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Initial Career Choice by College Students Pursuing a Specific Program Major

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Abstract

College and career advisors have many obstacles to overcome when dealing with prospective college students who are trying to decide what they would like to do with their lives. Part of the challenges have to do with how the students view themselves, their perception of the barriers before them, and their understanding of the information available to them. This paper will discuss those considerations and review the current research literature, as it is geared toward career development and/or indecision. The author will refer to the relevant studies selected and will make an attempt to apply the information directly to actual and future practice.

Initial Career Choice by College Students Pursuing a Specific Program Major

The world has been changing quickly over the past couple of decades. With these changes has come a complete revolution of the world of work and how it is carried out. No longer does man exist by living on a farm and raising the food for his family himself. No longer is the menial labor of the assembly line required by those who possess low skill aptitude. With the modernization of society has come the advent of the computer age. People are now able to work anywhere in the world and communicate and send information in an instant. With so many choices now available, it is no wonder that young people trying to find their way in the world are confused and overwhelmed as to what career path to choose for themselves.

It now becomes the role of the professional career counselor to provide assistance for this growing population of our society. With the proper knowledge and training, these advisors will be able to make major differences in the lives and futures of these individuals. As noted by Lent, Brown, Brenner, et al. (2001), social influences can be seen in the career choice encouragement that adolescents or adults obtain from influential others. So it has been documented that the effect that career counselors may have on their clients can be significant. As a result of the confusion and apprehension that is experienced due to self-doubt, lack of understanding, and potential obstacles, it is of the utmost importance that career advisors/counselors be fully trained to deal with such challenges.

When dealing with different populations, it is crucial for counselors to be aware of the relevant statistical data that is available. For example, as highlighted by Farmer, Wardrop, Anderson, and Risinger (1995), it was a priority for certain government agencies such as the National Science Foundation and the Department of Education to increase the level of participation of women in science and technical occupations. Along with this, Caldera, Robitschek, Frame, and Pannell (2003) noted that although Mexican American women participate in the labor force at rates equal to non-Hispanic White women, their participation is predominately in lower status and lower paying occupations and their educational attainment is significantly lower, as well.

By being armed with this type of information, college advisors will have a much better comprehension of how to assist those clients who may face unique obstacles not common to other groups. Even when interaction may be common among certain races, the minute understanding of the other's social situation may provide for that much more empathy to be employed. Although Blacks comprise 12% of the total population and 11% of the workforce in the United States, they account for only 3% of the employed scientists and engineers (Gainor & Lent, 1998). By having this knowledge, career advisors may make a more concerted effort to help potentially successful minority students enter fields that may interest them.

Along with the exact data, counselors need to have a full understanding of the intimate thoughts of their clients and how they will affect their career choice, both negatively and positively. Guay, Senecal, Gauthier, Lysanne, and Fernet (2003) stated that personality traits such as perfectionism, self-consciousness, fear of commitment, and anxiety were all positively associated with career indecision. By knowing how to challenge these mental obstacles, better servicing may be offered and greater success may be attained. But without this background, advisors would simply be going through the motions and not gaining the client's confidence.

There are many consumers who need the help of others, but by seeking it out they do not want to give up total control of their situations. They wish to have a deciding interest in their futures and merely need encouragement and direction to make the proper, educated choices.

When they don't perceive this element of control issues may arise. As claimed by Perry (2003):

Periodically, however, their sense of personal control and mastery is undermined by low-control experiences arising from a greater emphasis on success and failure, heightened academic competition, increased pressure to excel, more frequent academic failures, unfamiliar academic tasks, new social networks, and critical career choices. (p. 312)

This feeling of a lack of power may sometimes cause certain individuals to give up on a task or to quit a program. When this happens, the effect tends to carry over into other areas of their life and will continue to affect them in a strong, negative manner.

So when students, and others, seek an occupation to pursue to earn their living, they need to understand themselves as much as they need to learn about the labor market. They need to know the type of person that they are, where their strongest interests lie, and how much they truly value work itself. Jean Pierre Jordaan defined *vocational exploration behavior* as involving a variety of cognitive and behavioral activities designed to generate information about the individual, and the environment, which is used in order to “prepare for, enter, adjust to, or progress in, an occupation” (Solberg, Good, Fischer, Brown, & Nord, 1995, p. 448).

