of personal
expressiveness was developed by Waterman (1999) which takes the perspective that feelings of personal expressiveness associated with an activity or identity alternative can be interpreted as indicative of a meshing of the identity element and the individual’s existing potentialities. Individuals differ in the extent to which these choices have been identified and in whether such choices are seen as the objectives of the identity formation process. Instead, an individual could make an instrumental commitment, which is one that will pay off in terms of functioning within the community and meets with the general acceptance of others. The distinction between the two is similar to distinctions between intrinsically and extrinsically motivated activities, with intrinsically considered preferable.

Generally, expressiveness has a stronger association with Achieveds because the more options that are explored, the greater the likelihood that the alternatives will be consistent with personal potentials. The greater the identification process in forming the Foreclosed status, the greater the likelihood that a commitment will be based on instrumental considerations related to the fulfillment of the expectations of significant others. An individual in Moratorium can be seeking either an expressive or instrumental resolution to the identity search. Any activity in the Diffused status would be assumed to be instrumental.

Schwartz et al’s (2000) study was conducted with two samples, one with 113 undergraduates and one with 196 undergraduates. Measures given to the
participants included The Ego Identity Process Questionnaire (Balistreri, Busch-Rosnagel, & Geisinger, 1995, in Schwartz et al), The Identity Style Inventory (Berzonsky, 1997, in Schwartz et al), and The Personally Expressive Activities Questionnaire (Waterman, 1993b, in Schwartz et al). Findings from the study included links among the three constructs. Identity Achieved was associated with the use of Informational style, low use of Diffuse/Avoidant style, and the highest involvement in personally expressive activities. Moratorium was the lowest in use of the Normative style and fairly low in personally expressive activities. Foreclosures had the strongest link to the Normative style, and were intermediate in personally expressive activities. Diffuseds had the highest scores for Diffuse/Avoidant style, and lowest involvement in personally expressive activities. Thus, individuals in the various identity statuses demonstrated different approaches to processing information relevant to the identity development task and with the extent of their involvement in personally expressive activities.

Berzonsky and Kuk (2000) investigated the role that identity orientation style and identity status play in students’ negotiation of their transition to a university. Measures given to 363 undergraduate students in the study included the Objective Measure of Ego Identity Status (Adams, Shea & Fitch, 1979, in Berzonsky & Kuk), the Identity Style Inventory (Berzonsky, 1992, in Berzonsky &
Kuk), and the Student Developmental Task and Lifestyle Inventory (Winston & Miller, 1987, Berzonsky & Kuk). They found that students’ identity development plays a role in the extent to which they experience difficulty in making the transition to a university. Generally, the achieveds and moratoriums were better prepared to operate in a mature, autonomous and self-directed manner. Academic autonomy, educational involvement, and maturity of interpersonal relationships were associated with the use of an informational style and negatively associated with a diffuse/avoidant style. Students with high informational and normative orientation scores both held well defined educational and career objectives; however, the informational orientation was associated with tolerance of others and emotional and academic self-regulation. The academic purpose associated with a normative orientation seemed to be more externally based and inflexible. Those using the diffuse/avoidant style were negatively associated with academic autonomy, educational involvement, and mature interpersonal relationships and such students appeared to be at an increased risk for academic problems and adjustment difficulties. Reporting on another study (Boyd etal in Berzonsky and Kuk, 2000) the authors stated that the attrition rate for diffuse/avoiders was significantly higher than for those using informational or normative styles. The authors concluded that progress in identity formation foreshadows how successfully students will negotiate the
transition to university and that identity measures may be useful in identifying students who are likely to have difficulties and develop interventions to help those identified.

**Career development**

Lucas (1997) examined the relationship between identity development, career development, and psychological separation of adolescents from their parents, relying on emerging evidence that career development process tasks may be viewed as an expression of the general exploration tasks undertaken by adolescents in their attempts to clarify their identities. She hypothesized that male and female adolescents approach identity development and separation from parents differently, with females continuing to value relationships with parents more than do males. Measures used in the study of 247 undergraduate students included The Extended Objective Measure of Ego Identity Status (Bennion & Adams, 1986, in Lucas), the Career Exploration Survey (Stumpf et al, 1983, in Lucas), the Career Decision Profile (Jones, 1989, in Lucas), and the Career Decision Making Self Efficacy Scale (Taylor & Betz, 1983). Findings from the study were inconsistent in that males in Identity Achieved status showed a need for parental closeness whereas Identity Achieved females maintained attitudes and values similar to their parents, with most psychological separation variables adding small to no variance in the prediction of identity status. Lucas
postulated that the findings may reflect the values of the primarily non-Caucasian sample population, perhaps indicating that in other cultures identity exploration and commitment may involve a different process, where accepting established beliefs (of parents, for example) without question may be more valued.

Blustein et al. (1989) looked at similarities between career exploration processes and the generalized identity development process. They believed that: 1) the career exploration process offered a way for understanding the broad-based exploration that characterizes Moratorium and Identity Achieved statuses, 2) a lack of occupational exploration would be related to the Diffused status, and 3) there would be no relationship to the foreclosed status. Three measures were given to 99 college students to test their hypotheses: The Extended Objective Measure of Ego Identity Status (Bennion & Adams, 1986, in Blustein et al); the Career Exploration Survey (Stumpf et al., 1983, in Blustein et al); and the Assessment of Career Decision Making (Buck & Daniels, 1985, in Blustein et al). Their findings supported their hypotheses that exploratory activity in the vocational domain is related to the more global exploration that characterizes the Moratorium and Identity Achieved statuses and is inversely related to the Diffused status, indicating that individuals who are engaged in self and environmental exploration tend also to be involved in the broader process of exploration related to the various dimensions of their identities. They concluded
that career exploration may provide a way for individuals to learn about themselves that would be relevant to their total identity development. They also stated that their findings suggest that committing to an occupation does not depend on the previous achievement of a highly developed ego identity.

Vondracek et al (1995) examined the relationship between the four identity statuses and a four factor model of career indecision including, 1) Diffusion, reflecting confusion and lack of experience or information; 2) Support, showing relative decidedness but uncertain about how to proceed and needing support; 3) Approach-Approach, reflecting conflict when several possible careers are appealing; and 4) External Barriers, including both external barriers to career choice as well as lack of interest in making a decision. Two measures were given to 407 junior high and high school students: The Extended Objective Measure of Ego Identity Status (Bennion & Adams, 1986, in Vondracek et al) and the Career Decision Scale (Osipow et al, 1976, in Vondracek et al). Findings showed a significant relationship between identity status and the nature and amount of career indecision. Identity Achieveds had lower career indecision scores than the other statuses, and surprisingly, Forecloseds were similar to Moratoriums and Diffuseds in the amount and type of indecision experienced. They concluded that rather than regarding indecision negatively, it may be more
helpful to look at it as exploration. Rather than emphasizing a decision as the ultimate goal, perhaps the goal for adolescents should be meaningful exploration.

Wallace-Broscious et al. (1994) examined the correlation between identity development and the processes of career development, including exploring and decision making. The authors tested 268 high school students, using the Career Development Inventory (Thompson et al., 1984 in Wallace-Broscious et al.); the Career Decision Scale (Osipow et al., 1976 in Wallace-Broscious et al.); the Self Perception Profile for Adolescents (Harter, 1988 in Wallace-Broscious et al.); and the Extended Objective Measure of Ego Identity Status (Adams et al., 1989 in Wallace-Broscious et al.). Findings indicated that the Identity Achieved status was positively related to career planning and certainty and negatively related to career indecision. Moratorium and Diffused statuses were negatively related to career planning and certainty and positively related to career indecision. They concluded that the student’s commitment to an identity is associated with increased career planning and decidedness.

Skorikov and Vondracek (1998), noting a gap in assessment research between vocational identity development and overall identity development, examined vocational identity status in 1099 high school students, measured by the Extended Objective Measure of Ego Identity Status (Adams et al., 1987 in Skorikov & Vondracek) looking for the emergence of the identity development
process. They relied on evidence that the process begins with occupational identity formation and found a stronger association between vocational and overall identity status than among the other domains. They found that the transition to more advanced statuses occurred earliest in the vocational domain, concluding that vocational advancement may facilitate general developmental processes. They suggested that differences in career decision making may be related to the progression of identity development rather than just individual differences and that such information would be beneficial in career counseling. For example, knowledge of a student’s identity status would be helpful in differentiating between diffusion- and moratorium-induced career indecision or between foreclosure- and exploration-based career commitments.

The study I have undertaken focuses on the relationship between identity development and career development. As some of the above studies suggest, the exploration and commitment processes involved in identity development are similar to those processes in career exploration and choice. Blustein et al. (1989) suggested that career exploration may provide a way for individuals to learn about themselves that may facilitate their total identity development. This study seeks to determine if courses which teach career exploration and decision
making have an impact on identity development and if there are more students in the identity achieved status who take these courses than those who do not take such courses.

**Self-efficacy**

Based on social learning theory, self efficacy expectations refer to a person’s belief about his/her ability to perform a task or engage in a behavior, and were considered by Bandura (1977) to be mediators of behavior and behavior change. Self efficacy has been considered to be domain specific. For example, career self efficacy is a general term referring to one’s ability to make career choices and implement those choices. Self efficacy in career choice content refers to one’s belief about one’s ability in a particular content area, such as math or writing, with low self-efficacy leading to avoidance of careers in that content area.

Career choice process domains relate to the selection and implementation of any career, including behaviors of career decision making and job search. Assessment of self efficacy has been applied to other domains, such as mathematics self efficacy and self-efficacy for Holland themes. Bandura (in Betz and Luzzo, 1996) in his later formulations of self efficacy theory postulated that increases in self efficacy expectations in one domain should generalize to some degree to other domains. Recent research has found correlations between career self efficacy and other measures of self efficacy as well as other indices of
a healthy personality (discussed later in this chapter). This study is investigating a possible correlation between career self efficacy and identity development.

Bandura (1977) specified four sources from which self efficacy expectations are learned and through which they can be modified. These four are: 1) performance accomplishments, experiences of successfully performing the behavior; 2) vicarious learning, or watching others successfully performing the behavior; 3) verbal persuasion, or encouragement from others; and 4) emotional arousal, or reduction of anxiety surrounding the behavior. Interventions focusing on increasing self efficacy expectations using these sources should increase approach behavior and decrease avoidant behavior. Career development classes address self efficacy expectations using a variety of these sources, including assignments to interview individuals successfully performing specific occupations and engaged in various careers, giving support from class members and instructors in small group exercises, practicing job search tasks such as resume writing or mock interviews, and increasing knowledge of the world of work and self to help reduce anxiety.

Luzzo (1995) investigated the relative importance of the constructs of career self-efficacy and locus of control in predicting the affective and cognitive components of career maturity (defined by Savickas in Luzzo) as an individual’s readiness to make age appropriate career decisions and cope with career
development tasks). The study examined the results of four measures taken by 113 undergraduates at a liberal arts university: The Career Decision Making Self Efficacy Scale (Taylor & Betz, 1983), the Career Locus of Control Scale (Trice et al., 1989, in Luzzo), the Attitude Scale-Screening Form A-2 Of Crites’s Career Maturity Inventory (Crites, 1978a, in Luzzo), and the Decision Making scale of the Career Development Inventory (Super et al., 1981, in Luzzo). Findings indicated that career decision making self-efficacy was a stronger predictor than locus of control for career decision making attitudes, with neither a strong predictor of career decision making skills. Luzzo recommended that interventions to increase career self-efficacy could be effective in increasing the maturity of college students’ attitudes toward career development. In a similar study Luzzo (1993), using the same measures with the exception of the Career Locus of Control Scale, investigated the value of career decision making self-efficacy in predicting career decision making attitudes and skills of 233 college undergraduates, finding here as well a relationship between career self efficacy and career decision making attitudes, but not career decision making skills.

Betz and Luzzo (1996), in a review of studies done on career decision making self efficacy, point out that its most consistent correlate is career indecision, with research consistently showing that the stronger one’s perception of his/her career decision making self efficacy, the lower the level of career indecision.
They also reiterate Bandura’s postulate that increases in self efficacy in one domain generalizes to other domains. For example, career decision making self efficacy has been shown to positively correlate with scores on various healthy personality indices, such as psychological hardiness and global self esteem, as well as generalized self efficacy. In addition they stated that several studies continue to find that the career self efficacy of students who have taken career exploration courses tends to increase, while the self efficacy of those students who have not tends to remain stable over time. Their review concludes with a reminder that several vocational psychologists have suggested developing counseling interventions to increase career decision making self efficacy, thereby reducing career indecision. They also state that there is a need for studies that address the extent to which changes in career decision making self-efficacy leads to other adaptive changes associated with career decision making. I think looking at the effect of a career course intervention on the relationship between career decision making self efficacy and vocational identity development as well as general identity development is one arena in which to explore these adaptive changes.

Much of the early research around career self-efficacy focused on women’s self-efficacy in making career choices. Betz and Hackett (1981) examined the relationships of occupational self-efficacy expectations to the range of
occupational alternatives perceived by undergraduate men and women and to the educational and job requirements of traditional and nontraditional occupations. The authors constructed two measures of career self efficacy, one looking at the educational requirements for occupational entrance and the other at job duties of various occupations, and administered these to 235 undergraduate students. They found significant sex differences in self-efficacy in relation to traditional and nontraditional occupations. They found greater self-efficacy among women for some traditional occupations, such as dental hygienist, social worker, home economist, and secretary, and greater self-efficacy among men for nontraditional occupations, such as accountant, mathematician, engineer, and drafter. Males in the study reported equivalent overall self-efficacy for both traditional and nontraditional occupations, but females'self-efficacy was lower for the nontraditional than the traditional occupations. The authors' conclusion was that the traditionality of the occupation is a more important factor in the self-efficacy expectation of females since scores on the ACT were equivalent for the males and females. Betz and Hackett also found that self-efficacy expectations and interests were related to the range of perceived career options available to the individual, and that the two variables themselves were related. They speculated that it is likely that vocational interests are related to increased self-efficacy because they increase the
likelihood of successful performance accomplishments in the areas of interest. At the same time, however, expectations of self-efficacy are postulated to influence the areas of behavior pursued and those avoided. Thus, avoidance as a result of low self-efficacy may prevent the development of interests, whereas engaging in a variety of behaviors is likely to expand one’s range of interests.

Self-efficacy theory was applied to career indecision by Taylor and Betz (1983), resulting in the development of the Career Decision-Making Self-Efficacy Scale. In looking at the effect of self-efficacy on career indecision they found that levels of self-efficacy were predictive of levels of career indecision, showing students who reported lower belief in their ability to complete career decision-making tasks more undecided than those reporting higher levels of confidence in their ability. They did not suggest a causal relationship, speculating that students who lack confidence in their ability may fail to engage in career decision making tasks and thus remain undecided, or students who are decided may be so because they have actually completed some of the tasks. They also found no relationship between ability level and self-efficacy expectations for career decision-making tasks, supporting Bandura’s theory that individual differences in self-efficacy expectations are a mediator of individual differences in behavior, regardless of one’s ability. Thus, with this study an assessment instrument was created which would allow for practical use by counselors, educators, etc. to
determine an individual’s level of self-efficacy and to develop appropriate interventions to increase individuals’ self-efficacy expectations.

