CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

CAREER PROGRAM FOR FIRST-GENERATION NON-TRADITIONAL MIDDLE EASTERN COLLEGE WOMEN

A graduate project submitted in partial fulfillment of the requirements

For the degree of Master of Science in Counseling,

Career Counseling

By

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December 2013
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DEDICATION

To my family, thank you for all your support. Your faith in my ability and encouragement has meant a lot to me. This degree is as much mine, as it is yours.

To my husband, I thank you for your patience, love and support. You understood my need, my inner strength and went out of your way and supported me.

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To my friends and relatives, thank you for your support and understanding.

I wish you all the best to accomplish your goals in life too and I will be there to support you as well.
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ABSTRACT

CAREER PROGRAM FOR FIRST-GENERATION NON-TRADITIONAL MIDDLE EASTERN COLLEGE WOMEN

By

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Master of Science in Counseling,

Career Counseling

First-generation, non-traditional Middle Eastern college women (FGNTMECW) typically encounter more obstacles in their transition to college than do continuing-generation, traditional-aged college students. First-generation college students are the first in their family to attend college, are often low income, and who are often very motivated to attend college (Choy, 2001). Non-traditional students are those who are age 25 or older and are attending college (Bell 2012). Middle Eastern women are from Afghanistan, Iran, Iraq, Lebanon, Palestine, Saudi Arabia and Syria as their countries-of-origin. This project will focus on some of the barriers faced by FGNTMECW in comparison to their continuing-generation, traditional-aged peers. This will be achieved by utilizing three theories: Ecological, Social Cognitive Career, and Self-Determination Theories. Applying these theories in educational settings may increase the likelihood of FGNTMECW succeeding in college and in their careers. Using these theories and the research on FGNTMECW as guiding forces, a career-counseling program for FGNTMECW is presented and assessed.
CHAPTER I

INTRODUCTION

*If you do what you love, you'll never work a day in your life.* -- Old adage

*Your talent determines what you can do. Your motivation determines how much you are willing to do. Your attitude determines how well you do it.* -- Lou Holtz

First-generation college students are needed in the world-of-work to provide a diverse workforce. As historically underrepresented college students, older Middle Eastern Women can subsequently contribute to the world-of-work by providing novel perspectives to the world-of-work based on their cultural and personal experiences. First-generation non-traditional Middle Eastern college women (FGNTMECW) can address the two quotes above. These quotes describe the needed motivation and attitude FGNTMECW could benefit from in their engagement with the world-of-work.

According to the United States Census (2002), there are significant increases in the number of immigrants originating from the Middle East and other Asian countries. More specifically, Camarota (2002) found from reviewing census data that Middle Easterners are one of the fastest growing immigrant groups in America. The size of the overall immigrant population has tripled since 1970; the number of immigrants from the Middle East has grown more than seven-fold, from fewer than 200,000 in 1970 to nearly 1.5 million in 2000. In 2010, 1.1 million new immigrants from the Middle East settled in the United States, and the total Middle Eastern immigrant population will grow to about 2.5 million. The total number of foreign-born immigrants for 2013 to 2060 is projected to be almost 2 million per year in 2060. Given the increasing number of Middle Eastern immigrants, a greater number of specialized services and programs to assist Middle
Eastern immigrants to transition smoothly into their new country would be particularly beneficial. This need includes the need for career counseling programs for this population as well.

This project will identify and utilize the characteristics, problems and needs of FGNTMECW in order to assist and encourage them in their career transitions. Through a career counseling program and intervention, FGNTMECW may receive support to ensure their participation in the world-of-work.

The purpose of this project is to provide guidelines for career counselors in regards to understanding the different issues that they may encounter with FGNTMECW, because individuals from different cultural backgrounds have concerns that are uniquely related to their cultural group. Simultaneously, each person has his/her own beliefs and needs. Therefore, this project is designed to guide and to help counselors become aware of potential over-generalizations, and to identify their FGNTMECW clients’ culture specific needs. Further, this project includes a proposed career center and intervention focusing specific attention to meet the needs of FGNTMECW.

Organization of the Chapter

In this chapter, an introduction and background will be provided that will address the following: (a) a statement of the problem; (b) the foci will be the importance of the problem; (c) the group of focus, FGNTMECW, will be identified; and (d) a brief summary of the characteristics and statistics of FGNTMECW will be described. Second, a description of the technical terms for this project will be provided. Throughout the project, the barriers encountered by FGNTMECW immigrants entering and re-entering the world-of-education and the world-of-work will be highlighted.
Statement of the Problem and Importance of the Problem

There are many areas of need for the FGNTMECW population. Some of the needs of this population are career-related; whereas other needs are psychological. According to the literature, the career needs of this population are career exploration, education planning, and vocational planning (Jenkins, Belanger, Connally, Baols, & Durón, 2013; Choy, 2001; Horn & Carroll, 1996). Other needs are more psychological in nature, such as needing emotional support, and stress management tools (Choy, 2001). The characteristics and experiences of FGNTMECW include multiple role assignment, which increases the risk of their not completing their degree, thus decreasing persistence rates. The concept of persistence will be discussed within the definitions section in this chapter.

In order for FGNTMECW to increase persistence rates, career counselors must be aware of appropriate counseling strategies to facilitate the career development of FGNTMECW. In addition, counselors working with FGNTMECW are encouraged to use activities that facilitate the process of assessing feelings of self-doubt and understanding of past career decision changes (Choy, 2001). Since many FGNTMECW are low-income, have less knowledge about community services; have children and may have aging, dependent parents; and need financial support and referrals to day care and adult care; they require additional support to be able to succeed in their transition from home to school and to work (Choy, 2001). According to the National Center for Education Statistics (NCES; 2012) there are 17.6 million undergraduates. Thirty-eight percent of those enrolled in higher education are over the age of 25 and 25% are over the age of 30. The share of all students who are over age 25 is projected to increase another 23% by
2019. Of students in general first-generation college students have lower persistence rates (NCES, 2012). Research reflects that first-generations students’ graduation rates vary depending upon their parent’s education level. For example, 27 percent graduated from high school in 1992 from families in which neither parents had a college education. By 1994, among those students, 59 percent enrolled in higher education; 75 percent enrolled whose parents had college experience; and 93 percent enrolled at least with one parent with a bachelor’s degree (Choy, 2001). For students with parents who have higher education, enrollment percentages increase as parental education increases. Students’ education increases accordingly (Nunez & Cuccaro-Alamin, 1998).

Identifying the Group of Focus: FGNTMECW

In the following paragraphs, the constituency of students researched in this project will be identified. First, first-generation college students will be discussed. Second, non-traditional college students will be defined. Finally, Middle Eastern women will be described. In closing, the combination of FGNTMECW will be extrapolated.

First-Generation College Students

First-generation college students or clients are the first in their family to attend college (Choy, 2001; Green 2006), and have neither parent who has earned a college degree (Billson & Terry, 1982). Often these students are low income and have challenges to their college adjustment. These students differ from continuing-generation students in many ways typically including race, ethnicity, socioeconomic status, gender and/or age. That is, first-generation college students are more likely to be racial and ethnic minorities, have low SES group membership, be female and older (Choy, 2001).
Hau (2012) in her literature review on first-generation college students argues that first-generation students are needed to increase the number of diverse workers in the United States. As a result, addressing the needs of the workforce and the skills of people who are of varied socioeconomic statuses (Blustein, 2006) and racial and ethnic backgrounds (Lippincott & German, 2007) will expand the workforce. That is, first-generation college students usually fit this description and more first-generation college student graduates are needed in the world-of-work (Tierney & Hagedorn, 2002).

**Non-Traditional Adult-Age College Students**

Bell (2012) states, those non-traditional adult college students have more obstacles to their persistence and retention rates than do traditional students. According to a recent national report titled “Pathways to Success,” (Bell), the most significant challenge for non-traditional age college students is retention and the two primary obstacles are their age and socioeconomic background. Non-traditional students’ at-risk factors include working full-time, raising a child or children (potentially as a single parent), or lacking a traditionally earned U.S. high school diploma. There are additional barriers such as the following: situational barriers, institutional barriers, and dispositional barriers (Bell).