People also have their own personal feelings about themselves related to how qualified they are to perform certain tasks. So, sometimes, individuals will choose the work that they perform based on how good they believe that they will be at doing such work; regardless of how much they do, or do not, enjoy the actual task itself. *Self-efficacy*, referring to people’s beliefs about their ability to perform particular behaviors or courses of action, has become a theoretical mechanism for understanding a variety of academic and career-related outcomes for both men and women (Lent, Brown, Schmidt, et al., 2003). It is their inner feeling of themselves that projects many individuals into careers that truly may not be the best suited for them.

When we talk about ourselves as being in control of ourselves, there is a feeling of independence that is evoked. We all want to know that we are competent enough to make decisions for ourselves and then we want to have the confidence to believe that these choices made have been the right ones for us. *Career agency* has been collectively referred to as the proactive behavior patterns that are involved in conducting career search activities. Career search efficacy refers to individuals’ degree of confidence that they can successfully perform a variety of career exploration activities, including their judgments about their ability to successfully explore personal values and interests, effectively network with professionals in a field of interest, and successfully interview for a job (Solberg et al., 1995). So not only does a professional career counselor have to understand the labor market and the requirements of specific occupations, but they have to maximize the confidence and competency levels of their clients to bring out the highest level of potential-fulfillment that is possible.

Discussion of the Major Literature that Support the Thesis Statement

Self-Doubt

As each person involved in a career choice situation must decide what they wish to do with their future, they have to face their own personal challenges, and not just those posed by society. Along with the theory of self-efficacy also comes the thought of *human agency*, which refers to the condition of being a differentiated individual (McCracken & Weitzman, 1997). We each have to make decisions for ourselves, but we want to believe that we are also doing for ourselves and not just following along with what we may have been told to do. The three main components of agency are: assertiveness, instrumentality, and interpersonal facility.

When college students are picking their majors, they do with the intention of finding the right combination of what interests them, what they will be successful at, and what will be productive for them in the sense of what they receive for their efforts and how long they will/can persist at that occupation. According to Luzzo, Hasper, Albert, Bibby and Martinelli (1999), for college students effective self-efficacy-enhancing strategies aimed at increasing their career interests in math and science careers may also lead to changes in career aspirations, declared majors, and enrollment in math and science courses. With this being said, it would only follow that the more confidence that one feels in a specific area the more likely that person would be to pursue that area of interest; both in the long-term and the short-term.

If a student has a stronger affinity toward a certain area of study, they will be more likely to choose that program to follow. So students can enter a field of their own selection or they may be encouraged to realize that their strengths lie in an area that they hadn't even considered before. The higher a client's perceived level of math/science self-efficacy, the more likely they are to cite interests in math/science-related careers and select majors (or indicate the desire to select such majors) that are more math/science oriented (Luzzo et al., 1999). The role of self-efficacy cannot be understated here. From the study conducted by Lent, Brown, Schmidt, et al. (2003), it was found that self-efficacy produced both a significant direct path to goals and an indirect path to goals through interests.

Knowing how students feel about themselves will help career advisors work with their clients to find the most suitable fit for their situation. However, many times specific issues will need to be addressed when dealing with certain populations. Each subgroup of people will have common concerns that may not apply whatsoever to another subgroup of possible consumers. For instance, when dealing with women there will be many such circumstances that will not have to be applied to men. As detailed by McCracken and Weitzman (1997), studies in the area of women's career development link personal agency to the pursuit of highly career-oriented and often male-dominated occupational choices, as well as to career decision making that is characterized by a realistic match between ability and aspiration level.

If a student does not currently feel as though they have the confidence needed to succeed in any given program, studies have shown the value of having positive relationships with others to provide the type of strong feedback that would be needed to make decisions. Solberg et al. (1995) remarked that verbal persuasion in the form of encouragement could be an effective means of increasing a person's judgments about his or her ability to perform a given career search activity. Having this ability to search for the pertinent information related to an occupational field could make all the difference in choosing to major in such program of study.

It is strongly believed that the more education that can be provided, the more likely that the consumer is to be successful. Along with the work of the school counselor, a large part of the input for a student comes from home. The more involved that the parents are, the more in-depth and comprehensive the search for career and occupational data will become. If the parents are more educated then that is considered to be an indicator of higher potential student interest. Fouad, Smith, and Zao (2002) found that parental education is often associated with higher incomes that can bring more educational resources to the child. This, in turn, is predicted to foster educational attainment. So a counselor would do well for him or herself to make sure that the student's parents were actively involved and/or informed during the process of helping their child select an appropriate college major. The parents might also be able to provide some needed insight into the student that is not readily apparent to the college advisor.