Studies supporting the findings of Betz and Hackett (1981) included one by Rotberg et al. (1987) who examined the relationship of socioeconomic status, race, gender, career self efficacy, career interests, and sex role orientation to career choice range and careers. Instead of using the Career Decision Making Self Efficacy Scale (Taylor & Betz, 1983), measures given to 152 community college students included author-developed career self efficacy scale, career interest scale, and career range scale, and the Bem Sex-Role Inventory (Bem, 1974, in Rotberg et al). They found similarly to Betz and Hackett that career self-efficacy, after factoring out SES, race, gender, and sex role orientation, was related to range of career choice, even though using a different sample population (community college students instead of four year college students) and different assessment instruments.

Studies of self-efficacy expanded to look at the relationship of self-efficacy and other factors, such as assertiveness and locus of control in helping to explain individuals’ behaviors and attitudes in their career development process, such as in career choice, career exploration and career maturity. Nevill and Schlecker (1988) examined the relationship of self-efficacy and assertiveness to women's willingness to engage in traditional and nontraditional career activities. The
Career Decision Making Self Efficacy Scale (Taylor & Betz, 1983) and the Assertive Behavior Assessment for Women (Osborn & Harris, 1975, in Nevill & Schlecker) were given to 122 undergraduate females, finding that strong self-efficacy expectations and assertiveness were associated with increased willingness to engage in the career related activities of nontraditional occupations. At the same time the women still preferred the career related activities of traditional occupations, with the authors concluding that regardless of level of self-efficacy or assertiveness, women prefer to engage in the career related activities of traditional occupations, supporting Betz and Hackett’s (1981) finding that the traditionality of the occupation was a more important factor in self-efficacy of females than males, even when both had equivalent abilities. The suggestion is that widening the scope of women's perceived career alternatives requires attending to their conceptions of traditional and nontraditional jobs as well as to self-efficacy or assertiveness.

Mathieu etal (1993) examined within-gender differences in women's self-efficacy expectations, looking at four groups: women with preferences for traditional careers, those for nontraditional careers, those for gender-neutral careers, and those undecided about career. The Career Decision Making Self Efficacy Scale (Taylor & Betz, 1983) and a self-report form asking current choice of occupation were given to 101 females undergraduates. One finding that
supported Taylor and Betz (1983) was that women who were undecided reported lower levels of career self-efficacy than women in nontraditional, gender neutral, and traditional occupational preference groups. Unlike Betz and Hackett (1981) they did not find that women preferring nontraditional careers exhibited higher self-efficacy than those preferring traditional careers. They did find that women who had expressed a career preference (whether traditional, nontraditional, or gender-neutral) had higher career self efficacy than those who were undecided, supporting the idea that career self-efficacy is related to career decidedness. They postulated that as women crystallize their career choices, the issue of the ability to decide on a career may be more reflective of career self-efficacy than the traditionality of the career. Differences in career self-efficacy between women with traditional and nontraditional career choices may lessen as they determine their choice. Mathieu et al also examined specific tasks from the CDMSE that appear to be important factors in the development of self-efficacy in women, finding that self appraisal, goal selection, and planning are the most important. Women with nontraditional or gender neutral career choices seem to have higher confidence in their abilities to perform self assessment tasks in selecting their careers than women who were undecided, indicating that career interventions with undecided women may need to emphasize self appraisal. The authors write that self appraisal appears to be one of the important factors in
the development of career self-efficacy in women and conclude that career interventions need to emphasize “the process of identifying important self-information” (p. 194).

Blustein (1989) examined the factors that encourage exploratory behavior by college students, focusing on self efficacious beliefs about career decision making and a sense of goal directedness. Measures including The Goal Instability Scale (Robbins & Patton, 1985, in Blustein), the Career Decision Making Self Efficacy Scale (Taylor & Betz, 1983), the Environmental Exploration scale and the Self-Exploration scale from the Career Exploration Survey (Stumpf et al, 1983, in Blustein) were given to 106 college students. Blustein found that the domain specific factor of self-efficacy was more predictive of exploratory behavior than the global factor of goal instability. However, he also found a strong relationship between goal-directedness and career decision making self efficacy and suggested that further work is needed to explore the relationship between self efficacy and goal instability. Given this relationship the author suggested that in designing career exploration interventions, those that bolster confidence for decision making tasks, that are supportive and interactional, might also foster exploratory activity.

Focusing on the process of career choice, Bergeron and Romano (1994) examined the effect of self-efficacy on college major indecision and vocational
indecision, focusing on three levels of indecision: decided, tentatively decided, and undecided as well as on gender differences. Two measures were given to 124 undergraduate students, the Career Decision Making Self Efficacy Scale (Taylor & Betz, 1983) and a demographic questionnaire including items to determine vocational and college major indecision. Significant results were found between career decision making self-efficacy, college major indecision and vocational indecision; however, no gender differences were found with respect to these variables, suggesting that the specific tasks and behaviors necessary for effective career decision making may not be gender linked. Differences were found in the relationship between career self efficacy and the level of career or major indecision as well as a positive relationship between college major decidedness and career decidedness. Students who are less confident in their ability to complete the tasks required for effective decision making are more likely to report being vocationally undecided. The authors recommended that career counselors consider individuals’ perceptions of competence along with the traditional assessments of interests and skills when working with undecided clients and suggested career counseling interventions that enhance self-efficacy beliefs with respect to specific activities.

Various studies have continued examining the relationship of career self-efficacy to different measures and variables, such as mathematics self-efficacy,
scientific or mathematic careers, Holland themes, academic milestones, and as a predictor of academic performance, persistence, and career decision making intentions and behaviors, (Betz and Klein, 1996), finding much support for its effectiveness in contributing to our increased understanding of career development. However, Betz and Klein point out that one question that had not been addressed was the relationship of behavior domain specific expectations of self-efficacy to more global constructs, such as generalized self-efficacy and self esteem. Bandura (in Betz and Klein) in his continuing elaborations of self-efficacy suggested that increasing self-efficacy in one domain should generalize to increased self-efficacy in other domains as well as overall generalized self-efficacy. He also postulated that self-efficacy, which is related to perceived capabilities, has no relationship to self esteem, which is related to perceived self worth. Betz and Klein (1996) decided to test this idea and examined the relationships among several domain specific measures of career self-efficacy, generalized self-efficacy, and global self esteem. The domain specific measures included career decision making, skills confidence relevant to the Holland themes, occupational self-efficacy, and mathematics self-efficacy. Measures were given to two different samples of college students. One sample of 200 students received the Career Decision Making Self Efficacy Scale – Short Form (CDMSES-SF) (Taylor & Betz, 1983), Skills Confidence Inventory (Holland, 1973,
1985, in Betz & Klein), the Generalized Self Efficacy Scale (Sherer et al, 1982, in Betz & Klein), and the Unconditional Self Regard Scale (Betz et al, 1995 in Betz & Klein). The second sample of 147 students was given the CDMSES-SF, the Occupational Self Efficacy Scale (Betz & Hackett, 1981, in Betz & Klein), the Mathematics Self Efficacy Scale (Betz & Hackett, 1983, in Betz & Klein), the Generalized Self Efficacy Scale and the Unconditional Self Regard Scale. Findings indicated generally stronger relationships of career self-efficacy measures to generalized self-efficacy than to global self esteem, concurring with the theory that domain specific self-efficacy generalizes to some degree to generalized self-efficacy, a belief in one’s competency to handle new situations and behavioral challenges, but not necessarily to the more affective measure of global self esteem.

As these studies suggest, courses, such as career development courses, which tend to emphasize self appraisal, support, and successful role models, can facilitate an increase in self-efficacy. This study looks at the effect of career courses on self-efficacy and in addition, as Betz recommends, attempts to look at other adaptive changes, those of identity development changes, in relationship to changes in self-efficacy.
Career Indecision

Serling and Betz (1990) investigated the construct of fear of commitment as one of the psychological variables potentially associated with indecisiveness. Fear of commitment is defined here as a reduced ability to make important decisions (such as career choice) due to perceptions of negative outcomes after decisions. Negative outcomes include such consequences as performing poorly, losing options, making the wrong choice, and displeasing significant others. A measure of fear of commitment was given to 707 undergraduate students. Findings showed that women reported higher fear of commitment than did men, and students who had decided on a major reported less fear of commitment than those who had not. The authors postulate that fear of commitment may be able to differentiate between the undecided and indecisive but state that more studies such as this one, using behavioral criteria (in this case multiple major changes), are needed.

Guerra and Braungart-Rieker (1999) conducted a study attempting to predict college students' career decision status based on two factors, familial influence (students' perceptions of autonomy granting by parents) and identity development. They hypothesized that students who experience more
acceptance and encouragement of independence from their parents will indicate less career indecision and that those students with higher identity diffusion and moratorium will have greater career indecision. Measures which included The Mother-Father-Peer Scale (Epstein, 1983, in Guerra & Braungart-Rieker), Extended Objective Measure of Ego Identity Status (Bennion & Adams, 1986, in Guerra & Braungart-Rieker), and Career Decision Scale (Osipow, 1976, in Guerra & Braungart-Rieker) were given to 169 undergraduate students. Their findings showed support for their hypotheses. Students whose mothers were more encouraging of their independence in childhood showed less career indecision than those whose mothers were more overprotective. Other results showed that ego identity status is predictive of career decision making, with moratorium status explaining the greatest variance in career indecision. The authors concluded that their findings support the idea that the exploration that occurs in identity formation is related to that used in making vocational decisions.

Heppner and Hendricks (1995) examined process and outcome measures to investigate the counseling process with both undecided and indecisive college students to determine what specific events were the most significant. In their study, one undecided student and one indecisive student received four to six weekly counseling sessions. Their findings supported the idea that different strategies should be used for these two types of clients. Results indicated the
importance of a more personal counseling approach to the indecisive client. In contrast, the undecided client valued sessions that were more oriented toward information-giving, such as information related to aspects of him/herself and occupations. Both types of clients attributed a great amount of importance to the relationship with the counselor.

Orndorff and Herr (1996) examined differences and similarities in career uncertainty and levels of involvement in the career development process between decided and undecided college students. A career decision scale and a survey of career development were given to 93 declared and 96 undeclared undergraduate students. Findings indicated that decided students possess higher levels of career and major decidedness and lower levels of career uncertainty. Decided students developed their interest by using a greater depth of exploration, such as experiencing and observing occupations, than undecided students, who developed tentative interest from academic courses. The analysis indicated that the people most affecting the choice of major of undecided students are their parents, while the decided students’ choices reflected a more balanced influence from teachers, professionals, and parents. A surprising similarity was found in Occupational Involvement indicating that decided students have not engaged in exploring occupations more than undecided students which the authors thought may be one reason that students tend to change their
college majors. The authors conclude that decided students are in as much need as undecided students in occupational exploration and suggest that college career exploration programs and services be directed toward decided as well as undecided students, including talking with and observing professionals in occupations and internship experiences.

Salomone (1982) differentiated between undecided and indecisive individuals, with undecided persons being those not having sufficient information to make a choice, and indecisive persons being those who are psychologically incapable of making a choice and acting on it. He recommended that the diagnosis of indecisiveness not be used in diagnosing traditional aged college students but be reserved for adults over age 25. Writing that the state of being undecided is a normal common occurrence for youth pondering educational majors, a person tends to be undecided because not enough information has been gathered and delaying some decisions is a mature strategy. Writing from his experience in working with career clients, he postulates that indecisiveness is characterized by more than vocational indecision and tends to involve anxiety, inability to make decisions even after being taught decision making processes, external locus of control, dependency, fear of independence, low self confidence, and learned
helplessness. Indecision for traditional aged students may be a developmentally appropriate state which can be moved toward decision after learning more about themselves and various careers and occupations.

Van Matre and Cooper (1984), in a commentary, conceptualized that career decision making occurs along two continua, decided-undecided state and decisiveness-indecisiveness trait. State refers to the transitory level of indecision that accompanies all decision making and trait refers to a more enduring and consistent proneness when making any decision. They developed an orthogonal classification of the two continua resulting in four quadrants of 1) decided-indecisive, 2) undecided-decisive, 3) decided-decisive, and 4) undecided-indecisive. Treatment approaches were suggested for each group, ranging from counseling to confirm career choices for decided-decisive to longer term counseling focusing on personal emotional issues and decision making skills before offering more traditional vocational counseling for the undecided-indecisive. Cooper, Fuqua, and Hartman (1984) also looked at differentiating high and low indecisiveness in college students. They gave a trait indecisiveness scale and an interpersonal check list to 315 undergraduates. Findings showed a positive relationship between vocational uncertainty and trait indecisiveness. They determined that the personal traits of submissiveness, self criticism, and passivity were related to high indecisiveness.
O’Hare and Tamburri (1986) examined the relationship among anxiety, coping behaviors, and career decision making with 248 undergraduates. Measures used included the State-Trait Anxiety Inventory, the Vocational Decision Scale, and a coping scale developed by M. Van Sell et al. They found that trait anxiety and low self-efficacy were the primary predictors of career undecidedness.

Taylor (1982) investigated the relationships among fear of success, locus of control, and vocational indecision in 201 undergraduate college students. Measures given included the Career Decision Scale (Osipow, 1976, in Taylor), Rotter’s Internal-External Locus of Control Scale (Rotter, 1971, in Taylor), and the Fear of Success Scale (Cohen, 1981, in Taylor, 1982). She found that undecided college students were more external in their locus of control and more fearful of success than were decided students, with the strength of the relationships varying as a function of sex and ability level. Taylor concluded that defining a vocationally undecided group of students as homogenous has not been helpful, and that the use of individual difference variables would lead to more effective treatment. She suggested helping a client explore the source of his/her indecision in order to determine effective treatment intervention.

It may be concluded from these studies that the differences between undecided, decided, and indecisive may or may not be important for traditional aged college students. It appears for most, whether decided, undecided, or
indecisive, that there are gaps in either or both self knowledge and knowledge of
college majors and careers. Labeling these students as indecisive may not be
developmentally appropriate; considering them as still considering may be more
appropriate. Since many studies show a high correlation between self efficacy
and undecidedness and that learning about one’s self can decrease the anxiety
accompanying low self-efficacy, an intervention, such as a career development
course, that increases one’s self efficacy or confidence to explore career decision
making tasks, may help students come closer to being able to make career
decisions.

Career Courses

Johnson and Smouse (1993) measured the effectiveness of a career
development course, attempting to identify which career decision problems might
best be treated by a career planning course intervention. They administered the
Career Decision Profile to 131 undergraduate students as a pre-test before the
course and a post-test at the end of the course. Findings indicated that the
course was effective in increasing participants’ decidedness, comfort and self
clarity, that is, those elements associated with the experiential components of the
course, choosing and self discovery.

Ware (1985) explored the need for a career development course for upper
level college students (juniors and seniors). In his study he taught a career
development course to 44 juniors and seniors and a psychology course to 26 juniors and seniors as a comparison group. Measures used to determine the effectiveness of the course included My Vocational Situation (Holland, 1980, in Ware, 1985) and two of the Competence Tests from the Career Maturity Inventory (Crites, 1973, in Ware, 1985). Findings showed an increase in vocational identity (clarity of goals, interests, and personality) from those who took the course which reflected the course’s goal of increasing students’ self knowledge. Ware stated that the results indicated that upper-level students need information about themselves (self-assessment) just as much as they need information on the world of work and job search skills and that upper-level college students need and can benefit from programs in career development.