“Situational barriers” refer to conditions at a given time that may limit the student’s ability to access and pursue higher education. Cost and lack of time are the most commonly cited situational barriers. Other conditions, such as lack of childcare for single parents and transportation issues for students with disabilities, may also limit the ability of students to engage in postsecondary education activities (Bell, 2012).
“Institutional barriers” consist of practices and procedures, which may discourage or exclude students from pursuing postsecondary education. Barriers include problems such as the following: scheduling or transportation; the provision of courses that lack relevance or practicality; bureaucratic issues; the number of course requirements; and excessive admission fees (Bell, 2012).

“Dispositional barriers” refer to student perceptions of their ability to access and complete learning activities. Due to their age, older adults may have negative perceptions of their ability to learn. Students with poor educational experiences may lack interest in learning activities. Moreover, adult students become concerned about how younger students will perceive them. Many adults returning to complete college experience anxiety and fear, because they have not engaged in postsecondary study for a period of time. Considering the barriers confronting non-traditional college students, educational institutions will be challenged to create the support systems necessary to help non-traditional college students persist to graduation (Bell, 2012).

**Middle Eastern Female Immigrants**

The World Refugee Survey (2009) indicated that there are more than 13 million refugees worldwide, with most of them from the Middle East and North Africa. There are approximately 6.3 million refugees in the United States. Further other countries are hosting refugees. In Syria, for example, there are approximately 1.7 million refugees from Iraq, Former Palestine, Somalia, and other countries. The total number of foreign-born immigrants for 2012 to 2060 is projected to be almost 2 million per year in 2060. The largest number of immigrants in 2060 is projected to be 833,000, is projected to come from Spanish, Caribbean and Latin American countries. The second largest number
of immigrants in 2060 is projected to be from Asia and the Pacific Islands, at a level of 474,000. The level of immigration from Africa and the Non-Spanish Caribbean is projected to be 365,000 and the level from Europe, Central Asia, and the Middle East is projected to be 316,000 (Ahmed & Robinson, 1994; U.S. Census Bureau, 2012). Many of these immigrants will traverse from their country of origin to the United States and seek employment here.

According to UNHCR Global Trend Report 2009, Middle Eastern and other immigrants often immigrate to the United States in the quest for more career opportunities. Furthermore, some immigrants emigrate, because their country is at war or there is political unrest, which places their safety at-risk. Researchers have identified that most Middle Eastern refugees are from Afghanistan, Iran, Iraq, and Palestine. Most likely these refugees from the Middle East include women and children (Global Trend Report, 2009). Statistics demonstrate that 80% of the world's overall refugees are comprised of women and children. These women and children are more vulnerable to their county’s unstable conditions. For instance, women and children are more likely to encounter violence. In the United States, immigration of Middle Easterners is increasing (World Refugee Survey, 2009). For instance, U.S. Citizenship and Immigration Services (USCIS) Statistics warehouse found that from 2007 to 2012, 186,097 Iraqis nationals have been referred to the U.S. Refugee Admissions Program (USRAP) for resettlement in the United States. In this program, there were 199,233 USCIS interviewees. Out of those, 98,853 were approved by USCIS for immigration and amongst them, 64,174 were admitted to the United States (2012).
Researchers (Chaudry & Fortuny, 2010; Kenney & Huntress, 2012) have discovered that immigrants encounter many barriers to accessing health and human services programs across the United States. These multiple barriers include several categories, such as the following: how the programs are administered; who the immigrants are and how they perceive and understand the programs available; and what the general climate toward immigrants is like in a community or state of emigration (Chaudry & Fortuny, 2010). FGNTMECW have difficulty with these barriers to access in such ways as understanding new languages, environments, and cultures, as well as adjusting to different concepts of the world-of-work. Therefore, the career center and intervention proposed in this paper is a needed intervention for FGNTMECW as they acclimate to life in the United States. Furthermore, they most likely have little other access to career development services, making it all the more needed.

Urban institute service providers to non-traditional Middle Eastern immigrants who come to the United States have realized that there is limited research on the needs of these immigrants (Pereira, Crosnoe, Fortuny, Pedrosa, Ulvestad, Weiland, Hirokazu, & Chaudry, 2010). As a result, there are few programs or resources designed specifically for Middle Eastern immigrants, including programs that address career counseling. Further, the dearth of literature on Middle Eastern women and career counseling is evident when conducting a literature search.

For instance, a paucity of research exists on Middle Eastern women in college. From a database search of the Educational Resources Information Center (ERIC) and PSYCInfo the keywords “career” and “development,” resulted in 75,913 articles. When the key word “immigrants” was added, the search narrowed to 227 articles, of which
most of articles addressed immigrant children’s educational issues. When “Middle Eastern Women” was added to the search, the research included only one article (May, 2012). The dearth of articles on Middle Eastern immigrant women demonstrates the limited amount of research available on their career development. Therefore, based on the barriers encountered by this population and the paucity of research, additional research and creation of community-based career counseling interventions is warranted.

**Characteristics and Statistics: FGNTMECW**

According to Pascarella, Pierson, and Wolniak (2004), transitioning from high school to college is not an easy process for many individuals as they come into a world where they must advocate for themselves. This transition becomes even more challenging for many FGNTMECW, who are the first in their family to attend college, compared to their non-first generation or continuing-generation peers. These students encounter many barriers and must overcome obstacles throughout the career transitions in their lives.

The numbers of non-traditional students are growing in campuses across the country. For instance, in 1970, 25% of post-secondary students were identified as non-traditional, by 1999, 73% of postsecondary students were non-traditional (Choy, 2002). Currently, even though, non-traditional students are rising in numbers, Horn and Carroll (1996) and Choy (2002) describe first-generation non-traditional college students as less likely than traditional students to attain or to remain enrollment in two-year or four-year colleges. Therefore, interventions that target this population are warranted.

Given the wide variation in characteristics of non-traditional students, including the degree of non-traditional status identified by both Horn and Carroll (1996) and Choy
(2002), there is a need to differentiate among the various categories of non-traditional students. For example, those who are classified as minimally non-traditional may simply be students who have postponed higher education for one year. Whereas, those who have started college and stopped out to return several years later, may experience more feelings of being different from traditionally aged students.

Non-traditional adult students incorporate learning styles and life experiences that may either be important foundations for future success or exemplify deeply ingrained beliefs that hinder learning in the academic environment. Therefore, educators can create a healthy learning environment to assist non-traditional students as they meet their needs, build their self-efficacy, and help them adjust to different concepts in the world-of-work and in new environments.

**Consequences of the Problem and FGNTMECW**

Due to the lack of programming to support their educational and personal transition to the United States, some Middle Eastern women may encounter difficulties with acculturation. A lack of support of specialized support services to meet their needs may intensify their acculturation concerns (Alinea, 2004). In addition to this research, Sandhu (1997) states that some immigrants may experience homesickness and culture shock, fear, and discrimination. Sandhu describes these feelings to be part of acculturative stress, which most immigrants experience upon migrating to a new country. Examples of specialized support services that could be of benefit are in the following areas: career decision-making; beginning their careers; searching for career or jobs; balancing life-roles; increasing self-awareness; understanding acculturation; and
managing discrimination (racial, gender, and linguistic). Career counselors are behooved to include such considerations in their career interventions.

Moreover, if there are no specialized support services to recognize the needs of FGNTMECW their immigration may negatively affect the United Stated Economy. Instead of recognizing their special skills to benefit the economy by contributing to the workforce, they may be forced to depend on Social welfare and social security in order to survive (Sandhu, 1997). Therefore, this Career Program for FGNTMECW is necessary in order to assist them with their career transition, to support their acculturation, to contribute to the U.S. economy and their own feelings of competency.

Limitations

Limitations of this project are the scant research available on Middle Eastern women’s career development. The focus groups in this project are Middle Eastern women from Afghanistan, Iran, Iraq, Palestine, Syria, Lebanon, and Saudi Arabia, which does not include all Middle Eastern women. Therefore, this program does not serve the needs of all Middle Eastern women. In addition to that, published research on Middle Eastern women and their career development is limited, thus the finding may not apply to all Middle Eastern women. Further, much of the research on first-generation college students and non-traditional college students does not include Middle Eastern people. Caution should be exercised when applying the literature to the individual’s and group’s needs. For instance, when working with FGNTMECW, counselors are encouraged to consider these individuals’ unique personal, cultural, and religious backgrounds, interests, needs, and values, which are specific to the FGNTMECW experience.

