

Guiding students up their PEAK: Identifying successful routes toward effective Professional Exploration and greater Knowledge

Joseph is a 22-year-old high school graduate. He was in the army for four years, and, while there, he installed and maintained radar equipment. He has since finished his commitment to the military and has been taking a few courses at SCC but isn't particularly interested in any of them. He works as an assistant to an electrician and though he might want to pursue a job in the construction industry (given his experience in the military), but he is beginning to feel like his current job is just one more dead-end avenue. He is also a volunteer and team leader at the local Boys and Girls Club on the weekends, and really loves what he does there. He is starting to feel unhappy and confused, and isn't sure why. He just took his Career Coach Assessment in ACA 111, and his two dominant Holland Code personality types were SE (followed by A). He doesn't have much to say about that.

Suddarth, B. H., and Reile, D. M. (2012). Facilitating Career Development: An Instructional Guide for Career Development Facilitators and Other Career Development Providers. National Career Development Association. 3.14-3.15.

Groups are welcome to hypothesize or assume any other element to Joseph's story.

Joseph's Concerns:

1. Lifestyle/income do you want?
2. Homelife?
3. Transportation?
4. Childcare?
5. Military Aid? Needs GI Bill information
6. Passions?
7. Ability to balance education and life?
8. Frustrated with system - how does it work?
9. Employment? Can he work part-time? Full-time?
10. Skill set? Apply to my career?
11. Social adjustments? Connections?
12. Disabilities? ADD?
13. Inferiority? Behind his age group?
14. External concerns?

Concrete Steps:

1. Visit Student Support Service, Career Services, Financial Aid (resources, GI Bill)
2. Find a person to connect with (partnership)

3. Shadow or internships to “experience possibilities”
4. Narrow focus of career
5. Discover major/courses - timeline to reach his goal
6. Give structure to exploration
7. Discern interest in leadership vs management - transfer of military skills
8. Face reality - capability to follow this pathway and meet course work, certification, licensure requirements, etc....
9. Acknowledge tests required (GRE, TEAS, etc..)
10. Understanding SCC assessment vs military assessments
11. Connect with other vets

Other useful background information or research: (These could be printed docs available in the room, helpful websites, readings sent to participants prior, videos etc)

Career Coach
 Career Services Website
 O*Net

Describe the chosen solution: (Optional - the goal of the discussion could also be to brainstorm solutions)

Knowledge and Brainstorming:

There will be a very brief PPT overview of PEAK, CIP/CASVE Theory, The Holland Code, Career Coach, the relationship between exploration, knowledge, skills, self-efficacy, and success, and how these components might fall into two-year and five-year plans.

Groups will be guided through a structure with goals and prompts to analyze, process, and hypothetically respond to their case study.

Results will be shared.

Potential questions to prompt an evaluation the solutions:

Can you describe the purpose and objective of PEAK?

Describe your understanding of the QEP’s timeline, delivery point, capture points and assessment methods, and follow-up steps and resources that support them.

How ready do you feel you are to function in your role helping a “real” student enter the PEAK process at SCC?