Sullivan and Mahalik (2000) evaluated a career class designed for women. Their purpose was to investigate whether a career group intervention that incorporates the four influences on career related self efficacy (performance accomplishments, vicarious experiences, emotional arousal, and verbal persuasion) and addresses feminine socialization is effective at increasing career decision making self efficacy for women. Measures including The Career Decision Scale (Osipow, 1987, in Sullivan & Mahalik), The Career Decision Making Self Efficacy Scale (Taylor & Betz, 1983), The Commitment to Career Choices Scale (Blustein et al, 1989, in Sullivan & Manhalik), and the Satisfaction
Opinionnaire (Zener & Schnuelle, 1972, in Sullivan & Mahalik) were administered to 61 women students (31 in the treatment group and 30 in the control group). They found that career decision making self efficacy increased when interventions within the class were developed based on social learning theory of experiential information of performance accomplishments, vicarious experience, anxiety reduction, and verbal persuasion. Activities designed to meet these goals included constructing a brief vocational history where previous task mastery experiences were discussed; successfully completing self appraisal activities and presenting these to group members; informational interviews with women outside the group about their career decision making processes; learning and practicing anxiety management techniques; and facilitators’ and group's positive affirmations and encouragement. They also found that addressing socialization factors for women had a positive effect in helping women anticipate gender related constraints to their career exploration, decision making and success experiences. They believe that this type of treatment may have a positive impact on other aspects of individuals’ career development such as reducing vocational indecision and increasing exploratory behavior in “both the self and environmental domains” (p,59). Pointing out that since low self-efficacy may contribute to students’ foreclosing prematurely on certain occupational options, they recommend that career interventions address students’ self
assessment of their interests, values, and skills and revisit career paths that they may have eliminated on the basis of faulty self perceptions.

Anderson (1995) investigated the effectiveness of a structured group format focusing on recognizing one’s historical self knowledge to increase the career maturity of the undecided college student participants. This historical self knowledge is defined as the “awareness of the factors, patterns, influencers, and trends that have been central, if not causal, to (the students’) current level of development” (p.280) with the goal that new possible selves could be developed through an exploration of one’s self history. A series of six essay questions were used to explore self history, resulting in the conclusion that the students were significantly more ready and able to begin the career development process after the intervention. Some of the students commented that the group experience and the essays had been their most valuable college experience.

Reed et al (2000) examined a college career course taught to 181 undergraduates designed to identify, address, and change dysfunctional career thoughts to more functional career thinking, relying on the notion that there is a relation between dysfunctional career thoughts and problematic emotional states. The course is based on cognitive information processing theory which focuses on career problem solving and decision making skills and is incorporated into the text. The model is comprised of three knowledge domains and is represented by
a pyramid. The foundation of the pyramid symbolizes self knowledge and occupational knowledge. The middle level represents the decision making skills domain and the top of the pyramid is the executive processing domain which relates to metacognitions, such as self talk and control and monitoring the cognitive strategies used to make career decisions. The course was composed of three units. The first unit focuses on self knowledge, knowledge about options, and decision making. Students write an autobiography, complete the Self Directed Search (Holland, 1994, in Reed etal) and the Career Thoughts Inventory (Sampson etal, 1996a, in Reed etal), and write an essay about occupations. The second unit focuses on current social, economic, and family changes affecting the career planning process and the need for students to develop more complex cognitive schema to solve career problems. Unit three focuses on employment skills and strategies for implementing academic/career plans. Assignments here include information interviews with employers of interest and completion of a resume. The Career Thoughts Inventory (CTI) was used as a pre- and post-test to measure the impact of the course as well as an intervention within the course to address students’ negative thoughts. Individual meetings were held with students to discuss the results of their in-class CTI. Researchers found that the students completing the course had a decrease in
dysfunctional career thoughts in the areas examined of decision making confusion, commitment anxiety, and external conflict, regardless of gender or ethnicity.

Zagora and Cramer (1994) investigated career decidedness and vocational identity (defined as the possession of a clear and stable picture of one's goals, interests, and talents), grouping students for career workshops according to high or low scores of vocational identity using My Vocational Situation (Holland, Daiger, & Power, 1980, in Zagora & Cramer). Measures including the Vocation Survey Questionnaire (Yaegel, 1978, in Zagora & Cramer), My Vocational Situation, the Career Decision Scale (Osipow, Carney, Winer, Yanico, & Koschier, 1976, in Zagora & Cramer), and a satisfaction questionnaire were given to sixty students who participated in the workshops. The authors hypothesized that more improvement would occur in homogenous rather than heterogenous grouping of student participants, finding that those in homogenous grouping became significantly more decided than those in the heterogenous. However, those students in the heterogenous group reported more satisfaction with the course with the authors surmising that grouping students homogenously is a more effective way of increasing decidedness but heterogenous grouping may provide more stimulation and variety of perspectives.
Mawson and Kahn (1993) investigated group process (dynamics that occur in
a group, here a career planning workshop) to determine its relationship to
women’s vocational maturity (defined here as goal stability or instability).  As pre-
and post-tests, measures including The Goal Instability Scale (Robbins & Patton,
1985, in Mawson & Kahn) and The How Career Groups Work Scale (Lieberman,
Yalom, & Miles, 1987 in Mawson & Kahn) were given to 99 women clients
participating in a career planning workshop at a federal government counseling
center in Vancouver, British Columbia, Canada. The authors found that the
women particularly valued both cognitive (information on resources and
occupations and self understanding) and affective components (increased self
confidence, self regard, and hope) of group process in career counseling,
supporting the idea that group members experience change when they are
emotionally involved in the group sessions. The majority of the clients credited
the workshop for making specific contributions to their career planning and goal
setting although no significant relationship was found between group process
factors and clients’ levels of goal instability. One of the highest rated workshop
elements contributing to the development of the women’s career goals was self
understanding of skills and interests.

Luzzo et al (1996) examined a career course with interventions designed
specifically to increase self-efficacy. The course was called attributional
retraining procedure and was sourced in verbal persuasion, one of the four sources of self-efficacy named by Bandura. In the study students were classified into groups based on their having either an internal or external locus of control. All students completed the Career Decision Making Self Efficacy Scales (Taylor & Betz, 1983) before and after treatment and all received the treatment of a videotape where college graduates described their career development over the course of their late adolescent and early adult years, discussing how they persisted and achieved success in the face of several career related failures and concerns, such as career indecision, unsuccessful job searches, and difficulty in selecting a college major. They used verbal persuasion in telling the participants to attribute career related difficulties to a lack of effort and to attribute successful career development to adequate effort. They also persuaded students to believe that successful effort was dependent on persistence and that effort was controllable by one’s behavior. Findings revealed that the attributional retraining was an effective method for increasing the CDMSE of college students who were in the external locus of control group but did not seem as effective for increasing CDMSE of students with an internal locus of control. Students who were in the internal locus of control group showed no changes in CDMSE after the treatment.
The authors speculated that the treatment introduced new causal attributions to students with external locus of control and merely reinforced existing attributions of students with internal locus of control.

Career development courses, some with specific hypothesis related design elements, have been shown to be effective in increasing decidedness, self clarity, and self efficacy and in decreasing dysfunctional thinking. There have been no studies found that have explored changes in identity development status which may be facilitated by a career development course. However, it would appear that increases in these variables would also indicate an increase in attitudes and skills facilitating identity development, such as confidence in one’s ability to explore one’s self and one’s environment, knowledge resulting from such exploration, and methods for making decisions. Therefore, it is my belief that a career development course will result in helping move students’ identity development process toward moratorium and identity achieved statuses as well as increase their self-efficacy for these tasks.
CHAPTER 3
METHODOLOGY

Introduction

This chapter presents the methodology used to conduct the study. The research questions, hypotheses, design of the study, conceptual and operational definitions of terms, methods of data collection including psychometrics of instruments used, and a summary of the statistical procedures used to test the hypotheses are discussed. The instruments used in the study and the rationale for choosing the instruments are described.

Purpose of study and research questions

The purpose of this study is to examine the effect that career development courses have on the overall identity development as well as vocational identity development and career self efficacy of college students. Marcia’s model of identity development was selected for this study because it focuses on exploration and commitment as the underlying constructs in the developmental process, which are salient to the objectives of career development courses and to the identity development process. Questions to be explored include:
1. Will there be significantly more students in the identity achieved status who take career development courses than those who do not?

2. Will there be significantly more students in the identity achieved status in the occupational domain who take career development courses than those who do not?

3. Will students who take career development courses have significantly higher self-efficacy than those who do not?

4. Will there be significantly more students in identity achieved status after taking the course than before they took the course?

5. Will there be significantly more students in identity achieved status in the occupational domain after taking the course than before they took the course?

6. Will students who take career development courses have significantly higher self efficacy after taking the course than before they took the course?

7. Will high career decision self-efficacy be associated with identity achieved status?

8. Will high career decision self efficacy be associated with identity achieved status in the occupational domain?
Hypotheses

The following hypotheses were tested in this study:

1. There will be a significantly higher percentage of students in the identity achieved status in the group who take a career planning course than in the group who has not taken the course.

2. There will be a significantly higher percentage of students in the identity achieved status in the occupational domain in the group who take a career planning course than in the group who has not taken the course.

3. Students who take a career planning course will have significantly higher career decision self-efficacy than those who do not take the course.

4. There will be a significantly higher percentage of students in the identity achieved status after completing the course than before they took the course.

5. There will be a significantly higher percentage of students in the identity achieved status in the occupational domain after completing the course than before they took the course.

6. Students who take a career planning course will have significantly higher self-efficacy after completing the course than before they took the course.

7. There will be a significant positive relationship between identity achieved status and high career decision self-efficacy.
8. There will be a significant positive relationship between identity achieved status in the occupational domain and high career decision self-efficacy.

**Definition of terms**

**Identity development/status.**

The concept of identity development as used in this study is derived from Erikson’s theory of identity development. Erikson proposed that a sameness and continuity of personality is expressed by a conscious sense of individual identity. He claimed that society offers a psychosocial moratorium between childhood and adulthood where adolescents are expected to make life commitments and establish an initial set of self-definition commitments. This moratorium is accompanied by a sense of crisis or an awareness of issues to be explored, a turning point where development must occur, and stimulates identity consciousness wherein the individual begins to explore life alternatives and resolves these through personal commitment in the domains of occupation, values, sexual identity, and lifestyle. James Marcia (1966) operationalized Erikson’s definition of identity development using only occupation and values in the areas of religion, politics, and lifestyle and conceptualized four types of identity status, which is the concept used in this study. First is diffused status, characterized by having neither explored alternatives nor established any ideological commitments. Second is foreclosed status, describing those who
report stable commitments (adopted from others, usually parents) but have not explored alternatives. Third describes moratorium status wherein the adolescents are currently exploring but have not yet arrived at their own self-defined commitments. Fourth are the identity achieveds who have explored prior to identifying their own personal commitments. Diffused and foreclosed are considered to be less resolved in identity formation, while moratorium is considered to be engaged in the identity formation process and identity achieved is the theoretical goal of identity development. The identity statuses are operationalized in this study as the subjects’ overall scores on the Extended Objective Measure of Ego Identity Status 2 (EOM-EIS2) (see Chapter 3).

**Occupational domain.**

This is one of the four domains of identity postulated by Erikson where adolescents must explore and make personal commitments in developing a stable identity. Here, adolescents are exploring themselves as well as various occupations and eventually choosing a career based on this exploration. Research has shown that this domain may lead the other domains in identity resolution. The occupational domain is operationalized by the subjects’ score on the occupational subscale of the EOM-EIS2 (see Chapter 3).
Career decision self efficacy.

Based on Bandura’s theory, self efficacy refers to an individual’s beliefs concerning his/her ability successfully to perform a task or behavior. Low self efficacy leads to avoidance of that task or behavior while high self efficacy engenders approach behavior, or a willingness to engage in the task/behavior. As applied to the process of career decision, low self efficacy would lead a person to avoid behavior such as self assessment, career/job exploration, and choosing a career based on this exploration. High self efficacy should allow an individual willingly to engage in these career decision behaviors. Self efficacy is operationalized by the subjects’ scores on the Career Decision Making Self Efficacy Scales (CDMSE). (see Chapter 3).

Career planning courses.

These courses generally offer to students a wide range of self assessment exercises, including determining their interests, values, and skills in various occupations as well as information on deciding on an appropriate career choice. Each course is operationalized by the syllabus used by instructors for a specific career development class and what actually occurred in the class. A copy of each syllabus is included in the appendix and is discussed in Chapter 3.
Definitions of variables

The variables in this study include the treatment (career development courses) and the scores on the instruments. The treatment (career development courses) includes two levels indicating whether taking the course or not. The scores on the EOM-EIS2 are categorical and have four levels (identity achieved, moratorium, foreclosed, and diffused) indicating identity status before and after the treatment. The scores on the CDMSE Scale are quantitative, using an interval scale.

Design

This study is a quasi-experimental design, in which an experimental group and a comparison group are utilized but where these two groups may not have pre-experimental sampling equivalence. The two groups are comprised of naturally assembled collectives which, in this case, are classrooms. It has been recognized that the inclusion of a comparison group, even one that may or may not be nonequivalent, greatly improves the experiment and reduces the equivocality of interpretation over those experiments without a comparison group. The experimental group consists of students taking career development courses winter and spring quarters 2002. The comparison group consists of students
taking the same career development classes fall quarter 2002 whose pre-test scores and demographics are used as the comparison group information. For quarterly analyses, the spring quarter 2002 group’s pre-tests are used as comparison data for the winter quarter 2002 group’s post tests, and the fall quarter 2002 pre-tests are used as comparison data for the spring quarter 2002 group’s post-tests. The comparison and experimental groups are similar in their demographic data and are comparable in motivation to take the course.

The instruments used are the Revised Version of the Extended Objective Measure of Ego Identity Status (EOM-EIS2) and the Career Decision Making Self Efficacy Scale (CDMSE). EOM-EIS2 measures the identity status of the student (as defined by Marcia, 1966) and the CDMSE measures the students’ belief that he/she is capable of making appropriate career decisions. These two instruments were chosen based on the rationale that career planning classes teach students how to explore (themselves and the world of work) and how to commit to a choice based on this exploration, the two processes (exploration and commitment) necessary for individuals to attain identity achieved status in their identity development process. In addition I am exploring the relationship between an individual’s self efficacy, believing him/herself capable of exploring and making a commitment in his/her career planning, and his/her identity status.
The identity instrument

The Revised Version of the Extended Objective Measure of Ego Identity Status (EOM-EIS2) was used to measure identity statuses since it has been designed specifically to measure an individual’s identity status based on Marcia’s operationalization of Erikson’s theory. This instrument was constructed from subjects’ responses to interview questions in Marcia’s semi-structured interview technique used to determine identity status. Based on the assumption that exploration and commitment are conscious activities, it was determined that these behaviors can be measured by a self-report questionnaire and therefore the EOM-EIS1 was developed. This questionnaire is simple to administer, can be machine scored, classification can be easily made on large random samples, and provides a similar base on which all subjects are classified. This measure allows classifications of adolescents and young adults into their identity status as well as transition scores.