Lack of Understanding

Regardless of the amount of occupational and statistical information that is now available to college students, it will serve them no useful purpose if they do not have a firm comprehension of the data. To this end, the career advisor must be able to decipher the relevant details and explain to the client what is needed to make any career search productive. The lack of total understanding is not necessarily related to simple facts and data. This could also be connected to the way that they view themselves and the life situation that they are in. If a student perceives that he or she is not in control of their academic environment, this can lead to an increased level of uncertainty and discomfort. This elevated condition could easily have a negative effect on the student's entire academic experience. Academic control directly affects performance in terms of class tests, course grades, and cumulative GPA, as well as course persistence (withdrawals) and achievement-related cognitions and emotions (Perry, 2003).

Part of knowing ourselves is to also understand where our own strengths and weaknesses lie. By having a realistic view of ourselves, we are able to make more applicable decisions that will benefit us in greater ways. These dimensions may be also noted when applied to specific cultures and ethnic backgrounds. When counseling African-American students, it may help to acknowledge the past influences that may come into play. In a study conducted by Gainor and Lent (1998), it was noted that in a sample of first-year Black college students that self-efficacy and interests significantly contributed to men's consideration of math and science careers, whereas interests alone predicted women's consideration of such options. This could help counselors to fathom the reasons why and how certain students justify their academic selections.

Some researchers prefer to study the correlation between career indecision and already established theories of social development. One such idea is that of Erikson's theory of ego identity development, which breaks down human growth and development into set stages that each of us progresses through as we mature. The fifth stage is known as identity vs. identity confusion. Cohen, Chartrand, and Jowdy's (1995) research suggests that there are important developmental differences in ego identity development for those experiencing different types of

career decision-making difficulties. Hence, it can be stated that some people are more confident in who they are as a person and as a future worker. Those who don't feel as though they are ready for a particular career will, naturally, feel some intrepidity toward that occupation.

Some of this uncertainty may be a result of negative experiences in the student's social life. This could be termed to include both family and friends. *Autonomy* is the concept of being able to decide one's own fate and make decisions based on our own sense of independence. The less autonomy supportive and the more controlling are parents and peers, the less positive are students' perceptions of self-efficacy and autonomy toward career decision-making activities (Guay et al., 2003). Hence, if a college student has never had the freedom to make choices for themselves, they cannot be expected to have the confidence needed to make such major life decisions as those related to major and career selection.

To compound the situation, many students may have an issue with the way that they interpret information that is presented to them. How they think and how their mind functions can present some challenges to the counselor. So the advisor has to have the training to overcome such complications in the career decision-making process. It has been found that most people use the *normative model* for assimilating data to be used, that is, structures that are generated and validated on large groups of people. Tracey and Darcy (2002) reported that the more that individuals fit the normative model for thinking about interests, the more certain they were about their career choices and the less indecision they exhibited in the career choice and decision-making process. When a client has a thinking process that does not follow the norms, then the counselor must be able to present the relevant information in a unique manner.

Potential Obstacles

Being in a university setting, it is a rather common occurrence to have a large percentage of the student population with highly dissimilar backgrounds. Some may come from privileged families, others from a rural community, and others yet where no one in their family has ever gone to college before. Knowing that each potential client comes from their own unique set of circumstances, it would help the counselor to be more fully aware of the barriers and support

systems that are associated with different clients. In addition to this, it would also serve a very useful purpose to know the pros and cons that are connected with each factor. For even though support from teachers and counselors in high school for students' career aspirations and planning has been shown to be important, it has much less of an impact than receiving support from the student's own parents (Farmer et al. 1995).

There is still strong evidence for the positive impact of a professional career counselor. Many decisions need to be faced and often parents don't have all of the relevant facts or they simply are not prepared for the task to be undertaken. Likewise, a negative experience with family and friends may be countered by a highly productive and supportive interaction with an advisor. People may anticipate choice-related discouragement from some important persons in their life but look to other persons for support and acceptance in relation to their academic and career plans (Lent, Brown, Brenner, et al., 2001). One cannot underestimate the level of influence that may be asserted in the context of a working and encouraging relationship.