Technical Terms and Definitions
Acculturation: The process through which an individual adapts to culture different from the one in which she/he was born and raised (Ghaffarian, 1987).

Career: Supers 1976 define career as the course of events constituting a life. Sears (1982) defines career as the complete lifetime work experience of lifetime work.

Career Development: Career Development is a lifelong process involving psychological, sociological, educational, economic, physical and chance factors that interact to influence the career of an individual (Sears, 1982).

Culture shock: Culture shock is a set of stress behaviors that occur during the acculturation process where the individual experiences lowered mental health status, feeling of marginality and alienation, psychosomatic system level and identity psychological and social aspects (Atkinson, Morten & Sue, 1998).

Dropout: Dropout is an initial educational goal of a student to complete at least a bachelor’s degree, but describes those individual who did not complete it before leaving the higher education system (Seidman, 2005).

First-generation college students: First-generation college students are the first in their family to attend two-year college or four-year college or universities, and for whom neither parent has earned a bachelor’s degree (Davis, 2010).

First-generation immigrants: First generation immigrants are defined as people who were born outside of the United States and who immigrated to this country (Smith, 2003).

Middle Eastern Women: Middle Eastern Women include those from Afghanistan, Bahrain, Iraq, Iran, Israel, Jordan, Kuwait, Lebanon, Palestine, Saudi Arabia, Syria, Turkey, and Yemen (http://dictionary.reference.com/browse/Middle+Eastern?s=t).
**Non-Traditional students:** Non-Traditional students are college students over the age of 25 years (Bell, 2012).

**Persistence:** Persistence is act of a student pursuing their degree in the system of higher education from starting first year through the completions of their degree (Seidman, 2005). Furthermore, DuBorock (1999) describes persistence as a student’s refusal to “give up or let go,” persevering to graduation.

**Retention:** Retention is the capability of an institution to maintain a student’s enrollment and completion from admission to the university through graduation (Seidman, 2005).

**Second-generation immigrants:** Second generation immigrants are defined as having at least one parent born outside the United States (Smith, 2003).

**Stopout:** Stopout is the temporarily withdrawal of a student from an institution or system (Seidman, 2005).

**Summary and Transition**

In summary, this project will provide a review of the literature and the development of a program that addresses the needs of FGNTMECW. In Chapter 2, an in-depth review of the literature on FGNTMECW will be provided. There are many issues that are encountered by FGNTMECW. In order to better understand these issues, it is necessary to review previous studies and research regarding FGNTMECW in order to create an effective career development program that addresses the characteristics, problems and needs of the population as described in this chapter.
CHAPTER II
LITERATURE REVIEW

Introduction

In Chapter 1, definitions and challenges for FGNTMECW college students were described. In this chapter, more detailed investigation of their challenges is provided. This chapter will begin with an overview of FGNTMECW characteristics. The next section will focus on identifying career issues for the focus group-integrating FGNTMECWs’ experiences in career transition. Then, three theories applicable to FGNTMECW will be applied: Ecological Theory, Self-Determination Theory, and Social Cognitive Career Theory.

Characteristics and Issues of the Focus Group

First-Generation College Students

There are numerous studies on first-generation college students. Atkinson and Lowe (1995) demonstrated that immigrant racial and ethnic minority clients report a stronger counselor client-match when the counselor originates from a similar country-of-origin and/or speaks the same language. Research has shown that the majority of first-generation college students are racial and ethnic minorities (Van, 2002). Furthermore, they also are frequently from low-income households, speak a language other than English, and are less prepared for post-secondary education than their continuing-generation counterparts (Van, 2002). Therefore, Lowe (1995) and Van (2002) seem to concur that ethnic minority immigrant students from low-income homes with language difficulties need the extra support of counselors who speak their language and can understand their particular issues.
Many first-generation college students attend college, because they want to acquire respect and status and to give back to their families. By attaining a college education, first-generation college students not only bring honor to their families, but they also increase their ability to provide financial support to their families (Van 2002). For instance, first-generation college students or clients are the first in their family to attend college, and whose parents never obtained a college degree (Choy, 2001; 2004; Green 2006). First-generation college students are low income and have challenges to their college adjustment. These students differ from continuing-generation students in many ways often including race, ethnicity, socioeconomic status, gender and age. That is, first-generation college students are more likely to be racial and ethnic minorities, have low socioeconomic status, be female and older (Choy, 2001).

Many first-generation college students are hopeful regarding their desire to assist their families and obtain the respect of their parents and society. Though they desire degrees for many reasons, research shows first-generation college students have lower college persistence rates and may have difficulty accomplishing their academic goals (Van, 2002). This research has not only identified the barriers and obstacles encountered by first-generation college students, but has also examined how the environment they were raised in and exposed to impacts their growth and development. For instance, the lower socioeconomic status values and racial and ethnic values they were raised with may directly conflict with the White middle-class expectations of the worlds-of-education and-work.

**Experiences of First-Generation College Students**
First-generation students are less likely than their non-first-generation counterparts to attend school full-time. Forty-four percent of first-generation colleges students enrolled full-time, compared to 52 percent of students whose parents had some college experience, and 62 percent of continuing-generation college students (Choy, 2001). First generation college student enrollments are more likely than continuing generation college students to attend college part-time (30 percent versus 13 percent), live off-campus or with family or relatives (84 percent versus 60 percent), not be in a bachelor’s degree program (88 percent versus 43 percent), delay entering after high school graduation (46 percent versus 19 percent), receive aid (51 percent versus 42 percent), or work full-time while enrolled (33 percent versus 24 percent) (Nunez & Cuccaro-Alamin, 1998). These statistics exemplify that first-generation college students have increased barriers versus continuing-generation college students.

Some additional barriers that first-generation college students encounter are financial, time, and location related. Beginning postsecondary students who were first-generation were more likely than their non-first-generation counterparts to mention difficulties with cost-related reasons such as receiving more financial aid (36 percent versus 25 percent) and having a shorter time to finish their degrees (35 percent versus 21 percent), for first-generation and continuing generation college students respectively. First-generation college students were also more likely to cite location-related reasons such as the ability to live at home (56 percent versus 35 percent), the ability to attend school and work at the same time (53 percent versus 36 percent), and the ability to acquire a job at the school of attendance (21 percent versus 13 percent) as critical factors in their college experience (Nunez & Cuccaro-Alamin, 1998). Nunez and Curraro-
Alamin (1998) also found that, postsecondary students who are first-generation are more likely than their non-first-generation counterparts to believe it is important to be well-off financially (61 percent versus 49 percent), to provide their own children better opportunities (85 percent versus 77 percent), and to live close to parents and relatives (21 percent versus 14 percent).

Beginning postsecondary students who were first-generation were more likely than their non-first-generation counterparts to record low levels of academic and social integration. Academic and social integration is the process where students assimilate into the school’s social and academic groups. Tinto’s model states that students who become involved in the social and academic aspects of college early on are more likely to continue on at that institution, that is having achieved academic and social integration (Seidman, 2005). For instance, 30 percent of first-generation college students versus 19 percent of continuing-generation college students, as determined by their responses to questions regarding how often they attend career-related events, meet with academic advisors, or participate in study groups. That is, they required more support, but sought less support. Interestingly, these differences in lack of academic support seeking are heightened at public two-year schools (40 percent versus 29 percent), while being virtually nonexistent at public 4-year schools (16 percent versus 15 percent) (Nunez & Cuccaro-Alamin, 1998). First-generation students also tend to have lower levels of social integration than non-first-generation students (38 percent versus 19 percent). These statistics suggest that first-generation college students are less likely to spend time with friends from school or to participate in school clubs. Unlike academic integration, these differences exist at both public two-year institutions (48 percent versus 29 percent) and at
public 4-year institutions (22 percent versus 12 percent) (Nunez & Cuccaro-Alamin, 1998). Therefore, students who attend 2-year community colleges may need more support than those from 4-year universities.