The instrument has gone through two revisions with the original version in 1979 focusing only on occupational/ideological identity issues similar to Marcia’s interview questions. This instrument showed good convergent-divergent correlation of items within statuses compared to total scores for statuses, good internal consistency for each status, and a high rate of agreement between the instrument and the Marcia interview. Based on evidence that demonstrates that
identity consists of both ideological and interpersonal aspects, the instrument was expanded in 1984 and revised in 1986 to include interpersonal aspects as well as the original ideological questions.

In the manual the authors summarize a series of studies which have provided information on the reliability and validity of the OMEIS instrument. In summary the instrument was shown to have acceptable reliability and validity. Numerous studies have been conducted using this instrument. Using Cronbach alphas, the instrument author found internal consistency for the subscales to range from .69 to .73 for Diffusion, .81 to .86 for Foreclosure, .70 to .77 for Moratorium and from .84 to .89 for Achieved. Correlations of interpersonal and ideological scores with total identity scores ranged from .78 to .92. Perosa et al (1996) found internal consistency ranged from .61 to .91. Predictive validity was determined using studies of cognition, social cognitions, behaviors, family factors, and demographic variables with correlations in most cases in the predicted direction. Concurrent validity was studied by comparisons with classifications from other general identity measures with status classification for the Marcia Ego Identity Interview, finding a moderate to high number of the predicted relationships. Convergence between the OMEIS statuses and statuses obtained from the Marcia Interview ranged from 70% to 100% in each of the identity statuses. In assessing construct validity, six factor analysis studies found results consistent
with theory except that the diffusion and moratorium scales were found to share some variance in five of the analyses. Correlation studies of the subscales reported the convergence of the ideological and interpersonal scales ranged from .38 to .92 with divergence between interpersonal subscales from .19 to .79. Studies correlating identity subscales with overall identity status derived from the revised OMEIS reported a range from .91 to .94 with a median of .93.

The instrument used in this study is the Revised Version of the EOM-EIS2 developed and recommended by Bennison and Adams (1986), designed to measure total identity status and two subscales, ideological and interpersonal. Subjects respond to 64 items using a six point Likert scale from strongly agree to strongly disagree. The items represent the four ideology domains (occupational, political, religious, and philosophical lifestyle) and the four interpersonal domains (friendship, dating, sex roles, and recreation), with eight items measuring each domain. Scores were obtained for the occupational domain and for total identity status for each student.

**The self efficacy instrument**

The Career Decision Self Efficacy Scale (CDMSE) by Betz and Taylor (2000) was chosen to measure students’ self efficacy in the area of career decision making because the basis for this instrument’s scale construction was behavior related to exploration and commitment, those behaviors necessary for
developing identity achieved status. Based on Crites’s (1978) Career Choice Competencies, the five subscales of the CDMSE pertain to 1) accurate self appraisal; 2) gathering occupational information 3) goal selection; 4) making plans for the future; and 5) problem solving. Ten items were written to reflect each competency area, resulting in an instrument assessing perceived self efficacy in 50 tasks. The instrument originally was developed with subjects responding to a 10 point scale ranging from complete confidence (9) to no confidence (0), but revisions resulted in a five level confidence continuum ranging from no confidence (1) to complete confidence (5). The authors state in the manual that the five point scale has been found to be reliable and valid and suggest using the five point instead of the 10 point scale. Confidence scores are calculated for each of the five subscales with a maximum score of 50. A total self efficacy score is calculated by summing the ratings for the 50 items with a maximum score of 250.

Reliability has been good with authors reporting internal consistence reliability coefficients (alpha) ranging from .86 to .89 for the subscales and .93 to .97 for total score alpha and a test-retest reliability of .83 for total score. Evidence for criterion-related and construct validity are good with the most consistent correlate being career indecision. Research has shown that individuals’ stronger perception of career decision making self efficacy are related to lower levels of
career indecision, with correlations ranging from -.29 to -.59 between CDMSE and CDS indecision scale and from .28 to .40 between CDMSE and vocational identity subscale of My Vocational Situation. Evidence also shows that CDMSE scores are related to behavior indicators of education and career adjustment, with scores differentiating students categorized on the basis of college major status of declared, tentative, and undecided in one study. In another study CDMSE scores were a prominent predictor of exploratory activity (of self and environment). Evidence from factor analysis does not support the existence of five subscales; however, the authors recommend retaining the five subscale structure because it is derived from well respected theory (Crites’ Career Maturity Theory) and has important implications for design of interventions.

Sample

Four career development classes taught in winter quarter, 2002, and three career development classes taught in spring quarter, 2002, were chosen for the sample studied. The classes used winter quarter were all at Ohio State University and included Arts and Sciences 400 at both the Columbus and Lima locations, and Business Administration 201 and Educational Policy and Leadership 270.01 at the Columbus campus. The spring quarter classes included two taught at Ohio State University, including Arts and Sciences 400 and Business Administration 201 at the Columbus campus and Business
Administration 380 taught at Otterbein College in Columbus. These classes were selected because they were not directed toward students in a specific major, but instead were open to all students in any major. The majority of the students in the sample come from the classes taught at the OSU Columbus location because more career classes are taught there and more students attend this campus. However, to increase the size of the sample, subjects from OSU in Lima, Ohio and Otterbein College in Westerville, Ohio were included.

The treatment group is the combined winter and spring quarter 2002 students in the above classes who agreed to complete the instruments at the beginning and end of the quarters. The comparison group included those students in the fall quarter 2002 career classes who agreed to complete the instruments at the beginning of the quarter. Data was compared within quarters and between quarters with the quarter results reported along with the overall combined quarters results when deemed of interest or importance to the reader. Students in all groups were asked to complete a demographic sheet, indicating their age, gender, ethnicity, and year in school. Students who were over age 25 or under 18 were excluded from the study since traditional age college students were the focus of the study.

The syllabi were obtained from all of the different classes and did not vary from quarter to quarter for that particular class. Different syllabi were used
among the four classes but, in general, all focused on self-assessment initially, moving into obtaining information about the world of work, and concluding with meshing the two, that of matching one’s self assessment with particular careers or majors. The goals of all of the classes were the same for the students: learning more about themselves, more about how to research careers and/or majors, and how to determine which careers/majors may be more appropriate for them based on this self-knowledge. The instructors of the classes were all full-time employees of their university or college. Instructors for all the classes worked in their respective career development offices and also advised individual students on career issues and decisions.

Description of career development classes

Arts and Sciences 400.

Arts and Sciences 400 is a career development course geared toward helping students find a job to match their own unique skills, interests, and values. Thus, with its emphasis on job search rather than choosing a college major, the course is more geared toward juniors and seniors than freshmen and sophomores (Chickering & Reisser, 1993).

Activities included in the quarter long class include self assessment exercises as well as job search strategies. Students are required to develop a portfolio of themselves. Included in this portfolio are their fantasy job description, a list of
their skills, results of an informational interview, a copy of their resume with cover letter, answers to typical job interview questions, a list of resources to help in their job search, and five potential internships or jobs.

A review of the students’ demographic sheets completed when taking the pre-tests for this study indicated that the majority of the students are either juniors or seniors. In the winter and spring quarter classes combined, of 47 students, 36 of the students are juniors and seniors, with 11 freshmen and sophomores. Thus, the majority of the students are appropriately matched to the subject material. A career class whose emphasis is more on college major selection rather than job selection would be more appropriate for the freshmen and sophomores. Job selection strategies may not match the needs of these students; however, the self assessment exercises should be helpful to them in gaining more self knowledge and applying this self knowledge in their college major selection. It is anticipated that the freshmen and sophomores in this class may not make gains in identity status if the information taught is not in line with their current needs and abilities.

**Business Administration 201**

Business Administration 201 is geared toward helping students decide on an appropriate major for themselves. Several self assessment exercises are assigned as well as some activities geared toward internship search and
interviewing. With the primary emphasis on choosing a major, this class is more appropriate for freshmen and sophomores (Chickering & Reisser, 1993).

The first half of the quarter class involves completing various self assessment instruments and in class exercises. Standardized instruments the students are required to complete include the Strong Interest Inventory (SII) and the Myers-Briggs Type Indicator (MBTI). The SII helps student assess their interests in various activities and careers and relates their interests to careers/majors that may be appropriate for them based on those interests. The MBTI offers students a personality type based on their responses and suggests careers/majors that may be appropriate for these personalities. In-class activities include skills assessment, values clarification, and a college major search assignment. Students are also exposed to internships through an internship and co-op job fair and an internship panel. After the introduction to internships, in class exercises include resume preparation and interview skills geared toward obtaining internships of interest to the students.

A review of the demographic sheets completed by the students in the class when they were given their pre-tests indicate that the majority of the students registered in the class are freshmen and sophomores. Of the 37 students, 21 are freshmen and sophomores with the remaining 16 juniors and seniors. Although the class may not be geared toward juniors and seniors, the self
assessment exercises have been found in other studies to be beneficial to students at all levels. It is also quite likely that the juniors and seniors in the course are interested in obtaining internships as well and will benefit from the internship information provided in the class.

**Ed P&L 270.01**

This course is specifically geared toward first year students and is called “Exploring the Possibilities”, stating that it is “designed to assist first-year students in exploring potential opportunities that exist at The Ohio State University that could assist them in selecting a major/career path”.

Assignments required of the class include keeping a personal journal, turned in weekly; visiting three upper-level classes in majors of interest to the students and writing about the experience; and interviewing a senior student in a major area of interest to the student and reporting on this interview to the class. A culmination of the class is a paper which includes the above information as well as developing their own personal mission statement. Other class activities include completing the MBTI, exploring values, interests, and skills, exploring majors, and exploring the resources at OSU that aid students in selecting a college major, such as Career Connection (campus career planning office).

A review of the demographic sheets completed by the students when taking their pre-tests showed that of the nine students taking the class, seven were
freshmen. Thus, it appears that the class information is appropriately matched to the level and abilities of those students taking the class.

**Business Administration 380**

Business Administration 380 is designed for juniors and seniors with its emphasis on job search strategies and the first year on the job experience. However, several self assessment exercises are included in the curriculum.

The first three weeks of the course are centered on self assessment activities, including identifying values, assessing one’s skills, understanding one’s personality, identifying work interests, and relating this assessment to various careers. Standardized instruments completed include MBTI, Keirsey Temperament Sorter, and Campbell Work Orientations. The next two weeks focus on learning about the world of work. Students are required to explore the career center, do informational interviews, research careers, and research employers. The remainder of the class covers job search skills, including resume writing, cover letters, traditional job search strategies, internet job search strategies, networking, interviewing, and the first year on the job experience.

A review of the demographic sheets completed by the students during their pre-tests indicates that the majority of the students are upperclassmen. While 14 students registered for the class, only seven indicated their student rank. Of this seven, six were juniors and seniors. A review of the ages of the students
showed that 11 of the 14 students were age 21-22, indicating that the majority of the students in the class are upperclassmen. This class is more appropriate for already committed upperclassmen, with its emphasis on job search strategies and on the job experience. Freshmen and sophomores in the class could benefit from the self assessment exercises and exploring the world of work; however, it would be expected that much of the information offered in the class would not be appropriate to their need or ability level. It appears that the majority of the students are appropriately matched to the course (Chickering & Reisser, 1993).

**Sampling procedures**

Instructors of the career development classes were initially contacted to obtain their agreement to allow their classes to participate in the study. The purpose of the study, the instruments to be used, the confidentiality of the individual scores, the voluntary nature of the students' participation, and the time allotment were discussed. All of the instructors were willing to allow their students to participate if they so chose. Either I or the instructor discussed the study with the students in the first or second class of the quarter, explained that their participation was appreciated but voluntary, and gave a packet (Appendix A) to those students who agreed to participate. The packet included a letter explaining the purpose of the study and reaffirming that participation was voluntary, a demographic sheet, and the test instruments. The students
completed the tests in the classroom which were returned to me for scoring. At the end of the quarter the same procedure occurred, generally on the last or next to last week of the course, and test instruments were again returned to me for scoring. At both times students were assured of their confidentiality, that the study would not be harmful to them, and that they could withdraw from the study at any time.

Sampling results

The outcome of the sampling for the winter quarter group of subjects was the following: 36 females, 31 of which were Caucasian, 2 Asian, 1 African-American, 1 multi-racial, and 1 unidentified; and 16 males, 15 of which were Caucasian and 1 multi-racial. The ages for both males and females ranged from 18 to 25 covering class ranks, from 1st to 4th year. For the males the majority were 19-20 years of age and most were ranked 2nd year. For the females the majority were 19-21 years of age, with most ranked as 2nd year (10) or 3rd year (12) students. A breakdown by class included nine students in the beginning of the Ed P&L 270.01 class, with five submitting test data; 25 beginning the Bus Adm 201 class, with 20 submitting test data; 3 beginning the Arts & Sciences 400- Lima class with 0 submitting test data; and 16 beginning the Arts & Sciences 400-Columbus class, with 12 submitting test data. Thus, a total of 52 students began the classes with 40 submitting test data. The frequency distribution and
percentages of subjects for winter quarter are presented in Tables 1 and 2.