One of the biggest barriers that is faced by clients is that of gender. Many females find that the world of career-choice does not work in their favor. In late adolescence and early childhood, individuals must engage in the process of committing to career decisions, not just simply exploring themselves and the world of work. Caldera et al. (2003) reported that many factors affected the career development of the women they interviewed, including intrapersonal, cultural, sociopolitical, and factors in their immediate context. They went on to claim that although Mexican American senior high school students have relatively high vocational aspirations, they have relatively low expectations for their ability to achieve their aspirations. Even when females aren't being held to a lower level of attainment by others, they still have to contend with the perceptions that they hold of themselves.

There is a common belief that certain occupations are geared more toward one gender ahead of the other. Such as nursing and teaching for women and engineering and computer programming for men. These preconceived notions can present obstacles for clients of both genders, with the men not being immune. In some ways, facing anxieties and uncertainties about

one's career choices, successes, and potential failures could be considered a gender-specific challenge for some men (Rochlen, Blazina, & Raghunathan, 2002).

Confidence plays a big role in the choice of females when pursuing a career. Many women feel that a chosen field is appropriate for them until they start to become more involved with the field. Then they make the decision to take a different turn in their career choices. Nauta and Epperson (2003) commented that self-efficacy expectations may be somewhat malleable as girls and women progress from high school to college and that other variables, such as interests and college major choices, may partially mediate the relations between high school and college science and math self-efficacy. It is also worth noting, that among male and female students who showed a strong interest in math and science while in high school and aspired for careers in such fields that, on average, they had identical GPA's in science (Farmer et al., 1995).

Weaknesses and Limitations of the Articles

Although a great deal of research has been conducted dealing with the issue of career indecision, it must be noted that each study has its own set of shortcomings. By realizing the incompleteness of the experiments, a reader is able to better determine the extent to which he or she will apply the relevant findings. In the study conducted by Fouad et al. (2002), it was noted that a potential limitation was the demographic diversity of the sample populations. Students were selected from two universities in the Midwest where the vast majority were Caucasian/White. The authors comment that it would be important to know if the relationships among the variables would be different had a different population been used. In the same report, it was also remarked that all of the measures were self-reported. With this being the case, it is impossible to know the true accuracy of the collected interview data.

In the analysis provided by Lent, Brown, Schmidt, et al. (2003), the authors agreed that the findings could not be considered as evidence of causal relationships among the variables given the co-relational and cross-sectional nature of the data. *Persistence* was defined as enduring over a period of time. Hence, data collected at only one interval would not be able to determine any type of lasting effect. At the same time, the participants in the study were already

engineering students who had strong math aptitude. So the information would be quite different had a population not already geared toward math and/or science not been selected. And due to the fact that 80% of the sample was male and 63% was European, it is evident that the findings cannot be applied with any confidence to women or minorities.

Causality was not able to be determined in the study conducted by Solberg et al. (1995). It was stated that the relations found among the variables, although sizeable, did not account for all of the variance in the results. Self-reporting was also used in the collection of data and the findings were found to not be applicable to non-college populations or to racial and ethnic minority populations. However, there can be much more abstract detractors from an experiment's conclusions, such as those experienced in the research conducted by Luzzo et al. (1999). It was determined that is possible that many college students are unable to accurately assess the various tasks associated with successfully completing college courses. In addition to this, the authors also felt that it was unlikely that the control condition served as an adequate attention placebo. This would pose as a threat to the internal validity of the study.

In the study conducted by Tracey and Darcy (2002), it was noted that there was only one stimulus used to create paired items. However, increasing the stimuli would have greatly increased the number of paired items. This would result in enhanced reliability but longer measures. A paradox was discovered whereby those who don't think following the normative model were the ones who needed the most assistance from career counselors. However, advising services are organized explicitly along the lines of the normative model. There were four limitations detailed in the research conducted by Guay et al. (2003) with the first being self-reporting. The second was again the cross-sectional nature of the study. This prevents being able to distinguish between those students who are momentarily undecided and those who are chronically undecided. Third, there were a limited number of variables investigated to understand career indecision. And, fourth, the model that was proposed was limited to the understanding of career indecision only. It is believed that extensions would help to understand other career outcomes, such as interest and performance.