First-generation students are likely to perceive less support from their families for attending college (Thayer, 2000). From interviews with first-generation college students, Richardson and Skinner (1992) found that first-generation college students who attended community colleges typically attended part-time. Further, first-generation college students were more likely than their classmates to have significant work and family responsibilities (Hsiao, 1992). First-generation minority college students in one study expressed that they need physical locations on campus for studying, collaborating with friends, or support seeking (Hsiao, 1992). In closing, perhaps, the biggest challenge that these students encounter is balancing their responsibilities to help out at home and at school (Schmidt, 2003), while maintaining part-time or full-time employment duties.

**Full-time Employment Duties**

In terms of academic course enrollment, first-generation college students are more likely than their non-first-generation counterparts to attend college part-time (30 percent versus 13 percent). In addition, they often live off-campus or with family or relatives (84 percent versus 60 percent). They tend to not be enrolled in a bachelor’s degree program (88 percent versus 43 percent), delay entering after high school graduation (46 percent versus 19 percent), receive financial aid (51 percent versus 42 percent), or work full-time while enrolled (33 percent versus 24 percent) (Nunez & Cuccaro-Alamin, 1998). First-generation college students have additional responsibilities of home, work and school. Therefore, they may be less likely to persist.
Employment and Graduate School Rates

As of 1994, similar proportions of first-generation college students who began college education in 1989-1990 and who attained a certificate, associate’s degree, or bachelor’s degree were employed as were non-first-generation students. In addition, no differences were found in average annual salaries among bachelor’s degree recipients according to first-generation status (Nunez & Cuccaro-Alamin, 1998). As of 1994, first-generation students who had earned a bachelor’s degree were less likely than non-first-generation degree recipients to be enrolled in graduate school (23 percent versus 30 percent) (Nunez & Cuccaro-Alamin, 1998).

First-generation college students encounter additional barriers compared to continuing-generation college students in terms of academic, personal, work, and financial aspects. In addition to being a first-generation college student, first-generation college students are more likely to be non-traditional college students, face challenges, coupled with the additional difficulties of being non-traditional college students, which can magnify these difficulties. Yet, once they traverse from college to college graduate they earn salaries similar to their continuing-generation counterparts (Nunez & Cuccaro-Alamin, 1998).

Non-Traditional College Students

Experiences of Non-Traditional College Students

Non-traditional or adult student learners are those who are over 25 years of age when attending undergraduate college (Choy, 2001). These students are characterized differently than are traditional-aged students. They have differences in motivation, needs, goals, and obstacles. These differences need to be understood and addressed in order to
create an effective career development program. This section will describe these differences in more detail.

**Principles that Characterize Adult Learners and Motivation**

Knowles (1974) identified four principles that characterize adult student learners: (a) being self-directed (b) having a depth of life experiences; (c) enjoying to learn; (d) and being task motivated. Knowles (1974) describes that adult learners' major problems deal with human relations and the solutions can be found through education. Human relations skills can be learned. These skills are learned in home, in the school, in the church, and in small groups. Knowles suggests that the central expectations about the characteristics of adult learners are different from child learners on which traditional pedagogy is premised.

He describes adult student learners as being self-directed. As a person matures, his /her self-concept shifts from one of being a dependent personality to that of being a self-directed human being. The second principle of having a depth of life experiences is as a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning. The third principle of an adult student learner is readiness or enjoying learning as a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles. The fourth principle of task motivation is as a person matures the motivation to learn is internal (Knowles, 1984).

In addition to this, Knowles (1974) argued that adult students returning to college attend college with a specific goal. That is, often the central goal reason of their motivational force is internal. Schinnerer (2007) states that intrinsic motivation results
from inside an individual rather than from any extrinsic or outside rewards, such as money or grades. This will be discussed further in the theoretical orientation self-determination theory section of this project. The motivation derives from the pleasure a person receives from the task itself or from the sense of satisfaction in completing or even working on a task. An internally motivated person will work on something that is enjoyable and will work on a solution to a problem, because the challenge of finding a solution provides a sense of pleasure. Furthermore, intrinsically motivated people undertake an activity for its own sake without any sort of external reward, such as participating in a hobby. Internal or intrinsic motivation can result from our feelings (e.g., happiness, anger, and sadness), thoughts, (e.g., “I better finish the report before the deadline tonight”) values, and goals (2007). Knowles (1975) and Schinnerer (2007) both agree that motivation is internal and result from intrinsic motivation rather than extrinsic reward. Therefore, students who are motivated internally are the most successful and counselors should encourage and model internal motivation techniques.

Furthermore, the lack of an intrinsic focused learning environment could impact retention and persistence rates for non-traditional college students. Andres and Carpenter (1997) provide suggestions for adult learner educators. For instance, according to Andres and Carpenter (1997), among the challenges for adult students is the “high wear and tear” rate due to the lack of successful mixing of the adult student into an idealistic learning environment. The “high wear and tear” rate is described as an adult students work harder, because of multiple roles. Further, they challenging experiences so that results in a gradual reduction in retention rates. Studies indicate that one component leading to the “high wear and tear” rate is the lack of successful mixing of the adult student into an
idealistic environment (Andres & Carpenter, 1997). An idealistic learning environment for adult student includes higher cooperation between students and teachers and alternate learning strategies such as breaking difficult tasks into smaller parts.

**College Environment Needs for Adult Learners**

Developmental educators are called to understand the background of adult students and develop a curriculum that addresses their particular needs. Addressing their needs occurs by framing learning strategies in immediately useful ways. According to Zymeyov (1998), non-traditional students are also likely to desire a higher level of cooperation between the student and teacher as they proceed through the educational process. Additionally, returning students may bring additional skills such as higher levels of maturity and a different understanding of world affairs including geopolitics than traditional-aged students (Byman, 2007). This could add an adult and cultural perspective to their studies, which younger United States students may not have. Lane (2004) and Knowles (1974) reported that educators are first behooved to understand what makes adult learners different from traditional aged college students. Then, educators can provide specific tools to help adult learners integrate into the college or university environment. Incorporating these tools could increase their chances of success.

One technique or tool that has been supported as effective is to simplify difficult tasks into smaller components (Andres & Carpenter, 1997). For instance, while the idea of writing an essay can be daunting, breaking the assignment down into separate tasks makes the process manageable (1997). Therefore, breaking the writing process down into outlining, writing of the rough draft, editing, re-writing, and writing of the final draft all while proofreading, then publishing makes the task easier to manage, rather than being
overwhelmed by the overall process. Further this task can be divided into smaller segments, such as writing the introduction, body and conclusion of the paper section-by-section depending upon the discipline.

Several writers (Brandenburg, 1974; Lent, Brown, & Larkin, 1984) have noted that non-traditional students, particularly female students, are more prone to undervalue their abilities and to lack confidence in their ability to succeed in college. For instance, Lent, Brown and Hackett, (1984, 1994, 2000) reported that low self-efficacy in academic settings may create psychological distress placing non-traditional students at-risk for early “dropout.” “Dropout” refers to a student leaving school before he or she graduates (1984). That is, dropout is to stop one’s educational process (Spady, 1971). He stated that the dropout process in his sociological model of student departure is the process of an interaction between the student and the college environment (Spady, 1971). For instance, several self-evaluative concepts, such as academic self-concept and academic self-efficacy estimates, have been found to relate to achievement and persistence in college (Lent, Brown & Hackett, 1984, 1994, 2000, 2002; Shirkey & Bennett, 2003; Dunlap, 2006; Lent et al., 2003, 2006). Academic self-concept is students’ knowledge and perception about themselves regarding academic achievement. Academic self-efficacy is students’ beliefs that they can successfully perform academic tasks at appropriate levels (Ferla, 2009).

Persistence and Non-Traditional College Students

DuBorock (1999) describes persistence as a student’s refusal to “give up or let go,” persevering to graduation. Social and academic environments impact student persistence. Throughout the interaction of peer, faculty and staff and administrators a student’s
attributes (values, interests, skills, and attitudes) are exposed to the norms of an environment. If the student and the environment are consistent in their aims, the student will “accommodate” both socially and academically, increasing the probability of persistence. If the student and the environment are not consistent, they may have difficulty accepting and will decrease the likelihood of persistence. For instance, DuBorock (1999) has noted that students with on-campus jobs, which permitted the students to remain in close proximity to faculty and an academic environment, were more likely to persist well beyond the first year. Therefore, ideally non-traditional students would be best served to work on campus where they can integrate socially, academically and in the world-of-work to increase their probability of success.