Similar demographic information was found for the spring quarter group of
subjects: 42 females, 27 of which were Caucasian, 9 African-American, 3 multi-
racial, 1 Asian, 1 Hispanic, and 1 unidentified; 18 males, 15 of which were
Caucasian, 1 Asian, 1 African American, and 1 unidentified. The age for the
male subjects ranged from 19 to 25 with the majority age 22. The females

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Multi-racial</td>
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</tr>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
</tr>
<tr>
<td>Unidentified</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

Table 1: Observed frequencies by gender and ethnicity – winter quarter
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<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
</tr>
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</tr>
<tr>
<td>19</td>
<td>5</td>
</tr>
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<td>21</td>
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<td>1</td>
</tr>
<tr>
<td>25</td>
<td></td>
</tr>
<tr>
<td>&gt;25</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
</tr>
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</table>

Table 2: Observed frequency of subjects by age, class rank, and gender for winter quarter
ranged from 18 to 25 with the majority of ages spread over 19 – 22, with 8 each 19 and 20, and 9 each 21 and 22. The class rank for the males covered four years, from first to fourth, with the majority being fourth year (10 students). The class rank for the females covered four years from first to fourth year with the majority being fourth year (18 students). A breakdown by class included 34 students starting Arts & Sciences 400-Columbus submitting comparison group test data, with 25 submitting treatment test data; 12 students starting Bus Adm 201 submitting comparison group test data, with 9 submitting treatment test data; and 14 students starting Bus Adm 380 at Otterbein submitting comparison group tests data, with 11 submitting treatment test data. Thus, a total of 60 students began the classes with 45 submitting treatment test data. The frequency distribution and percentage of students for spring quarter are presented in Tables 3 and 4. Thus, although the demographics for the two groups are similar as to gender (females to males, 2:1), the age of the spring group tended to have more older students (aged 21-23) and more African American students (10:1).
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
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<tr>
<td>Caucasian</td>
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<td>27</td>
</tr>
<tr>
<td>Multi-racial</td>
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<td>3</td>
</tr>
<tr>
<td>Asian</td>
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<td>1</td>
</tr>
<tr>
<td>African American</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Unidentified</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>42</strong></td>
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Table 3: Observed frequencies by gender and ethnicity – spring quarter
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<th></th>
<th></th>
<th>Female Rank</th>
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<td>Sr</td>
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<td>Fr</td>
<td>Soph</td>
<td>Jr</td>
</tr>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Table 4: Observed frequency of subjects by age, class rank, and gender for spring quarter
The Fall quarter 2002 comparison group consisted of 22 females, 16 of which were Caucasian, 4 Asian, and 2 African American; and 18 males, 13 of which were Caucasian, 3 Asian, and 2 African American. The age for the males ranged from 19 to 25 with the majority age 20 to 21 (10). The females ranged from 19 to 23 with the majority age 19 (10). The class rank for both groups ranged from 2\textsuperscript{nd} to 4\textsuperscript{th} year with one female a 5\textsuperscript{th} year student. The frequency distribution and percentages of subjects for fall quarter are presented in Tables 5 and 6.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
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<td>16</td>
</tr>
<tr>
<td>Multi-racial</td>
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<td>0</td>
</tr>
<tr>
<td>Asian</td>
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<td>4</td>
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<tr>
<td>African American</td>
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<tr>
<td>Unidentified</td>
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<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>22</td>
</tr>
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</table>

Table 5: Observed frequencies by gender and ethnicity – fall quarter
<table>
<thead>
<tr>
<th>No.</th>
<th>Male Fr</th>
<th>Male Soph</th>
<th>Male Jr</th>
<th>Male Sr</th>
<th>Female Fr</th>
<th>Female Soph</th>
<th>Female Jr</th>
<th>Female Sr</th>
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<tr>
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</tr>
</tbody>
</table>

Table 6: Observed frequency of subjects by age, class rank, and gender for fall quarter
Method of analysis

Kennedy (1992) writes that there are at least three research situations in which chi square can be used with qualitative data. One of these situations, and the one applicable to this study, is where there are two crossed categorical variables and the researcher desires to determine whether there is a significant association between the two variables or the pattern of response to one variable is similar over all categories of the second variable. The chi square is used to compare observed sample frequencies within categories of qualitative variables to frequencies that would be expected under a null population. Three general conditions related to data collection should be met: 1) Members of the sample should be independently sampled with equal probability from the population of interest; 2) Members of the sample should be classified into categories of each and every variable in a way that the classification process is independent, mutually exclusive, and exhaustive. This means that the members of the sample can only be assigned to one category of a variable and thus members can be placed into only one cell of a contingency table. In addition each variable should have categories sufficient to accommodate all members of the sample; 3) Members of the sample should be present in sufficient numbers. The rule of five should be satisfied, meaning that the size of the sample should be large enough
that no cell contains an expected frequency of less than five cases. Kennedy suggests that small expected cell frequencies can be avoided by combining neighboring categories.

Those hypotheses tested using the chi square analysis include hypotheses one, two, four, and five which are exploring questions concerning strictly categorical data, that is, the number of subjects in the four identity statuses. Hypothesis one stated that there will be a significantly higher percentage of students in the identity achieved status in the group who take a career planning course than in the group who has not taken the course, and hypothesis two stated that there will be a significantly higher percentage of students in the identity achieved status in the occupational domain in the group who take a career planning course than in the group who do not take the course. Chi square analysis was used to test these two hypotheses for differences between the treatment and nontreatment groups. Hypothesis four stated that there will be a higher percentage of students in the identity achieved status after completion of the course than before they took the course and hypothesis five stated that there will be a higher percentage of students in the identity achieved status in the occupational domain after completion of the course than before they took the course. Chi square analysis was used to test these two hypotheses for changes within the treatment group.
In exploring hypothesis three, which stated that students who take a career planning course will have significantly higher career decision self-efficacy than those who do not take the course, quantitative data was analyzed using a comparison of scores on the CDMSE scale for the treatment and comparison groups to test for differences between the treatment and nontreatment groups. In exploring hypothesis six, which stated that students who take the career development course will have significantly higher self-efficacy after taking the course than before they took the course, quantitative data was analyzed using a comparison of scores on the CDMSE scale of the pre- and post-tests to test for changes within the treatment group. A t-test of independent samples was used to test the data for significant differences for both hypotheses. According to Gravetter and Wallnau (2000) the goal of an independent measures t-test is to evaluate the mean difference between the two treatment conditions. Three assumptions should be satisfied in using the independent measures t-test: 1) The observations within each sample must be independent; 2) The two populations from which the samples are selected must be normal; and 3) The two populations from which the samples are selected must have equal variances (called homogeneity of variance). These assumptions were met by the data used in this study. The observations obtained from the treatment group were independent from those of the comparison group. Investigating the assumption
of homogeneity by using Levene statistics produced by SPSS, we have no concern that this assumption is violated. The scores on the CDMSE scale were calculated, means were determined for the treatment and comparison groups, and means were compared using the t-test to look for significant differences.

Hypotheses seven and eight involved comparing the relationship between the interval scores on CDMSE scale and the categorical data of the identity statuses. Hypothesis seven stated that there will be a significant relationship between identity achieved status and high career decision self-efficacy, and hypothesis eight stated that there will be a significant relationship between identity achieved status in the occupational domain and high career decision self-efficacy. A bivariate correlation, the Pearson correlation, was used to test both of these hypotheses. Pearson correlation measures the degree and direction of the relationship between two variables. A positive correlation means that individuals who score high on one variable tend to score high on the second variable. A negative correlation indicates that individuals with high scores on one variable tend to have low scores on the second variable. According to Gravetter and Wallnau (2000) a bivariate correlation indicates (1) whether there is a relationship between two sets of scores, and (2) how strong or weak that relationship is, presuming that a relationship does in fact exist. It is also noted that a correlation coefficient does not imply a cause and effect relationship between the two
variables. A bivariate correlation test was used to evaluate the relationship between career self efficacy and identity status, testing the assumption that there is a relationship between high career self efficacy (demonstrated by scores on the CDMSE scale) and identity achieved status.
CHAPTER 4
RESULTS

Introduction

This chapter summarizes the results of the study. The frequencies and percentages of subjects who scored in the different identity statuses on the Extended Objective Measure of Ego Identity Status 2 (EOM-EIS2) for both overall and occupational domain are presented in Tables 7 -14 to give an overview of the testing results. These data are used to test hypotheses 1, 2, 4, 5, 7, and 8. Scores obtained from the Career Decision Making Self Efficacy (CDMSE) scales are used to test hypotheses 3, 6, 7, and 8. Analyses of the relationships between the variables are described and interpreted to determine whether the data support the hypotheses. Generally, the results reported are for the scores from the combined group of students from winter and spring quarters. However, when the results for the two quarters warrant, the separate quarter results are reported as well as the combined results.

An analysis was completed to determine the equivalency of the two treatment groups (winter and spring quarters) prior to their beginning the career
development classes. A comparison of their pre-test scores of identity statuses, using chi square analysis, and of their career self efficacy, using t-test analysis, revealed no significant differences between the two groups.

**Student outcomes on identity status after treatment (career class)**

A comparison was made between the scores of the combined group of students completing the career development class winter and spring quarters and a comparison group of students who had registered for the following fall quarter career development class but who had not yet begun the class. Chi square statistics were used to analyze data for hypothesis 1. Tables 7 and 8 show the cross-tabulations for subjects' scores for the four identity statuses by the treatment condition of whether the student had taken the career class or had not taken the career class. Table 7 reports the percentage of students in the identity status categories and Table 8 shows observed and expected frequencies in the identity status categories. An examination of Tables 7 and 8 reveals that hypothesis 1 is not supported for the combined group of subjects. Hypothesis 1 predicted that there would be a significantly higher percentage of students in the identity achieved status from taking the career development class than would be with those students who had not taken the class. However, the results revealed no significant difference between the two groups. The percentage of students in the identity achieved status in the treatment group was somewhat higher
(treatment of 15.9% and nontreatment of 10.0%) although not significantly. The majority of the students in both the groups scored in the moratorium status (treatment of 53.7% and nontreatment of 60.0%).

<table>
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</thead>
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<td>82</td>
</tr>
<tr>
<td></td>
<td>15.9%</td>
<td>53.7%</td>
<td>6.1%</td>
<td>24.4%</td>
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<tr>
<td></td>
<td>10.0%</td>
<td>60.0%</td>
<td>5.0%</td>
<td>25.0%</td>
<td>100.0%</td>
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</table>

Table 7: Observed frequencies and percentages of subjects in the identity statuses – treatment and comparison groups – combined quarters
### Identity Status

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<td></td>
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<td></td>
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<tr>
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<td>9.8</td>
<td>40</td>
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</tbody>
</table>

Table 8: Observed and expected frequencies of subjects in the identity statuses – treatment and comparison groups – combined quarters

**Student outcomes on identity status in the occupational domain after treatment**

A comparison was made between the scores of the combined group of students completing the career development class winter and spring quarters and a comparison group of students who had registered for the following fall quarter career development class but who had not yet begun the class. Chi
square statistics was used to analyze data for hypothesis two. Tables 9 and 10 show the cross-tabulations for subjects' scores for the four identity statuses in the occupational domain by the treatment condition of whether the student had taken the career class or had not taken the career class. As shown by Tables 9 and 10, hypothesis 2 was not supported by this data. Table 9 reports the percentage of students in the identity status categories in the occupational domain, and Table 10 shows the observed and expected frequencies in the identity status categories in the occupational domain. Hypothesis 2 predicted that there would be a significantly higher percentage of students scoring in the identity achieved status in the occupational domain of those who had taken the career development class than of those who had not. However, the results revealed no significant difference between the two groups. The percentage of students scoring in the identity achieved status in the occupational domain in the treatment group was higher than the nontreatment group (treatment of 18.1% vs nontreatment of 7.5%), but not significantly. The majority of the students in both groups scored in the moratorium status (treatment of 49.4% vs nontreatment of 55.0%).
<table>
<thead>
<tr>
<th>Identity Status</th>
<th>Condition</th>
<th>Achieved</th>
<th>Moratorium</th>
<th>Foreclosed</th>
<th>Diffused</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td></td>
<td>15</td>
<td>41</td>
<td>10</td>
<td>17</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18.1%</td>
<td>49.4%</td>
<td>12.0%</td>
<td>20.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Non-Treatment</td>
<td></td>
<td>3</td>
<td>22</td>
<td>6</td>
<td>9</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.5%</td>
<td>55.0%</td>
<td>15.0%</td>
<td>22.5%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 9: Observed frequencies and percentages of subjects in the identity statuses in the occupational domain – treatment and comparison groups – combined group
<table>
<thead>
<tr>
<th>Condition</th>
<th>Achieved</th>
<th>Moratorium</th>
<th>Foreclosed</th>
<th>Diffused</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>15</td>
<td>41</td>
<td>10</td>
<td>17</td>
<td>83</td>
</tr>
<tr>
<td>Expected</td>
<td>12.1</td>
<td>42.5</td>
<td>10.8</td>
<td>17.5</td>
<td>83</td>
</tr>
<tr>
<td>Non-Treatment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>3</td>
<td>22</td>
<td>6</td>
<td>9</td>
<td>40</td>
</tr>
<tr>
<td>Expected</td>
<td>5.9</td>
<td>20.5</td>
<td>5.2</td>
<td>8.5</td>
<td>40</td>
</tr>
</tbody>
</table>

Table 10: Observed and expected frequencies of subjects in the identity statuses in the occupational domain – treatment and comparison groups – combined group
Student outcomes on career decision self-efficacy

A t-test was used to analyze the scores obtained by the subjects on the CDMSE scales to test hypothesis 3. Hypothesis 3 predicted that students’ career self-efficacy scores would be significantly higher for those students who had taken the career class than the scores for those students who had not taken the career class. Hypothesis 3 was supported by the data for the combined group and for the spring quarter subjects but was not supported for the winter quarter subjects. An examination of the t-test results revealed a significant difference between the means for the treatment group (4.0428) for the combined quarters (winter and spring quarters post tests) and the fall comparison nontreatment group (3.5605) (pre-tests), with the difference between the means indicating significance at the .05 level, \( t(118) = 5.002, p<.05 \) (two-tailed). Winter quarter subjects’ career self efficacy scores revealed a difference between the means of the scores of the treatment group (3.9017) (winter quarter post-tests) and the non-treatment group (3.7590) (spring quarter pre-tests) with the means of the treatment group higher although not significant at the .05 level. An examination of the t-test for spring quarter subjects revealed the means of the career self efficacy scores of the treatment group (4.1587) (spring quarter post-
tests) and the non-treatment group (3.5605), (fall quarter pre-tests) with the difference between the means indicating significance at the .05 level, t(83)5.677, p<.05 (two-tailed).

**Student outcomes on change in identity status after treatment**

A within group comparison was made between the pre-test and post-test scores for identity status of the combined group of winter and spring quarter students on the EOM-EIS2 (taken by the students after registering but before the career development class began and again after its completion). Tables 11 and 12 show the cross tabulations for the students’ identity status from the pre- and post-tests for the combined group. Table 11 reports the percentage of students in the identity status categories and Table 12 reports the observed and expected frequencies in the identity status categories. Hypothesis 4 was not supported by an analysis of this data. Hypothesis 4 predicted that there would be a significantly higher percentage of students in the identity achieved status after completing the course than before they took the course. The percentage of students in the identity achieved status was somewhat higher in the post-test group than the pre-test group of scores (15.9% vs 9.9%), although not significantly.
### Table 11: Observed frequencies and percentages of subjects in the identity statuses – pre-tests and post-tests – combined quarters

<table>
<thead>
<tr>
<th>Condition</th>
<th>Achieved</th>
<th>Moratorium</th>
<th>Foreclosed</th>
<th>Diffused</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-tests</td>
<td>11</td>
<td>71</td>
<td>7</td>
<td>22</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>9.9%</td>
<td>64.0%</td>
<td>6.3%</td>
<td>19.8%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Post-tests</td>
<td>13</td>
<td>44</td>
<td>5</td>
<td>20</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>15.9%</td>
<td>53.7%</td>
<td>6.1%</td>
<td>24.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Table 12: Observed and expected frequencies of subjects in the identity statuses – pre-tests and post-tests – combined quarters

<table>
<thead>
<tr>
<th>Condition</th>
<th>Achieved</th>
<th>Moratorium</th>
<th>Foreclosed</th>
<th>Diffused</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-tests</td>
<td>Count</td>
<td>11</td>
<td>71</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Expected</td>
<td>13.8</td>
<td>66.1</td>
<td>6.9</td>
<td>24.2</td>
</tr>
<tr>
<td>Post-tests</td>
<td>Count</td>
<td>13</td>
<td>44</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Expected</td>
<td>10.2</td>
<td>48.9</td>
<td>5.1</td>
<td>17.8</td>
</tr>
</tbody>
</table>
Student outcomes on change in identity status in the occupation domain after treatment

A within group comparison was made between the pre-test and post-test scores for identity statuses in the occupation domain of the combined group of winter and spring quarter students on the EOM-EIS2 (taken by the students after registering but before the career development class began and again after its completion). Tables 13 and 14 show the cross tabulations for the students' identity status from the pre- and post-tests for the combined group. Table 13 reports the percentage of students in the identity status categories and Table 14 reports the observed and expected frequencies in the identity status categories. Hypothesis 5 was not supported by an analysis of this data. Hypothesis 5 predicted that there would be a higher percentage of students in the identity achieved status in the occupation domain after completing the course than before they took the course. The percentage of students in the identity achieved status was higher in the post-test group than the pre-test group of scores (18.1% vs 9.9%), but not significantly.
### Identity Status