When studying the self-efficacy of Black college students, Gainor and Lent (1998) admitted that their results were not completely applicable to all Black students. Their sample was drawn from predominantly White public universities with participants who were mostly American born, first-year women from middle-class backgrounds. They also felt that their findings were limited by the sub-par internal consistency reliability coefficients of the vicarious learning, encounter, and internalization scales. In regard to the experiment conducted by Cohen et al. (1995), there were several shortcomings noted. The first of these was the lack of norms from which to compare. Next, the subscales were moderately to highly co-related, which was factored into the study by using a MANCOVA design. Third, the internal consistency and validity estimates for the Ego Development Scale were based on a single study. And fourth, cluster analysis itself has limitations, in that different methods of clustering can result in different cluster groups. And lastly, all scales used in the study were self-reported and subject to bias.

In their article dealing with barriers and supports, Lent, Brown, and Brenner, et al. (2001), note that their study population scored lower on the perceived barrier scale and higher on the perceived support scale. Therefore, they believe that their conclusions could be quite different for a group with the opposite self-reporting. They also remark that they studied the concepts of supports and barriers as a whole, and not specific types of each. It is believed that individual types of each would have varying levels of influence and effect. Also, the sample exhibited higher than average math ability as evidenced by higher mean SAT scores. In a unique limitation found in the study carried out by Rochlen et al. (2002), it was explicitly stated that it was analogue in nature. Participants were asked to respond to how they perceived being in one of the two different treatment conditions. They were not actually experiencing them and, thus, the researchers believe that their attitudes and reactions to the career modalities may have varied.

Using the research conducted by Caldera et al. (2003), there were found to be several technical limitations to the study. These included measures that had low reliability estimates and others that had little or no validity data, such as parental identification. The study also did not obtain accurate measures for parental SES, as parental education is not as precise a measure as

parent occupational status or income. Another shortcoming was the relatively small sample sizes that precluded multivariate analysis, which would have been more appropriate given the significant relations between the dependent variables. Also, many of the parental variables were combined to reduce the data and increase the power. In assessing the study performed by Nauta and Epperson (2003), it must be noted that although the research was of a longitudinal nature, the temporal order in which the variables were assessed did not allow for a strictly longitudinal test of the model. It was also agreed that the information related to young women could not be generalized to the high school population. There is also an intangible factor regarding the four year interval between initial and follow-up assessments. The final sample may have varied from the original group in some meaningful way other than the pre-college measures employed.

Applying the Material to Direct Practice

The whole purpose to conducting studies on issues related to career indecision and college advising is to come up with methods and techniques that will improve the profession. So it would naturally follow that when something new is discovered it should be incorporated into the practices of the active counselor. As Luzzo et al. (1999) reported, self-efficacy and career interests of career undecided first-year college students are modifiable. Interventions similar to those used in the study should become part of a career center's workshop or outreach program for students. They also commented that using self-efficacy-enhancing strategies with students who lack the appropriate skills would be inappropriate and potentially counterproductive. "The use of both career interest inventories and skills confidence or ability self-estimate inventories can help clients consider reasons for discrepancies between interests and perceived competence as they engage in career exploration and planning" (Luzzo et al., p. 241).

Many clients have trouble finding the necessary resources to research a potential occupational field. It isn't so much that there is an issue within themselves, it's simply that they lack the knowledge and ability to seek out and find the relevant information. Solberg et al. (1995) found one implication for career counseling to be that individuals who are seeking careers or making career changes may be more effectively served by focusing on the enhancement of

career search self-efficacy expectations. “By emphasizing mastery experiences, vicarious experiences, persuasion experiences, and physiological feedback counselors can generate intervention programming designed to promote career search self-efficacy expectations and evaluate their effectiveness” (Solberg et al., p. 454).

When working with any client, there has to be a final goal in mind. As the advisor, one is assisting the student in reaching their desired outcome. For any success to be measured, a starting and finishing point need to be realized. Lent, Brown, and Schmidt (2003) agreed that “goals are more likely to be implemented to the extent that they are clear, specific, divided into sub-goals, set close in time to relevant actions, held with strong commitment, and stated publicly” (p. 464). Hence, a steady progress toward a final outcome needs to be tracked. As far as self-efficacy and outcome expectations are linked, counselors can directly intervene to provide learning experiences in certain areas to increase self-efficacy and to provide direct information on outcomes expected when studying in that field (Fouad et al., 2002). When the outcome expectations have been increased, the likelihood of actually reaching a goal is also increased.