**Multiple Role Strain for Adult Learners**

Beutell and Greenhaus (1983) demonstrated that non-traditional students must not only deal with the difficulties of being committed to the student role, but also to address their commitment to other important life roles. Maintaining a high degree of commitment to these different life roles can be difficult. These different responsibilities can include being a student, worker, parent, and spouse, etc. Numerous studies have found an inverse relationship between the level of commitment to work or school and family roles. This inverse relationship is due to having too many responsibilities and not enough time to fulfill those roles (Beutell & Greenhaus, 1983). This exemplifies further the increased benefit of non-traditional students working on campus, as they can simplify their life roles.

Further, managing numerous roles has been defined as a “role set” and when multiple roles cause conflict it is called “role strain.” Mercadante (2009) stated that a
role is an expected behavior of someone who holds a certain status. A status can have many roles; a student, for example, takes on the roles of attending classes, completing assignments, preparing for class, studying, and attending class on time. All of the roles attributed to any single status are referred to as a “role set.” Because people tend to have many different statuses and therefore, many different roles, conflict often occurs among the various roles. That is, role conflict. Non-traditional aged college students are more likely to experience more role conflict than their traditional-aged counterpart. Therefore, role conflict will be addressed and considered in the inventions of this project.

Furthermore, Mercadante (2009) specifies the concept of “role conflict” is between the roles related to two or more statuses. A good example of role conflict is the multiple tasks working outside-of-home mothers manage; she completes the responsibilities of mothering the children at-home while taking on the responsibilities of working outside the home, away from the children, in order to earn an income. This conflict involves roles, which arise from separate statuses. Therefore, role strain is pressure between the roles associated to a single status (2009). Role strain occurs when differing and incompatible roles are associated with the same status. In addition, other important roles often supersede student’s responsibilities and create tension in the student's life. For instance, researchers found that working full-time having children, and for women, being married when entering college were all related to dropping out of school (Astin 1975; Tinto, 1975; Metz, 2004). Considering this research, how to assist working mothers, who many often been non-traditional, in their college path is needed.

Non-traditional college students encounter many barriers as aforementioned. However, those barriers may not stop them from reaching their academic goals if the
environment addresses their needs and they maintain motivation to succeed academically. This program will do just that. In addition, to these barriers, Middle Eastern College Women also encounter additional potential roadblocks to their academic persistence.

**Middle Eastern College Women**

Middle Eastern women migrate to the United States for several reasons including career opportunities, life improvement, and escape from war or due to political unrest. Middle Eastern and other immigrants often migrate to United States, because of the numerous career opportunities that the new country offers. Moreover, Middle Eastern women may feel that they could have greater potential to improve their lives in the United States (Gillis, 1995). Chan (1998) and Gillis (1995) identified that some immigrants migrate to the United States, because their home country is at war or in political unrest, which places their safety at-risk in their country-of-origin.

**Middle Eastern Women and Academics**

Gillis (1995) found a positive correlation between academic constraints and academic self-esteem. Academic self-esteem is our perception of our own ability to perform academic tasks. This may be the result of past experiences and can affect our future academic motivation. This means that success and positive self-efficacy influence achievement Bandura (1997). Schunk and Pajares (2005) state that a positive correlation between self-efficacy and achievement is stronger in older students. Middle Eastern immigrants may experience personal struggles and encounter feelings such as culture shock, fear, doubt, discrimination and depression (Gillis, 1995). These factors could be academic constraints impacting academic self-esteem. These inner conflicts of role strain
influence the education and occupational development of Middle Eastern women (Gillis, 1995).

**Middle Eastern Women and the Workforce**

Failure to identify and address these issues may result in women who are completing their education who may not be ready to enter the workforce. According to Sandhu (1997), the transition process from homemaker to worker in the workforce is not an easy process for many Middle Eastern women. For instance as they enter the world-of-work, they may need to move from a more collectivist way of being to that of self-advocate in a more individualistic United States culture (Schaus, 2013). In addition to that some immigrants may experience homesickness, culture shocks, fear, and discrimination. He describes their feelings to be part of “acculturation stress,” which most immigrants experience (Sandhu, 1997). Acculturation stress is related to moving from one’s culture of origin to another culture. This transition becomes even more challenging for many FGNTMECW compared to their non-first-generation and traditional-aged White peers. Most likely, there is a cumulative effect of having these multiple identities. Therefore, FGNTMECW most likely encounter more barriers and must overcome obstacles throughout their career transitions than do others. One obstacle is discrimination.

**Middle Eastern Women and Discrimination**

According to a report by the National Science Foundation, the percentage of ethnically diverse groups in this country remained at 5% from 1975 to 1985. In the 1990’s this number increased modestly to 8% (Kohout & Pion, 1990). In recent years, the U.S. Bureau of the Census (2009) has demonstrated tremendous growth of the U.S.
ethnic minority population, which is represented 24.4% of the total population. By 2050, the number of racial and ethnic minorities in the United States is projected to become a majority. The increased growth of this population reflects the need for mental health services and career counseling provision, which is culture specific. Considering that experiences with discrimination place this population at increased risk for mental illness and challenges in the world-of-work, interventions are needed (Zunker, 2005).

Discrimination requires new perspectives in the training of psychologists (Bernal & Castro, 1994). The growth of the number of racial and ethnic minorities joined with the relatively few minority psychologists presents a growing problem. That is, the few minority counselors cannot attend to the needs of growing populations of ethnically diverse groups in this country. Therefore, minority and non-minority counselors are needed to serve this growing population. The limited number of racial and ethnic minority clinicians’ situation, in turn, suggests the need to prepare all faculty and students to deal appropriately with ethnic, cultural, and racial diversity, as well as to increase the number of racial and ethnic minority clinicians and career counselors (Bernal & Castro, 1994).

**Middle Eastern Women’s Roles**

Mohney and Anderson (1988) and White (2001) found adult women entering the workforce experience multiple role conflicts. Such conflicts can lead to conflict and emotional distress. For instance, researchers have demonstrated that women who return to school are overwhelmed with family and work responsibilities (Mohney & Anderson, 1988; White, 2001). When women encounter difficulties balancing the responsibilities of family and work the resulting outcome can be a poor sense of self. This may be
especially resonant for Middle Eastern women as they are traversing gender and cultural differences in relation to family and work conflict. Further, culturally for Middle Eastern women caring for the family is considered the first priority and acquiring an education is less of a priority. The role of men is to earn a salary and provide for the family, while the role of women is to care for the family.

Mohney and Anderson (1988) suggest that women returning to school are overwhelmed with responsibilities. They are known to incur a variety of responsibilities and have multiple roles. While interviewing 38 women, ages 25-46, re-entering to college, Mohney and Anderson revealed that women have many different roles. These roles included family responsibilities, which included caring for their children, managing unsupportive partners, as well as caring for ill and aging parents or grandparents. They also discovered that these women maintain additional multiple roles including managing job-related demands. Their results indicated that to minimize role conflicts, many women postpone their educational goals.

Mohney and Anderson (1988) also uncovered that among the men and women returning to school, women reported leaving school more often than men, due to outside responsibilities. These responsibilities mainly included caring for family members with health problems. In addition, these multiple, demanding roles limit women’s opportunity to engage in career exploration. This applies to Middle Eastern women more fully, as they often care for children and in-laws, who often reside in the same household. Considering that, Middle Eastern societies are more collectivistic in value orientation, than mainstream United States culture caring for others may be paramount.
White’s (2001) study of women who reenter community colleges supports the role conflict asserted by Mohney and Anderson. White (2001) reports multiple roles of wife, mother, and employee, taking on the additional student role, and changing one’s role in the family as a mother or wife may lead to feelings of guilt. White (2001) recommends administrators of career development programs consider the additional role demands encountered by adult women. In particular, career counseling service providers are behooved to assist women with demanding and multiple roles (2001). In addition, FGNTMECW are more likely to encounter increased guilt, because they are choosing self-growth over caring for their families. Therefore identifying career issues for the focus group-integrating is essential.