<table>
<thead>
<tr>
<th>Condition</th>
<th>Achieved</th>
<th>Moratorium</th>
<th>Foreclosed</th>
<th>Diffused</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-tests</td>
<td>11</td>
<td>62</td>
<td>10</td>
<td>28</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>9.9%</td>
<td>55.9%</td>
<td>9.0%</td>
<td>25.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Post-Tests</td>
<td>15</td>
<td>41</td>
<td>10</td>
<td>17</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>18.1%</td>
<td>49.4%</td>
<td>12.0%</td>
<td>20.5%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 13: Observed frequencies and percentages of subjects in the identity statuses in the occupational domain – pre-tests and post-tests – combined quarters
Identity Status

<table>
<thead>
<tr>
<th>Condition</th>
<th>Achieved</th>
<th>Moratorium</th>
<th>Foreclosed</th>
<th>Diffused</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>11</td>
<td>62</td>
<td>10</td>
<td>28</td>
<td>111</td>
</tr>
<tr>
<td>Expected</td>
<td>14.9</td>
<td>58.9</td>
<td>11.4</td>
<td>25.7</td>
<td>111</td>
</tr>
<tr>
<td>Post-tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>15</td>
<td>41</td>
<td>10</td>
<td>17</td>
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</tr>
<tr>
<td>Expected</td>
<td>11.1</td>
<td>44.1</td>
<td>8.6</td>
<td>19.3</td>
<td>83</td>
</tr>
</tbody>
</table>

Table 14: Observed and expected frequencies of subjects in the identity statuses in the occupational domain – pre-tests and post-tests – combined

Student outcomes on change in career self efficacy after treatment

A t-test was used to analyze the within group scores obtained by the subjects on the CDMSE scales to test hypothesis 6. Hypothesis 6 predicted that students' career self-efficacy scores would be significantly higher after completing the career course than before they took the course. Hypothesis 6 was supported by
the data for the combined group and for both the winter and spring quarter subjects. An examination of the t-test results revealed a significant difference between the means for the post-test scores (4.0444) and the pre-test scores (3.6698) for the combined quarters, with the difference between the means indicating significance at the .05 level, $t(189) = 4.863, p<.05$ (two-tailed). Winter quarter subjects’ career self efficacy scores revealed a difference between the means of the scores of the post-test scores (3.9017) and the pre-test scores (3.5667), with the difference between the means indicating significance at the .05 level, $t(85) = 2.962, p<.05$ (two-tailed). An examination of the t-test for spring quarter subjects revealed the means of the career self efficacy scores of the post-test scores (4.1587) and the pre-test scores (3.7703), with the difference between the means indicating significance at the .05 level, $t(101) = 3.809, p<.05$ (two-tailed).

**Student outcomes on association of high career self-efficacy with identity achieved status**

A bivariate correlation analysis, comparing the identity status with the scores of the CSMSE scales was completed to test hypothesis 7. Hypothesis 7 predicted that there would be a significant positive relationship between identity achieved status and high career decision self-efficacy. An examination of the results of the correlation analysis revealed support for the
hypothesis for the combined group of subjects and the winter quarter subjects but not for the spring quarter subjects. The results of the analysis for the combined group (.259 at .05 level) and the winter group (.332 at .05 level) indicated a positive, significant, although moderate correlation between identity achieved status and higher scores on the CDMSE scale. An examination of the results for the spring quarter subjects indicated a positive although not significant correlation.

**Student outcomes on association of high career self-efficacy with identity achieved status in the occupational domain**

A bivariate correlation analysis, comparing the identity statuses in the occupational domain with the scores of the CDMSE scales, was completed to test hypothesis 8. Hypothesis 8 predicted that there would be a significant positive relationship between identity achieved status in the occupational domain and high career decision making self efficacy. An examination of the results of the correlation analysis indicated a positive, but not significant correlation and thus did not support the hypothesis.

**Summary**

The results of the data analyses are mixed. There was not support of the hypotheses that predicted that there would be a significantly higher percentage of students in the identity achieved status in both overall and occupational domain
of those students who took a career development course than those students who did not take a career development course. The data indicated that the majority of students entered the career development classes already in moratorium status, already exploring. The data also showed that the majority remained in moratorium status at the end of the course, that is, still exploring. However, in all situations examined the percentage of students in moratorium status at the completion of the course decreased and the percentage of students in identity achieved status increased, although not significantly.

There was not support for the hypothesis that predicted a significant relationship between identity achieved status in the occupation domain and high career self efficacy. However, there was support at a statistically significant level for the hypotheses that those students who took a career development course would have higher career self-efficacy than those students who did not take a career development course, that those students who took the course would have higher career self efficacy after completing the course than before they took the course, and for the hypothesis that there is a relationship between identity achieved status and high career self efficacy.
CHAPTER 5
DISCUSSION

Introduction

This chapter discusses the results and implications of the study. The research questions which were posed are discussed along with possible limitations of the study. Some implications for student affairs and for future research are presented.

The Study

Identity formation is known to occur during the college years (Erikson, 1968, Marcia, 1966). According to these theorists, the processes of exploration and commitment are necessary to achieving identity. This research studied those processes using career development classes where exploration and commitment are integral to the course activities. This study was conducted on a sample of career classes composed of college students to determine whether there is support for the hypothesis that career development classes facilitate identity development in the college years. In addition, self efficacy in career decision making was also studied to determine if the hypothesis that career development
classes increase this self efficacy is supported and to explore the association between identity development and career self efficacy.

Instruments which measure Marcia's identity statuses and Betz and Hackett's career decision making self efficacy were used to assess identity levels and self efficacy. It was anticipated that the research would show an increase in students' identity statuses as well as in career decision making self efficacy.

Discussion of results

There were no findings reaching statistical significance for change in identity status in this study, although some of the results were in the predicted direction, and perhaps with larger samples may have reached significance. However, significant and predicted results were found related to career self efficacy and to the relationship between identity status and career self efficacy. Findings related to each hypothesis are discussed below.

Hypothesis 1

The descriptive data showed that the majority of the college students in the study were in the moratorium status (53.7% treatment and 60% nontreatment) which is consistent with Erikson's (1968) belief that college provides a psychosocial moratorium. The study did not show that significantly more students were in the identity achieved status after taking the career development class although the percentage in the identity achieved status was higher for the
treatment group than for the nontreatment group (15.9% vs 10.0%). Perhaps some students moved from moratorium status to identity achieved status as a result of taking the class, hence making an increased percentage of students in the identity achieved status. The results do show, consistent with prior research (Josselson, 1987 and Pearson, 1989) that the majority of students enter college exploring and exit college still exploring. Thus, the results that the majority of students in the treatment and nontreatment groups were in the moratorium status are not surprising.

Hypothesis 2

The results for hypothesis 2 also were not significant. The treatment group had a larger percentage of students in the identity achieved status in the occupational domain than the non-treatment group (18.1% vs 7.5%), although not significantly. It may be that some students moved from the moratorium status to the identity achieved status as a result of the career development class.

Similar to the conclusions concerning hypothesis 1, and consistent with other research (Baxter Margolda, 1998; Vondracek, 1995), college students enter and leave college in an exploring status. It may be that a goal of college career classes, and college in general, should be to value the moratorium status and offer programs and courses which will help students move toward identity achieved status at a later time. Most traditional age college students do not
reach identity achieved status while in college but need more time and experiences which often occurs after college (Baxter Magolda, 1998). Teaching and facilitating the processes of exploration and commitment inherent in career courses should encourage identity development toward identity achieved status. In addition, research (Skorikov and Vondracek, 1998) has shown that resolving identity in the occupational domain, which is encouraged in career classes, may lead the other domains in identity formation and may facilitate overall identity development.

**Hypothesis 3**

Career decision self efficacy was found to be significantly higher in the group of subjects having taken the career class than in the group which had not taken the class. This could be an important finding to those working in student affairs and those teaching career development classes. Career decision self efficacy, one’s belief that s/he is capable of making appropriate career decisions, is an important goal in many student affair programs and career classes. This belief in one’s self in this domain has been positively associated with various healthy personality indices, such as psychological hardiness as well as generalized self efficacy (Betz and Luzzo, 1996). Developing this self efficacy could be important in facilitating other areas of mental health and well being of college students, and career courses may be one method of increasing this self efficacy. Career self
efficacy was found to be higher in those subjects who had taken the career class than those who had not, and according to findings of Betz and Luzzo (1996) career self efficacy of students who have taken career exploration courses tends to increase, while the career self efficacy of those students who have not tends to remain stable over time.

**Hypothesis 4**

The results for hypothesis 4 are positive but are not significant. The within group data showed that there were more students scoring in the identity achieved status on the post-tests than the pre-tests (15.9% vs 9.9%), but not significantly. Again, the majority of the students scored in the moratorium status on both pre- and post-tests (53.7% post-tests and 64% pre-tests). It would appear that these career courses are not powerful enough to enable most students to move into the identity achieved status by the end of the course. As stated before, and consistent with the results of hypotheses 1 and 2, most students tend to arrive at college in a exploration status and tend to leave college still in an exploration mode.

**Hypothesis 5**

Similar to the results found for hypothesis 4, there were no significant changes in students’ scores on identity status in the occupation domain from the pre-tests to the post-tests. There was an increase in the identity achieved status
from 9.9% to 18.1% from the pre-test to the post-test but the change was not significant. The majority of students scored in the moratorium status in the occupational domain (55.9% pre-tests to 49.4% post-tests). Perhaps some of those students in moratorium status moved into the identity achieved status. Thus, the results of the status in the occupation domain is consistent with the overall identity status results.

Hypothesis 6

An increase in career decision self efficacy was found to be significant between the pre-tests and the post-tests. It appears that the career course does have a significant impact on increasing the students' career self-efficacy. As discussed earlier concerning hypothesis 3, these results could be important to those involved in student affairs who design programs to enhance student development and the college experience.

Hypothesis 7

Another statistically significant finding was an association between those students with high overall identity status and those with high career self efficacy. This finding seems particularly important in understanding and enhancing students' development while in college. An increase in career self efficacy reflects an increase in one’s belief that s/he is capable of self assessment, career exploration and choosing a career. This career exploration and decision making
process may be similar to the exploration and commitment process used in
developing an identity (Blustein et al, 1989). Thus, an increase in career self
efficacy may contribute to enhancing those processes used in identity
development. As discussed earlier, most students tend to both enter and exit
college in an exploration mode. Increasing their career self efficacy should
increase their capacity for better exploration. That is, students may still be in a
moratorium status instead of an achieved status when they leave college, but if
their career self efficacy has been increased through a career development
course, and they feel more confident about their abilities to explore and commit,
and as self efficacy has been found to generalize to other domains (Betz &
Luzzo, 1996), I would speculate that they may move more quickly to an identity
achieved status than had they not taken the career development course.

This association between career self efficacy and identity development could
be important to students affairs administrators and faculty. Since there is a
positive association between high career self efficacy and high identity status,
and since it has been shown that career classes increase this self efficacy, and
such career classes may aid in the increased development toward identity
achieved status, more career development classes may need to be offered, and
perhaps even required of students. Again, this effect on identity development may not appear until after the student has graduated from college (Baxter Magolda, 1998).

**Hypothesis 8**

A positive, but not significant, correlation was found between high career self efficacy and high identity status in the occupational domain. The reasons for this lack of significance are unclear. Again the correlation was in the predicted positive direction which has similar implications for student affairs administrators, practitioners, and faculty as discussed under hypothesis 4. Career development classes may facilitate development in identity status in the occupational domain as well as by increasing self efficacy.

**Conclusions**

As discussed earlier, most students tend to enter and leave college in a mode of exploration. This study explored whether a career development class could enable students to move into an identity achieved status. The findings showed that most students entered the class and remained in an exploration mode, or as represented here, in the moratorium status. However significant results were found from this study that indicates that students who complete career classes have higher career self efficacy than those who do not complete career classes. And, significant results were also found that indicates a positive relationship
between high career self efficacy and high overall identity status. Therefore, although students may not leave the career class with an increased identity status, they are leaving the classes with a greater capacity to deal with their exploration of themselves and their careers since there is a correlation between this high career self efficacy and high identity status. They should have the ability to continue this exploration and commitment to an identity beyond their college experience. This increased belief in their ability to explore what is appropriate for themselves may result in a quicker resolution of their identities and an achieved identity status.

Limitations of the study

A major limitation of the study is that it is difficult to do randomized assignment to experimental and nonexperimental groups in real world research. In this study, career classes were studied which were pre-selected collectives of students. However, by using career classes of students for both the experimental and comparison groups, students’ motivation was controlled.

Another limitation of the study may have been the size of the sample. Although it is believed that the size of the sample is adequate for the study, a larger sample may result in more significant results. Since the analysis involved the use of contingency tables, a large number of subjects is needed to meet a minimum criterion of expected cell frequencies of five subjects per cell. This
number was sometimes difficult to obtain. Because of cost and practicalities of completing graduate school, a larger sample could not be obtained over the year of the study.

Other limitations of the study may have been the duration of the career classes, the design of the career courses, and the use of only two colleges in the sample. The classes in the study lasted for 10 weeks, with students being tested at the end of the class. This ten week period may not have been enough time to measure change in students or for the effects of any change from the class to have manifested itself. Results may be different, or produce significance, if it were possible to test subjects who are in career classes of longer duration. Some career classes at other colleges are semester length (15 weeks) and some are of duration of an entire academic year. However, because of pragmatic considerations it was not possible to sample across several of these institutions. A review of the syllabi of the courses indicated that although self assessment exercises and opportunities to explore one’s self were included in all the classes, the allocation of time to this self exploration varied from course to course and in no case did the amount of time seem sufficient. Many of the courses attempted to cover self exploration, career exploration and job search strategies over the ten week period. Thus, only a brief amount of time, generally no more than three weeks, was allocated to each area. Given that self exploration is critical to
developing one’s identity, the brief time allotment may not have been long enough for any change to occur. Perhaps a change in course design where more emphasis is placed on self exploration, with more self assessment activities and more time built in for self reflection and small group discussion, could have different results in the number of students reaching Identity Achieved status.

Along the same line, in this study, female subjects outnumbered male subjects by two to one in the classes. With a predominance of females in the classes, the course design may not have been adequate in addressing identity issues of concern to women to facilitate their development to Identity Achieved status. Josselson (1987, 1996) found that the women in Identity Achieved status in her study considered career important, but considered balance in their lives, between their home life, relationships, and career as most relevant to them. Therefore, developing activities and assignments which addressed exploration and understanding of themselves in all of these areas may have made a difference in the results and may have helped the female students particularly in their identity development process.

Another limitation may have been in the design of the study. Tracking individual students over the quarter rather than the group of students could yield more explanatory data, such as which students changed identity status over the
length of the course, which students change in self efficacy, and any patterns seen in demographic data related to specific students.