Many students’ personal mental readiness is not at a level conducive to intense counseling. A well-trained career advisor must be able to properly assess the readiness of a client and proceed from there with the appropriate measures. As identified in the study by Cohen et al. (1995), it is explicitly stated:

The focus of counseling may need to be on the individual’s trust that the therapist could help him or her with career difficulties (trust); general degree of openness to people and ideas (trust); ability to identify and express preferences, especially those related to careers (autonomy); separation from parents (autonomy); ability to take control over life situations, such as going out and finding information about careers (initiative); sense of personal adequacy, especially translating it into a sense of success in a career (initiative); or increasing comfort with the ambiguity of new challenges, such as testing career areas through volunteering (industry). (p. 446)

How hard a student will work to achieve their own personal goals is also a variable that can and cannot be amended. Some people are just better adapted to deal with stressful situations and persevere through their own hard work and determination. In the study conducted by Perry (2003), he stipulated that high-control students can do well despite the uncontrollability inherent in certain transition periods, such as career change. This can be attributed to their effort, persistence, tenacity, and willingness to influence their circumstances. So there are times when a career advisor simply needs to point a client in the right direction and then they can motivate themselves from there. Being able to assess a client's mental preparedness and how they think about themselves and career search indecision can play a major role in the counseling process. Tracey and Darcy (2002) made mention that advisors could benefit from being aware of deviations in client adherence to the normative model and the diversity in how people think about vocational interests and occupations. A greater awareness will promote facilitation.

No matter the client base that one is dealing with, a counselor must always be supportive and provide encouragement to the client. Many students receive mixed signals from family and friends and this adds to their level of indecision. When students close off potential options due to unrealistically low self-efficacy, advisors can create program elements that help them reinterpret the nature of their past performances or obtain new, incrementally graded success experiences (Gainor & Lent, 1998). Counselors need to not underestimate the behavior of a client's parents and peers and the influence that these can have. Measures need to be taken to promote self-efficacy and autonomy perceptions toward decision-making activities. As a result of this, career advisors should not only look at a student's decision-making skills, but should act in autonomy-supportive ways that may help develop and foster that sense (Guay et al., 2003).

Many interventions may be practiced to specifically assist special populations of a client base. Women have many interests that are not fully developed through the normal school curriculum. As a result, counselors may intervene early to create programs that may promote interests in science and math for females. Measures could be taken to evaluate the efficacy of programs designed to increase young women's likelihood of entering particular college majors.

Nauta and Epperson (2003) also suggest that high school counselors use interest assessments to help identify talented young girls who could benefit from specific interest-enhancing activities. If one really wants to get the attention of these students, it could be useful to highlight the rewards associated with upper-level careers in particular. It has been shown that females are drawn to careers that they believe will benefit people or society. Helping them understand how their success in particular occupations could assist others could motivate them even more.

Conclusion and Summary

As has been shown, the role of a career counselor can play a pivotal part of a college student's experience. Without the proper direction and guidance, many students find themselves in programs of study that are not well-suited for them or their future aspirations. Time is lost, money is wasted, and frustration is experienced. And, unfortunately, due to the lack of planning on the part of many students, a notable percentage have dropped out of college to try their hand at something else. This leads to feelings of failure and inadequacy that carry over into their non-academic lives. And with the lack of accomplishment that comes with dropping out of college comes the residual effect of usually quitting again when situations get to be a bit stressful.

By providing support, encouragement, autonomy, and professional advice geared toward career decision, a college advisor may be the one factor that makes all the difference in the life of a student. There are those who don't come from privileged backgrounds and who don't have the support of family and friends. But with the assistance of a properly trained career counselor, a higher percentage of students will be able to fulfill their future aspirations and succeed at their chosen occupations. They will enter into a program of study with the inner confidence that they have made the right choice and that they are working toward a life goal. They will be able to provide for themselves and open new opportunities for their futures. And with the knowledge and experience that they have gained, they will be able to assist others who are even more undecided and unfocused than themselves. If even just the advice that they give is to consult with a career counselor, then a difference has been made for another person. What more could an advisor hope for than success for their own client and potential success for any others?

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