Identifying Career Issues for the Focus Group-Integrating FGNTMECW

According to the United States Census Bureau (2012), college graduates earn significantly more money than high school graduates. Education beyond high school increases the probability of a higher yearly salary. Further, college educations are not only related to salary, but also probability of retention at work and stable employment. According to one estimate, by the year 2028 there will be 19 million more jobs for educated workers than there are qualified people to serve in these positions (United States Census Bureau, 2012). Therefore, the US needs more college graduates and educated workers, which include FGNTMECW in the worlds of education and work. Losing the talents of FGNTMECW demonstrates a loss to the need for increasingly technological and educated workforce.

Theoretical Foundations
This program will be based on the theoretical foundations of original work of Brofenbrenner (1994), Bandura (1986), Lent, Brown, and Hackett (1994, 2000, 2002), and Deci and Ryan (1985). This project/program will utilize several theories to meet the needs of FGNTMECW. By pulling these theories together, the program seeks to weave these ideas together to create a well-rounded and expansive approach to career development with FGNTMECW. This project will also focus on some of the barriers encountered in the educational system: such as environmental factors, cultural factors, second language issues, intrinsic and extrinsic motivational and psychological factors.

The Ecological Theory (Bronfenbrenner, 1994), Social Cognitive Career Theory (Lent, Brown & Hackett, 1994; 2000, 2002) and Self-Determination Theory (Deci & Ryan’s, 1985) will be applied to FGNTMECW. In this program, participants will receive new information on how to navigate their newly identified interest, value, and strengths into their job search and ultimate career goal.

Many theories that describe the career development process include Parson’s trait and factor theory (1909), Dawis and Loftquist’s theory of work adjustment (1984), Super’s life-span life-space theory (1980, 1990), etc. Three theories that can be applied to the career development of FGNTMECW include Bronfenbrenner’s (1994) ecological model of development, Bandura’s (1986) social cognitive theory, Lent, Brown and Hackett’s (1994, 2000, 2002) social cognitive career theory model and Deci and Ryan’s (1985) Self-Determination theory. Through the integration of a developmental, career theory and motivation theory, respectively, a model for career counseling FGNTMECW is presented.

**Brofenbrenner’s Ecological Theory**
Bronfenbrenner’s Ecological Model (1994) of human development addresses the issue of nature versus nurture. He addresses the importance of environmental factors on an individual’s development (Sigelman & Rider, 2012). In the case of FGNTMECW, the environment they are exposed to may affect their experiences with career choice and development. That environment is to accept their individuality, build their confidence by motivating them, give them emotional support for understanding their culture and their values, and assist them in building their self-belief. Bronfenbrenner’s ecological system illustrates and explains how the environment is organized and how it affects one’s development.

The developing person is embedded in a series of environmental systems. These systems interact with each other to develop the individual self-system. To explain further, the self-system is “systemic factors that involve an individual’s interactions with his or her social and personal ecologies” (Norton, Miranda, McCubbin & Coleman, 2003, p. 40). The microsystem is the institutions and groups that most immediately and directly impact the individual development such as the family, school, religious institutions, neighborhood, and peers. The esosystem is the interrelationship between various microsystems. The exosystem defines the larger social system in which the individual does not function directly including places such as the workplace, local government, or community-based family resources. The macrosystem interacts with all layers and involves the culture values, social conditions, and law. The chronosystem encompasses time as it relates to a person’s environment. These include larger social happenings such as major historical events. In addition, the effects of personal social happenings such as a parent’s death or any psychological changes that occur in time for the individual are
included in the chronosystem (Norton, Miranda, McCubbin & Coleman, 2003). Therefore it is very essential to consider the self-system, esosystem, exosystem, macrosystem, and chronosystem of each individual for developing career programs and assisting FGNTMECW. For example, not all Middle Eastern have the same background, social conditions, law, culture, and skills. Therefore, understanding their context is paramount. This can be done through ecological theories with the inclusion of culture.

The ecological system illustrates and explains how the environment is organized and how the environment affects development. The developing person is embedded in a series of environmental systems. These systems interact with each other to develop the individual. Bronfenbrenner’s Ecological Model (1994) theory has had widespread influence on the way psychologists and others approach the study of human beings and their environments.

The root of this project will focus on environmental factors, which can serve to boost or diminish the persistence of FGNTMECW. Therefore, considering environmental factors is critical to help students achieve their academic potential. In the case of FGNTMECW the environment they are exposed to affects them. That is, the school and work environment influence their experiences of the worlds-of-education and work. FGNTMEW will be exposed to a new and healthy environment where they will experience acculturation, social skills, cultural values, and self-confidence through group interaction and sharing their experiences.

**Self-Determination Theory**

Deci and Ryan’s (1985) Self-Determination theory (SDT) is a theory of human motivation and personality, concerning people’s intrinsic development tendencies and the
innate psychological desires and choices that people make without any external influences and interference. These universal psychological desires include the need for competence, autonomy and psychological relatedness. SDT focuses on the degree to which an individual’s behavior is self-motivated and self-determined. Research on SDT compares the intrinsic and extrinsic motives and the main role extrinsic motivation plays in an individual’s behavior. Therefore as a facilitator or as an educator, we can examine intrinsic, extrinsic and other psychosocial motivation techniques such as self-determination, and self-efficacy theories to assist students or clients. As counselors, a critical aspect of our duties is to find different and interesting ways to motivate diverse students as they reach their goals.

There are several components that comprise SDT: autonomy, competence, and relatedness. Self-determination theory (SDT) not only helps to identify factors in the social environment that are beneficial to satisfaction of the basic psychological needs of autonomy, competence, and relatedness, but also identifies the aspects that are damaging to this positive growth (Ryan & Deci, 2000). Autonomy is the need to track activities in which individuals are motivated within and experience enjoyment as a result of having personal choice (Deci & Ryan, 1985; Jang, Kim, Reeve, & Ryan, 2009; Reeve, Nix, & Hamm, 2003). Competence is the need to efficiently cooperate with one's environment and maximize challenges, therefore gaining more skills (Deci, 1975). Relatedness is the need to create relationships in which one feels close, cared for, and safe (Baumeister & Leary, 1995; Deci & Ryan, 1991).

These universal psychological desires focus on the degree to which an individual’s behavior is self-motivated and self-determined. There are two types of
motivations intrinsic or internal motivation address the joy or interest within a task itself and primarily exists within the individual instead of the outer environment. On the other hand, extrinsic or external motivation involves a student who is bound to do something or act a certain way, because of factors external to him/her. The two types of motivations will be discussed in more detail in the next section.

**Intrinsic or Internal Motivation**

Intrinsic motivation addresses the joy or interest within a task itself and primarily exists within the individual instead of the outer environment. Students who are motivated intrinsically engage in tasks based on their inner will in order to improve their abilities. Such students attribute their educational results to the influence of their own control, which is an indication of autonomy, a basic need according to SDT. Students with high intrinsic motivation believe that they can reach their goals by utilizing their skills and results are not due to random luck. They are motivated to excel at studies, or learning for learning sake, and not just to achieve good grades (Ryan & Connell, 1989; Vallerand, 1997). Therefore, educators and counselor have to be aware of all the programs at the community colleges and four year university such as, Educational Opportunity Program (EOP), which provides student services workshops, orientations, counseling, and tutoring for first-generation college students and undecided students to build their skills, enhance their self-esteem and reach their goals (Ryan & Connell, 1989; Vallerand, 1997).

**Extrinsic or External Motivation**

On the other hand, extrinsic or external motivation involves a student who is compelled to do something or act a certain way because of factors external to him/her. Examples of external motivators include money or grades. The term extrinsic motivation
refers to the performance of an activity in order to attain some separable outcome, and thus contrasts with intrinsic motivation, which refers to doing an activity for the inherent satisfaction of the activity itself. Unlike some perspectives that view extrinsically motivated behavior as invariantly non-autonomous, SDT proposes that extrinsic motivation can vary greatly in its relative autonomy (Ryan & Connell, 1989; Vallerand, 1997). For example, students who do their homework, because they personally grasp its value for their chosen career are extrinsically motivated, as are those who do the work only because they are adhering to their parents' control. Both examples involve instrumentalities rather than enjoyment of the work itself, yet the former case of extrinsic motivation entails personal endorsement and a feeling of choice, whereas the latter involves compliance with an external regulation. Both represent intentional behavior (Heider, 1958), but they vary in their relative autonomy. The former, of course, is the type of extrinsic motivation that is sought by astute socializing agents regardless of the applied domain.