Implications for student affairs

It is known that most college students are in moratorium status on identity issues. However, expectations have been that students should have made an appropriate career decision by the time they have completed their college education. Perhaps, this expectation should be redefined, with the idea that exploration, and moratorium status, should be the goal of college. Instead of expecting a student to have determined his/her identity, perhaps a more reasonable expectation is that college’s function is to teach the processes of exploration and decision making, facilitate the increase of self knowledge, and encourage exploration based on self knowledge. Commitment to a decision concerning identity may be too early for most traditional aged college students; however, an initial commitment to career decisions may be the one area of identity that college students may be ready to complete. This exploration and commitment to decisions may continue after college and new careers may be chosen as more information about one’s self and one’s self in the world becomes more known to the individual.

Another implication important to student affairs is the association between career self efficacy and identity development. Programs could be developed with
the idea of increasing self efficacy which may in turn also help facilitate
development toward a higher identity. It has been shown that career classes
increase career self efficacy which may facilitate development in identity
formation. Perhaps more emphasis could be directed toward developing more
comprehensive career courses. These courses could be taught over a year as
opposed to one quarter, with the goal of increasing self efficacy. It would be
interesting to see if students increased in identity development as well as self
efficacy after such a course. It may also be informative to test students on other
measures of psychological well-being after the course given the positive
association of high self efficacy and psychological well being (Betz & Luzzo,
1996).

Implications for research

Since some of the questions in this research remain unanswered, a follow-up
study using a larger sample size would be appropriate. Also, a study which
examined career classes that lasted a longer duration and gave more time for
self assessment may yield more significant results. Future studies of these
questions may also want to investigate the effect of age or gender on the results
and develop designs that also address identity concerns of many women.
Summary

The research described here provided evidence of an increase in career self efficacy after taking a career development class and a positive association between career self efficacy and identity development. Confirmation of the effects of a career class on career self efficacy and on the association of career self efficacy and identity development would be important to professionals working in student affairs; thus, additional research in this area would be warranted.
REFERENCES


APPENDIX

Letters to students and packet of forms and instruments and syllabi
Dear Student,

The purpose of this letter is to invite you to participate in a research study at The Ohio State University. The study is designed to answer questions about how college students make meaning of their experiences, particularly in regard to making decisions about careers, relationships, and political or religious issues, and the effect that a career development class may have on these decisions.

You and the other students in this career development class have been specifically chosen so that we can obtain information that is generalizable to the student population as a whole. It is important that you participate so that we can obtain meaningful results. If you agree to participate, you will be asked to complete the enclosed questionnaires on two different occasions. The process should take only about 1 ½ hours of your time on each occasion, for a total of 3 Education hours.

There is no stress or risk involved in this study and your responses will be completely confidential and will not become part of any college record. The questionnaires will be numbered rather than having your name on them. We are interested in group data rather than individual scores; consequently, your name will not appear in conjunction with the information collected or in the report of the results.

The research is being conducted by Dr. Robert F. Rodgers, Associate Professor of Educational Policy and Leadership, and Thurla Moore, a Ph.D. student in the same department, and has the support of the College of Education.

Your participation in the study will enable us to learn more about students and how they make difficult career decisions and other choices. Therefore, we encourage you to assist us with this project. Your participation in this project is entirely voluntary and you are free to withdraw from the study at any time. If you decide to participate, please complete the enclosed questionnaires and place them in the envelope provided before returning them to your instructor.

Thank you for your time and attention. Your participation will be greatly appreciated.

Sincerely,

Robert F. Rodgers, Ph.D.  Thurla Moore
Associate Professor  Graduate Administrative Assistant
Educational Policy & Leadership
Subject number _______

Information about the participant:

Please answer the following:

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OBJECTIVE MEASURE OF EGO IDENTITY STATUS

Bennion & Adams (1986)

Read each item and indicate to what degree it reflects your own thoughts and feelings. If a statement has more than one part, please indicate your reaction to the statement as a whole. Indicate your answer on the answer sheet by choosing one of the following responses:

- A = strongly agree
- B = moderately agree
- C = agree
- D = disagree
- E = moderately disagree
- F = strongly disagree

1. I haven’t chosen the occupation I really want to get into, and I’m just working at whatever is available until something better comes along.

2. When it comes to religion I just haven’t found anything that appeals and I don’t really feel the need to look.

3. My ideas about men’s and women’s roles are identical to my parents’. What has worked for them will obviously work for me.

4. There’s no single “life style” which appeals to me more than another.

5. There are a lot of different kind of people. I’m still exploring the many possibilities to find the right kind of friends for me.

6. I sometimes join in recreational activities when asked, but I rarely try anything on my own.

7. I haven’t really thought about a “dating style.” I’m not too concerned whether I date or not.
For all the questions on this page, choose from the following responses:

A = strongly agree  
B = moderately agree  
C = agree  
D = disagree  
E = moderately disagree  
F = strongly disagree

8. Politics is something that I can never be too sure about because things change so fast. But I do think it’s important to know what I can politically stand for and believe in.

9. I’m still trying to decide how capable I am as a person and what jobs will be right for me.

10. I don’t give religion much thought and it doesn’t bother me one way or the other.

11. There’s so many ways to divide responsibilities in marriage, I’m trying to decide what will work for me.

12. I’m looking for an acceptable perspective for my own “life style” view, but haven’t really found it yet.

13. There are many reasons for friendship, but I choose my close friends on the basis of certain values and similarities that I’ve personally decided on.

14. While I don’t have one recreational activity I’m really committed to, I’m experiencing numerous leisure outlets to identify one I can truly enjoy.

15. Based on past experiences, I’ve chosen the type of dating relationship I want now.

16. I haven’t really considered politics. It just doesn’t excite me much.

17. I might have thought about a lot of different jobs, but there’s never really been any question since my parents said what they wanted.

18. A person’s faith is unique to each individual. I’ve considered and reconsidered it myself and know what I can believe.
For all the questions on this page, choose from the following responses:

A = strongly agree  
B = moderately agree  
C = agree  
D = disagree  
E = moderately disagree  
F = strongly disagree

19. I’ve never really seriously considered men’s and women’s roles in marriage. It just doesn’t seem to concern me.

20. After considerable thought I’ve developed my own individual viewpoint of what is for me an ideal “life style” and don’t believe anyone will be likely to change my perspective.

21. My parents know what’s best for me in terms of how to choose my friends.

22. I’ve chosen one or more recreational activities to engage in regularly from lots of things and I’m satisfied with those choices.

23. I don’t think about dating much. I just kind of take it as it comes.

24. I guess I’m pretty much like my folks when it comes to politics. I follow what they do in terms of voting and such.

25. I’m really not interested in finding the right job, any job will do. I just seem to flow with what is available.

26. I’m not sure what religion means to me. I’d like to make up my mind but I’m not done looking yet.

27. My ideas about men’s and women’s roles have come right from my parents and family. I haven’t seen any need to look further.

28. My own views on a desirable life style were taught to me by my parents and I don’t see any need to question what they taught me.

29. I don’t have any real close friends, and I don’t think I’m looking for one right now.
For all the questions on this page, choose from the following responses:
   A = strongly agree
   B = moderately agree
   C = agree
   D = disagree
   E = moderately disagree
   F = strongly disagree

30. Sometimes I join in leisure activities, but I really don’t see a need to look for a particular activity to do regularly.

31. I’m trying out different types of dating relationships. I just haven’t decided what is best for me.

32. There are so many different political parties and ideals. I can’t decide which to follow until I figure it all out.

33. It took me a while to figure it out, but now I really know what I want for a career.

34. Religion is confusing to me right now. I keep changing my views on what is right and wrong for me.

35. I’ve spent some time thinking about men’s and women’s roles in marriage and I’ve decided what will work best for me.

36. In finding an acceptable viewpoint to life itself, I find myself engaging in a lot of discussions with others and some self exploration.

37. I only pick friends my parents would approve of.

38. I’ve always liked doing the same recreational activities my parents do and haven’t ever seriously considered anything else.

39. I only go out with the type of people my parents expect me to date.

40. I’ve thought my political beliefs through and realize I can agree with some and not other aspects of what my parents believe.

41. My parents decided a long time ago what I should go into for employment and I’m following through on their plans.
For all the questions on this page, choose from the following responses:

A = strongly agree
B = moderately agree
C = agree
D = disagree
E = moderately disagree
F = strongly disagree

42. I’ve gone through a period of serious questions about faith and can now say I understand what I believe in as an individual.

43. I’ve been thinking about the roles that husbands and wives play a lot these days, and I’m trying to make a final decision.

44. My parents’ views on life are good enough for me, I don’t need anything else.

45. I’ve had many different friendships and now I have a clear idea of what I look for in a friend.

46. After trying a lot of different recreational activities I’ve found one or more I really enjoy doing by myself or with friends.

47. My preferences about dating are still in the process of developing. I haven’t fully decided yet.

48. I’m not sure about my political beliefs, but I’m trying to figure out what I can truly believe in.

49. It took me a long time to decide but now I know for sure what direction to move in for a career.

50. I attend the same church as my family has always attended. I’ve never really questioned why.

51. There are many ways that married couples can divide up family responsibilities. I’ve thought about lots of ways, and now I know exactly how I want it to happen for me.

52. I guess I just kind of enjoy life in general, and I don’t see myself living by any particular viewpoint to life.
For all the questions on this page, choose from the following responses:
   A = strongly agree
   B = moderately agree
   C = agree
   D = disagree
   E = moderately disagree
   F = strongly disagree

53. I don’t have any close friends. I just like to hang around with the crowd.

54. I’ve been experiencing a variety of recreational activities in hopes of finding one or more I can really enjoy for some time to come.

55. I’ve dated different types of people and know exactly what my own “unwritten rules” for dating are and who I will date.

56. I really have never been involved in politics enough to have made a firm stand one way or the other.

57. I just can’t decide what to do for an occupation. There are so many that have possibilities.

58. I’ve never really questioned my religion. If it’s right for my parents it must be right for me.

59. Opinions on men’s and women’s roles seem so varied that I don’t think much about it.

60. After a lot of self examination I have established a very definite view on what my own life style will be.

61. I really don’t know what kind of friend is best for me. I’m trying to figure out exactly what friendship means to me.

62. All of my recreational preferences I got from my parents and I haven’t really tried anything else.

63. I date only people my parents would approve of.

64. My folks have always had their own political and moral beliefs about issues like abortion and mercy killing and I’ve always gone along accepting what they have.
CDMSE

CAREER QUESTIONNAIRE

INSTRUCTIONS: For each statement below, please read carefully and indicate how much confidence you have that you could accomplish each of these tasks by marking your answer according to the key.

NO CONFIDENCE VERY LITTLE MODERATE MUCH COMPLETE
AT ALL CONFIDENCE CONFIDENCE CONFIDENCE CONFIDENCE CONFIDENCE
1 2 3 4 5

HOW MUCH CONFIDENCE DO YOU HAVE THAT YOU COULD:

1. List several majors that you are interested in.
2. Find information in the library about occupations you are interested in.
3. Select one major from a list of potential majors you are considering.
4. Make a plan of your goals for the next five years.
5. Determine the steps to take if you are having academic trouble with an aspect of your chosen major.
6. Accurately assess your abilities.
7. Find information about companies who employ people with college majors in English.
8. Select one occupation from a list of potential occupations you are considering.
9. Determine the steps you need to take to successfully complete your chosen major.
10. Persistently work at your major or career goal even when you get frustrated.
11. List several occupations that you are interested in.
12. Find information about educational programs in engineering.

13. Choose a career that will fit your preferred lifestyle.

14. Prepare a good resume.

15. Change majors if you did not like your first choice.

16. Determine what your ideal job would be.

17. Talk to a faculty member in a department you are considering for a major.

18. Make a career decision and then not worry about whether it was right or wrong.

19. Get letters of recommendation from your professors.

20. Change occupations if you are not satisfied with the one you enter.


22. Ask a faculty member about graduate schools and job opportunities in your major.

23. Choose a major or career that your parents do not approve of.

24. Get involved in a work experience relevant to your future goals.

25. Resist attempts of parents or friends to push you into a career or major you believe is beyond your abilities.

26. Figure out whether you have the ability to successfully take math courses.

27. Describe the job duties of the career/occupation you would like to pursue.

28. Choose a career in which most workers are the opposite sex.

29. Find and use the Placement Office on campus.
30. Move to another city to get the kind of job you really would like.

31. Determine the academic subject you have the most ability in.

32. Find out the employment trends for an occupation in the 2000’s.

33. Choose a major of career that will fit your interests.

34. Decide whether or not you will need to attend graduate or professional school to achieve your career goals.

35. Apply again to graduate school after being rejected the first time.

36. Determine whether you would rather work primarily with people or with information.

37. Find out about the average yearly earnings of people in an occupation.

38. Choose a major or career that will suit your abilities.

39. Plan course work outside of your major that will help you in your future career.

40. Identify some reasonable major or career alternatives if you are unable to get your first choice.

41. Figure out what you are and are not ready to sacrifice to achieve your career goals.

42. Talk with a person already employed in the field you are interested in.

43. Choose the best major for you even if it took longer to finish your college degree.

44. Identify employers, firms, institutions relevant to your career possibilities.
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45. Go back to school to get a graduate degree after being out of school 5 – 10 years.

46. Define the type of lifestyle you would like to live.

47. Find information about graduate or professional schools.

48. Choose the major you want even though the job market is declining with opportunities in this field.

49. Successfully manage the job interview process.

50. Come up with a strategy to deal with flunking out of college.
**Description:**

This is a comprehensive career planning seminar. By the end of the quarter, you will:

1) know how to relate your values, interests, abilities, and skills to careers
2) know how to access information from a variety of sources on an internship/job of interest
3) know how to network through informational interviewing
4) have a resume that is professional
5) know how to write an effective cover letter
6) know how to illustrate your skills in an interview and be prepared for behavioral based interviewing questions
7) know how to conduct an effective job search

This is a one credit hour course graded S/U. If you show up to class and complete your portfolio, you pass. For students with disabilities, please see me. This syllabus can be made available in alternate formats if necessary.

**Time and Location:**

Wednesdays, 3:30 – 5:30 p.m., Central Classroom 246

**Instructor/Office Hours:**

Amy Thaci, Director
**Arts and Sciences Career Services**
05 Brown Hall, 292-7056
[thaci.1@osu.edu](mailto:thaci.1@osu.edu)
Office hours by appointment: F – F 8:00 a.m. – 5:00 p.m.

**Requirements:**

Class attendance is mandatory. Each class builds on the ones before it so to miss a class misses the progression of information in career planning. Please protect this time slot for class.

Portfolio: A portfolio is a selection of representative works. An artist represents artwork in his/her portfolio; you will represent your skills, your interests, your career goals, and samples of your career/job search work – the beginning of your “career management”. In your portfolio, you will have:

- a fantasy job description
- presentation of the skills you have with concrete examples (Transferable Skills Summary and Skill Scan sheets)
• a copy of your resume
• a cover letter and thank you note/letter
• answers to behavior-based interview questions
• 5 potential internships/jobs you would apply for
• summary on research you did on a company/organization
• a list of twenty resources you can refer to when you begin your search
• OPTIONAL: Information on graduate schools, a sample business plan or travel/work abroad programs
• results of an informational interview
• OPTIONAL: samples of work you have done outside of class that reflect special skills, talents or interests, accomplishments, etc.
• Reflection on class text

Class Materials:
• Handouts in class (tip sheets, NACE publications, ASC Career Services Career Guide, etc.)
• Class Text (select one)
• Each of you will have a unique approach to the development of your careers. Select, after class, a text that is appealing for your situation. Content summaries/reviews of the books are available on-line. By quarter’s end, have one text completed and write a journal on its impact on your major/career decision. If you wish to read a career-oriented text not included on the list, see the instructor before text purchase for approval of its use in class.

Course Outline:
Week 1 January 9
Introduction to Career Success and following your passion
Introductions/Icebreaker/Course overview
Five step career planning process
Liberal Arts Skills
Portfolio Assignment:
1) Complete a fantasy job description. Think about your personality, interests, abilities, experiences and values. If you could create your dream job how would these elements of your identity be used? Describe the job in terms of the responsibilities involved, candidate qualifications, and work setting (real or fictional) including a brief description of the organization – if there is one- that you would work for. In narrative form, this paper should be 2 – 4 pages in length double-spaced. Alternatively, you could create a job advertisement (want ad) or recruitment brochure from the perspective of an employer seeking to fill the “dream” position.
2) Include the Transferable Skills Summary (pick 5 skills from the TSS and write 5 narratives using the STAR technique). Include Skill Scan results as well.

**Week 2 January 16**

**Resumes**
How to structure and write an effective resume
Analyzing job descriptions for skills centered action verbs
Matching resumes with job descriptions
ResLink!
Peer critiques

**Portfolio Assignment:**
Include a finished copy of your resume.

Next Wed, January 23rd is the Annual Career and Job Fair, Ohio Union Ballrooms

**Week 3 January 23**

**Cover Letters**
How to write a dynamic cover letter and other job search correspondence

**Portfolio Assignment:**
Include a copy of your cover letter. Write a cover letter that specifically addresses why a certain company or organization is of interest to you. Be sure to make the connection between what you can offer and what they need. You may want to write a cover letter in response to your fantasy job description or an actual job/internship description you have found.

**Week 4 January 30**

**Successful Interviewing Techniques/Salary Negotiations**
Stressing skills, interests and values in interviews
Preparing materials to take to an interview – demonstrating your abilities
Negotiating your job offer during an interview
On campus interviewing program/ResLink!
Employer panel

**Portfolio Assignment:**
Sample behavioral based interview questions will be handed out in class. Write out the answers to 5 of those questions.

**Week 5 February 6**

**Business Etiquette**
Second interviews, business lunches, introductions
Week 6  February 13  
Gaining Valuable Experience: Internships/C0-ops, Service Learning

How do you get internships? How do you get credit?  
Panel Speakers: Service Learning/The Washington Center/Student interns  
Portfolio Assignment:  
Find 5 internships, fellowships or volunteer or service opportunities that you want to become involved in. Do research on the organization and include information on each. If there are descriptions of the internship or volunteer position, include those.

Week 7  February 20  
Job Search Strategies/Researching Companies and Organizations/Networking and Informational Interviewing  
Using the internet effectively in your job search  
Correspondence in networking  
Planning for a Job Fair and Making it Work for You  
Portfolio Assignment:  
1) Thoroughly research one company and write up a summary. Include sources you used such as annual reports, newspapers, magazines, internet, employees of the company, company brochures. Do they have a mission statement? If so, what is it? How does the company relate to your career goals? Include some of the information you found while researching the company in your portfolio.  
2) Include a list of 20 resources you can refer to when you begin your search.

Week 8  February 27  
Pursuing Alternative Opportunities (Graduate School, Starting Your Own Business, Traveling Abroad, etc.)  
Optional Portfolio Assignment:  
If you are considering any of these please include information on them in your portfolio.

Week 9  March 6  
Sharing your Career Plans/Plan of Action (in class)  
Portfolio Assignment:  
Write up your information interview. Include:  
* How you found the person  
• How arranged the interview  
• The questions you asked/answers given  
• A summary of what you learned  
• What was the most valuable information you received?
• How did you feel about it?

• What is your next step given what you learned?
Include a copy of the thank you letter you sent after the interview.

Week 10  March 13
Sharing your Career Plans/Plan of Action (in class)
Wrap-up; portfolios due
Business Administration 201  
Business Career Planning  
Winter Quarter 2002

Instructor:  Margie Bogenschutz, Ph.D.  
181 Gerlach Hall, 292-6024

Office Hours:  8:30 – 4:00, Mon – Fri, APPOINTMENT ONLY

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<td>Jan 8</td>
<td>Course Expectations, Review of Syllabus</td>
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<td>Jan 10</td>
<td>Registering with Career Services/Intern Program</td>
<td>Personal Data Sheet Strong Interest Inv.</td>
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<td>Jan 15</td>
<td>Skills Assessment</td>
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<td>Values</td>
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<td>Jan 22</td>
<td>Interpretation of the MBTI</td>
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<td>Jan 29</td>
<td>Career Exploration</td>
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<td>Major Search assignment – due Feb 28</td>
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<td>Jan 31</td>
<td>Introduction to Business Majors</td>
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<td>Being successful at a job fair</td>
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<td>Feb 5</td>
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<td>Feb 7</td>
<td>Career presentations</td>
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<td>Feb 12</td>
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<td>Feb 14</td>
<td>Internship Panel</td>
<td>bring questions</td>
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154
Feb 19  Gaining the competitive edge with your resume  bring text
Job search readiness assignment – due 3/14
Job/internship search plan – due 3/14

Feb 21  Company research (team project in class)  bring text

Feb 26  Interview skills

Feb 2  An employer’s views on interviewing  major search asst

March 5  Graduate/professional school

March 7  Be a star at your internship

March 12  Negotiating job offers

March 14  Goal setting/evaluations  bring text and SASE
Response or mock interview
Job/internship search plan


Grading:
Assignment:  Point value  Due Date
Job search readiness assignment  10 points  March 14

Major search  50 points  February 28

Job/internship search plan  40 points  March 14

94-100 A  73-76 C
90-93 A-  70-72 C-
87-89 B+  67-69 D+
83-86 B  63-66 D
80-82 B-  60-62 D-
77-79 C+  59-0  E
Exploring the Possibilities  
EdP&L 270.01  
Tuesdays 1:30 – 3:48 pm  
Smith Hall Glass Lounge

Instructors:  
Amy Treboni  
Smith Hall Director  
292-2461  
treboni.6@osu.edu  
Kelly Lid  
Canfield Asst. Director  
292-2471  
lid.1@osu.edu

Overview

Many students may arrive on the doorstep of The Ohio State University with the expectation that their major/career will simply fall into place. However, students often find that the path to the “perfect career” is not always clear. Exploring the Possibilities has been designed to assist first-year students in exploring potential opportunities that exist at The Ohio State University that could assist them in selecting a major/career path. The class will provide a practical approach to help students understand personal skills and interests and to clarify values as they relate to making decisions about future academic endeavors. Additionally, students will be introduced to the various majors at The Ohio State University as well as supplemental programs designed to enhance student learning out-of-the-classroom.

Expectations

- In order to enjoy the benefits of this course, you will need to invest time and effort!
- Class attendance is extremely important! If you miss more than one class session without prior permission, you will not pass this course. If you are absent, it is your responsibility to contact one of the instructors to obtain missed assignments or handouts.
- This is not a lecture class. It is experiential and you are expected to participate.
- It is expected that you arrive on time and stay until class is over.
- All assignments must be turned in on time to receive full credit. Late assignments will be accepted only one week beyond the original due date, and a reduction of total points will be taken. After a week, no credit will be given.
• We would greatly appreciate it if you would type your journal assignments and final paper must be typed.
• You must turn in all assignments to receive a final grade in this course.

Assignments/Grading

1. Journal due each week – 35 points
   Each week you are required to complete one or more journal assignments (see Journal Assignments at the end of the syllabus). Please type your journals and if you are asked to complete a task, summarize what you did to complete it. We will collect the journals each week and return them with our comments the following week. At the end of the quarter you will turn in your entire journal with all of the assignments included.

2. Paper – 50 points
   Part I (3-4 pages)
   Visit 3 upper level classes in the majors that are of interest to you. Write observations as you visit the class. Write about this experience. What did you learn? Again, make sure that you elaborate on how the experience of observing a particular class helped you with your search.

   Part II (3-4 pages)
   Interview one senior in a major area that is of interest to you. Your are seeking to ask these broad questions: How did they decide on that major? What is their college like? What courses have they taken? What careers are they considering? We will work together as a class during session 6 to develop an interview model.

   From the results of your interview, report on the information you received and highlight the information that you found to be particularly interesting. What did you learn that you didn’t know before? Has this experience helped you to narrow your interests? How? Make sure that you are not simply stating the responses to the interview. We want to know what you learned and how you plan to apply it to your decision making.

   Throughout the quarter several journal assignments will assist you in getting started on your paper. Putting time into these assignments will lessen your load at the end of the quarter – take advantage of it. The paper should be 5 – 7 pages in length. You will be required to include an appendix with notes from the interview and observations. Make sure you are taking good observation/interview notes. We will discuss the paper further during session 6.
3. Post-personal mission statement – 5 points

4. Participation: 10 points

Course Outline

Week 1  Introduction to the course
        Introduction to the Myers-Briggs Type Indicator
        HW: Complete journal entry: Personal mission statement

Week 2  Personal mission statements/Quaker Circle activity
        HW: Complete journal entry and contacting professors

Week 3  Interpreting the MBTI
        HW: Read handouts on Type and major/Type and career.
             Complete journal entry and visit first class

Week 4  How can the MBTI assist you in your decision making?
        Values, interests, and abilities
        HW: Complete journal entry; visit second class

Week 5  Exploring OSU majors
        Select book for book review assignment
        HW: Complete journal entry; visit third class; turn in list of seniors
             and appointment for interview

Week 6  Case studies
        Developing an interview
        Mock interviews
        HW: Complete journal entry and begin senior interview

Week 7  Leadership styles
        Book review
        HW: Continue with interview and working on paper.

158
Complete journal entry; final journals due in class Week 8. Please Collect all journal entries together in binder or folder. During week 8 and 9 students will meet with Amy and Kelly one-On-one outside of class (to be arranged).

Week 8

Resources at OSU: Study abroad opportunities Visit Career Connection Using technology to further your exploration How do you expand your major/career search? How can you gain new experiences? *Journals due in class

HW: Continue working on paper; meetings *Papers due Tuesday March 5th by 5pm. Turn in to the Smith Hall front desk. Late papers will be reduced 10% per day late.

Week 9

No class – papers due by 5pm to the Smith Hall front desk HW: Write your post personal mission statement

Week 10

Discussion of what class members learned from writing papers and sharing of post personal mission statements

Note: We are very excited about this course and we are glad that you have decided to enroll. Please feel free to make an appointment with us at any time during the quarter if you have a question, concern, or if you just want to bounce ideas off of someone. You can make appointments by contacting the Smith Hall front desk or the Canfield Hall front desk. Remember, being undecided in your major is not unique. Studies have shown that 50% of first year students are undecided, and 50% change their major at some point.
Tues, April 2  Course Introduction
Course structure, objectives and assignments. Identifying dilemmas and personal goals for the course. Introduction to self assessment

Unit 1: PERSONAL ASSESSMENT

Thurs, April 4  Identifying values
Discussion of values and values inventory. Your hidden values exercise. Pre-test surveys

Assignment due: Supplemental reading #1: Personal Assessment
YCP: Read pg. 4-7 and pgs. 146-147
YCP: Complete exercises 7-B and 7-D

EXTRA CREDIT: Attend collegiate job fair @ ODC on Friday, April 5. Collect information from employers that interest you.

Tues, April 9  What makes your personality unique & identifying interests

Assignment due: Complete the Keirsey Temperament Sorter.
Complete Campbell Work Orientations worksheet.
YCP: Complete exercises 3-E

Thurs, April 11  Assessing your skills
Discuss achievements and skill assessment exercises. D-P-T, self management, and special knowledge skills.
Complete exercise 3-G

Assignment due: YCP: Read pg. 37-40. Complete exercise 3-B and 3-C.
UNIT 2: SYNTHESIZING PERSONAL DATA AND ESTABLISHING GOALS

Tues, April 16  Putting it all together
Discuss summary; class brainstorming activity. Discuss decision
making styles, types of job seekers. Discuss Career
paper and goals.

Assignment due: Completed career assessment summary

UNIT 3: DISCOVERING THE WORLD OF WORK: RESEARCHING CAREERS, EMPLOYERS AND ORGANIZATIONS

Thurs, April 18  Researching career fields
Meet in the career center. Discuss reading; workplace
Skills needed in workplace of the future. Identifying
search; review of career library and internet resources.
Information interview assignment. Begin to fill out career
Profile worksheets.

Assignment due: Supplemental reading #2: The Rise and Fall of the Good
Job

Tues, April 23  Learning About employers
Discussion of the why’s and how’s of employer research.
Defining ideal employer exercise. Review YCP, pg. 251-2
prepare for assignment.

Assignment due: Completed Career Synthesis paper
Completed Career Profile worksheet

UNIT 4: DEVELOPING WRITTEN JOB SEARCH TOOLS

Thurs, April 25  Resume writing
Discuss reading; critique own resumes; practice writing
objective statement.

Assignment due: Supplemental reading #3
Bring in copy of your resume
Completed summary of employer research
Tues, April 30
E-Resumes, cover letters and other correspondence
Scannable and internet resumes; cover letter
thank you and acceptance and rejection letters.

Assignment due:
Supplemental reading #4
Turn in first draft of resume

UNIT 5: JOB SEARCH STRATEGIES

Thurs, May 2
Traditional job search strategies
20 skills of the job search; group presentations on job
search strategies

Assignment due:
Each group will present a summary of their topic

Tues, May 7
E-Job hunting
Exploring job web sites. Meet in the computer lab

Assignment due:
Turn in first draft of a cover letter responding to a
Job vacancy ad
Turn in revised version of resume

Thurs, May 9
Networking
Why networking is the #1 way to get a job; how to
use your own network; networking activity;
Capstone: Read pgs. 109-113

UNIT 6: INTERVIEWING SKILLS

Tues, May 14
Preparing for interviews
Discuss reading. Nine hidden agenda items.
Practicing for
the interview. MonsterTrak virtual interview.

Assignment due:
Capstone: Read pgs. 69-75

Thurs, May 16
Interview role playing
Interview role-play exercise in triads. Sign up for
interview.
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<tr>
<td>Tues, May 21</td>
<td>Bring written answer to “Tell me about yourself”</td>
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<td>Tues, May 28</td>
<td>Practice interviews with professional staff</td>
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<td>Tues, May 30</td>
<td>Interviews in the Career Center</td>
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<td>Thur, May 23</td>
<td>Prepare for interview by filling out interview worksheet. Bring a copy of your</td>
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<td>resume. Bring three questions you would ask employer.</td>
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**UNIT 7: STRATEGIES FOR CAREER SUCCESS**

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<tr>
<th>Date</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Thur, May 23</td>
<td>The hiring process</td>
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<td>Understanding benefits, accepting and rejecting job offers, decision making</td>
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<td>Thur, June 6</td>
<td>Wrap-up and Evaluation</td>
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163