SDT will be able to help FGNTMECW build their autonomy, competence and relatedness with regards to education. For example, giving them that choice to attend college and fulfill their dreams by providing them educational support and financial support services is central. In addition, FGNTMECW programs have been developed to provide them guidance and competence. However, none of these programs address the combination of non-traditional, Middle Eastern women’s issues.

In conclusion, there is evidence that intrinsic motivation can promote learning and achievement better than extrinsic motivation. Therefore as a facilitator or as an educator we have to look for intrinsic, extrinsic and other psychosocial motivation techniques such
as Self-Determination Theorists suggest. To assist students or clients and as a counselor, it is our duty and responsibility to find different and interesting ways to motivate students to reach their goals. Intrinsic, extrinsic and motivation theory can provide a template for such interventions.

**Self-Determination Theory Application**

Since researchers suggest that highly structured teaching strategies involve informing students of what is expected of them, as well as the consequences of meeting or not meeting those expectations (Pomerantz, 2005; Reeve, 2005, 2006). Basically, structure pertains to everything that helps make the learning environment consistent and predictable. This enables students to self-regulate their academic behaviors more efficiently and build competency. However, communicating expectations, guides and rules to students should be done in an autonomous supportive manner, so that students will not internalize in a controlled fashion (Koestner & Losier, 2002). Providing structure can therefore provide autonomous support to complete projects by oneself, as well as controlling where decision-making is done for students. SDT has identified ways to improve and motivate students to learn at all educational levels. Therefore, to motivate FGNTMECW students and to build autonomy, competence and relatedness, the Career Program should provide self-determination supporting student support services such as the following: academic advisement, tutoring, mentoring, financial aid, career counseling, and career assessments. The career program for FGNTMECW instruction activities should consider Field and Hoffman’s (1994) model of Self-determination instructional activities.
Field and Hoffman’s (1994) model discover that self-determination instructional activities increases self-awareness, such as (a) improving decision-making, goal-setting and goal-attainment skill; (b) enhancing communication and relationship skills; (c) and developing the ability to celebrate success and learn from reflecting on experiences. This leads to increased student self-determination. In the educational planning process, a self-determination instructional program in education assists students on how to participate more actively, through planning and decision-making. Educators can assist students in recognizing information that students would like to share at educational meetings. This further supports students to develop skills effectively to share their needs and ability to build their self-efficacy and self-confidence.

Field and Hoffman (1994) contend that instructional programs should provide appropriate supports and opportunities for students. For example training for problem-solving and offering opportunities for choice, are also critical elements that lead to meeting needs for competence, autonomy and relatedness and thus, increasing student self-determination. Such as, academic advisement, tutoring, and mentoring strengthen students’ skills by helping students bridge the gap between the home and college environment. This in turn serves to potentially increase their self-efficacy, build competency, teach pride in their rich historical background, and an appreciation for their own and others’ diversity. Therefore, the core element of this career program for FGNTMECW will motivate and provide access to opportunities for students who are educationally and economically disadvantaged. By making higher education a possibility for prospective students with potential for academic success, this program assists them with their academic and career goals by developing their self-efficacy and self-belief.
Social Cognitive Career Theory

Lent, Brown, and Hackett (1994) developed Social Cognitive Career Theory (SCCT), which models self-efficacy and outcome expectations of career interest development, choice, and performance. This theory was primarily based on the social cognitive theory proposed by Bandura (1986). Bandura’s (1986) social cognitive theory has been expanded to include academic and career performance with the development of SCCT (Lent, Brown, & Hackett, 1994, 1996). SCCT was designed to provide a framework for explaining both academic and career behavior. SCCT theorists view academic progress as a developmental complement to career interest and choice. SCCT theorists emphasize several social cognitive variables that may be relevant to academic development: self-efficacy, sources of self-efficacy, outcome expectations, interests, and goals. According to Lent, Brown, and Hackett (1994), self-efficacy refers to “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performance” (p. 83).

Self-Efficacy

Bandura (1986) focuses on the idea of self-efficacy. Bandura (1977) defines self-efficacy as a person's belief in his/her own competence. Self-efficacy has been defined as the belief that one is capable of performing in a certain manner to attain a certain set of goals. Furthermore, Betz and Hackett (1981) introduced the concept of "occupational self-efficacy." They found that men had higher levels of self-efficacy for male-dominated occupations, and women had higher levels of self-efficacy for female-dominated occupations. This research served as the foundation for the implementation of this career theory for working with different genders. Since, this project focuses on women and
their occupations, this project will address how SCCT can be implemented in a career intervention program to enhance the self-efficacy of FGNTMECW. Therefore, based on Betz and Hackett’s (1981) research and perhaps FGNTMECW in Middle Eastern traditional female oriented careers may feel higher senses of self-efficacy. Occupations where they are caregivers, nursing, teaching, and counseling are examples.

**Four-Sources of Self-Efficacy**

Bandura (1997) identifies four ways in which self-efficacy is learned and self-efficacy expectations, such as past performance accomplishments, vicarious learning, verbal persuasion, and physical/emotional states. Past performance accomplishments develop from information obtained by individuals directly through success raising self-efficacy and failure lowering it. Vicarious experience is a method of self-belief for example, thinking, “if he can do it, so can I,” which is based on comparisons to others succeeding or failing in identical activities. Verbal persuasion is encouragement that an individual can succeed or fail as well as suggestions and recommendation. For example, verbal persuasion includes what other people tell us, what we read or view on television. Physical/emotional states, such as stress, arousal, fear reactions, fatigue, and pains while performing a behavior, can be used as indicators of potential outcomes, both successful and challenging.

**Outcome Expectations and Goals**

Outcome Expectations are one’s beliefs about the consequences of given actions (Lent, Brown, & Hackett, 1994). For instance, what will happen if I do this? What are the consequences of successful performance? SCCT theorists define outcome expectations as the desired consequences of a course of action and goals as the effort required to
engage in an activity. Goals are one’s determination to engage in a particular activity or produce a particular outcome. Such as, what do I choose to do? By setting personal goals, people help to organize, guide, and sustain their behavior.

**Interests, Choice, and Performance**

SCCT explains three interconnected processes: (a) how career interests are established, (b) how career goals develop, and (c) whether one persists and achieves in a given career or academic pursuit. These theorists suggest that self-efficacy beliefs and outcome expectations influence career interest, choice, and performance. People choose careers based on their feeling of competency in the field of their choice and interest. Environmental variables affect career choices, learning experiences and the relationship between career interests and choice (Cunningham, Bruening, Sartore, Sagas, & Fink, 2005; Lent et al., 1994, 2003). Environmental variables for FGNTMECW include cultural values, social status, education level, and gender roles. Aspects of these are addressed in the intervention.

Bandura, (1986) states that SCCT predicts that self-efficacy and skill level determine different outcomes. Self-efficacy beliefs align with actual skill performance or the outcome will be problematic for the individual. Optimistic appraisals could create failure and disappointment, and negative appraisals could create task avoidance and lessen use of their skills. Students with decent skills, but low self-efficacy may benefit from further skill development and efficacy-enhancing interventions according to the basic hypotheses of the SCCT performance model. Students can be helped by obtaining personal mastery experiences with more increasing difficulty, reviewing their past success experiences, and interpreting their past and present successes. This depends on
their actual competence, skills, interests, choice and performance (Brown & Lent, 1996; Lent et al., 1994).

The theoretical framework is based on three interlocking models: (a) interest development, (b) choice, and (c) performance (Lent, Brown, & Hackett, 1994). Some self-efficacy researchers have suggested that teachers would be well served by paying as much attention to students' perceptions of their ability as to their actual capability, for it is the perceptions that may more accurately predict students' motivation and future academic choices (Hackett & Betz, 1981). Therefore, in this intervention, assessing students' self-efficacy can provide teachers and career counselors with important insight to enhance students’ academic and career development.

**Academics and Self-Efficacy**

Using meta-analysis across a wide range of subjects, experimental designs, and assessment methods, Multon, Brown, and Lent (1991) reported a positive and statistically significant relationship between self-efficacy beliefs and academic performance and persistence. Meta-analyses allow researchers to combine findings from independent studies into a single estimate of the strength of hypothesized relationships to test the extent to which the studies collectively support or refute theoretical hypotheses. The relationship between self-efficacy and either performance (r = .38) or persistence (r = .34) suggested that self-efficacy beliefs accounted for approximately 14% of the variance in students' academic performance, and approximately 12% of the difference in their academic persistence. However, there was also indication that the relationship varied across student types, measures, and study characteristics. For example, self-efficacy was found to be particularly facilitative for low-achieving students.
Many of these students were at-risk of attrition for academic reasons and for economic reasons. General college students in this study were academically underprepared, as indicated by high school grade point average, high school percentile rank, and ACT scores; therefore, they were at-risk for attrition (Multon et al., 1991). In addition, about 25% of General College students were disadvantaged economically—they were first-generation college students (neither parent attended college) or they were low income, or both. The result showed there is a relationship between career decision-making and social and academic integration of underprepared students (1991).

**Application of Social Cognitive Career Theory to FGNTMECW**

Self-efficacy theory has identified ways to improve and motivate students to learn at all educational levels. Therefore to motivate first-generation college students and to build relatedness, competence and autonomy, the colleges and universities providing student support services such as academic advisement, tutoring, mentoring, EOP grants, Summer Bridge, career counseling and career assessments are encouraged to consider these concepts in their work with students. The counselors, teachers, academic advisors, and other educators should support their students and refer them to the corresponding educational departments.

In application to the present populations, how FGNTMECW experience their beliefs about their ability to perform in college and career settings may influence their ability to perform in said settings. When Middle Eastern Adults experience a loss of pride and importance, because of the process of transition, such as, adapting to a new environment, altering their skills, attitude and learning job search skills (Adam, Hayes, & Hopson, 1977; Schlossberg, 1981), they need enhanced self-efficacy. Therefore,
developmental educators are encouraged to understand the background of adult students and to develop a curriculum or intervention that addresses their particular needs and frame learning strategies in immediately useful ways.

**Summary and Transition**

For FGNTMECW, developmental educators can use several strategies to help them into their new collegiate environment. Adult students tend to be more self-directed and task or goal-oriented than traditional students (Knowles, 1984). Therefore, it is important to frame learning strategies in a way that allows adult learners to understand the purpose of the exercises; otherwise, adult students may resist new strategies. In partnership with the competition approach, the educator of adult students will need to incorporate repetition, with variety, so that the adult learners explore new strategies to test their usefulness. Adult students generally have had some level of success in their non-academic lives and they can replicate this success in their academic activities. As these particular students face challenges as they attempt to interact with the traditional student body, developmental educators should embrace the adult learners' differences acknowledging them as people who will actively embrace the concept of higher education. With the recent decline in the economy, employers seek a more educated workforce. Thus, adult learners want and need to be in the classroom. Incumbent on the developmental educator is to help FGNTMECW with their transition into academia.

Knowing the characteristics, identifying career issues, and using Ecological Theory, SDT and SCCT with FGNTMECWs’ experiences in career transition is an essential factor for counselors assisting FGNTMECW in this program. The three theories are applicable to FGMTMECW. Ecological Theory focuses on environmental and social
aspects, which are important for counselors to know their clients’ cultural background before assisting them. SDT focuses on intrinsic and extrinsic motivations, which needs to be considered for the focus group to help them succeed by motivating them. SCCT incorporates self-efficacy, which aims for students to feel confident and thus to be successful. Therefore, this program will include all of the above aspects and issues to help FGNTMECW succeed in their future career planning. Participants will receive new information on how to navigate their newly identified interests, values, and strengths into their job search and ultimate career goals.

In Chapter 3, the logic behind the program, the purpose of the program and how it applies to the FGNTMECW will be explained in depth. Theoretical approaches will be incorporated in the justification and design explanations. In addition to that, the chapter will outline and discuss staffing and location, assessment instruments and supporting materials to implement the program.
CHAPTER III
RATIONALE FOR THE PROGRAM

Introduction

The purpose of this project is to develop a career program for Middle Eastern women, who are first in their family to attend college, and are non-traditional or adult students. That is, students are operationally defined as FGNTMECW who are the first in their families to attend college, are non-traditionally aged (25-years old or older), have a family with children, have completed ESL courses, have taken a course in college, have a high school diploma or a GED, and have less than one semester of college-level coursework here in the United States. The intervention will focus on developing a career counseling intervention with FGNTMECW from war torn countries. Specifically, it will include women who immigrated from Afghanistan, Iran, Iraq and/or Palestine. Three theories are applied (Ecological Theory, SDT, and SCCT) in consideration for how to effectively teach career counseling strategies and counsel FGNTMECW college students.

Logic of the Project

This program has been created for FGNTMECW. Most of these women came from war torn countries. These women may experience language barriers, stress issues, acculturation, feeling of lower self-esteem and self-efficacy. The logic of the program is to provide guidelines for career counselors in regards to understanding the different issues that they may encounter with FGNTMECW. Individuals from different cultural backgrounds have concerns that are uniquely related to their cultural group, which simultaneously each person has his/her own beliefs and needs. Hence, Ecological Theory
is used to address their cultural concerns. That is, this project is designed to guide and to help counselors become aware of potential over-generalizations and to identify their clients’ cultural specific needs. Further, this project includes a proposed career center focusing specific attention to meet the needs of FGNTMECW. The needs addressed are cultural concerns, career planning and development, work environments, and job seeking skills. By learning these skills, the participants will be able to believe in themselves and will motivate themselves to achieve their career goals. This is reflective of the program’s guiding theories: Ecological, SDT and SCCT.

The structure of the program is to support and create a friendly learning environment to meet the needs of FGNTMECW. Participants will complete an intake form and informed consent/confidentiality agreement. Counselors and clients will collaborate to discern if the client meets the program requirements with focus on understanding their goal for the program and to achieve their career goals. The plan of the program is for the participant to attend all sessions. Sessions will meet their educational career needs through career development process. Career development processes involves understanding the self, the self in relation to culture, and U.S. work environments, especially as they relate to FGNTMECW unique characteristics and experiences. In addition to that, participants will explore their values, interest, skills, and life circumstances including assessment of one’s career, cultural values, and understanding others’ cultural values. To achieve this end, participants will interact and share with other participants in the program about their cultural and career process.

Moreover, participant in this program will learn self-exploration techniques by identifying their interest, skills, experience, values, personality, and strengths, especially
as they relate to the world-of-work. Through self-exploration, participants will build more positive self-efficacy. Participant will explore techniques and knowledge of new ways of how to search for jobs, write resumes, interview, job shadow, seek online resources, conduct informational interviews and other referrals to other resources in the community. All of these interventions will be conducted in participants’ native languages. Some of the participants may need interpreters or people speaking in their native languages to understand the program. The entire structure of the program builds knowledge of self to application to the world-of-work. Below is a list of the progressive activities in ten sessions. Each session will be two hours long:

- Introduction and Intake
- Discussing Cultural Differences and Community Services
- Career Value Card Sort
- Strong Interest Inventory
- Myers-Briggs Type Indicator
- Job Search and Internships
- Resume and Cover Letter
- Job Shadowing and Informational Interviewing
- Interviewing Techniques
- Closing and discussion of Job Shadowing Experience

**Staffing and Location**

The location and staffing of the program will be offered through the career center at the community college, 4-year university and occupational centers in the community. The staffing is comprised of four career counselors, who have a Master’s degree in
counseling, with a focus in career counseling. Staff members will have combined proficiencies in one or more of the following languages: Persian/Farsi, Pashto, and Arabic languages. In addition, to the career counseling staff, four career counseling graduate student assistants will assist. They will receive supervision for their services to FGNTMECW. Two office assistants will provide support services to the program. Volunteer interpreters, trained in confidentiality, will assist with the delivery of the program. All the staff, employees, interns and volunteers will participate in multicultural trainings and have knowledge of Middle Eastern Culture.

**Referral**

This program will include providing participants with emotional support, and referrals to other community services, such as child care, adult care, immigration status issues, personal counseling and welfare programs. Further, participants will learn to share tools to build their career confidence, as well as, their self-efficacy.

**Supporting Materials and Assessment**

- White board, chalk board or easel, markers
- Strong Interest Inventory (Strong, 2004)
- Myers-Briggs Type Indicator, Form M Career Report (Myers-Briggs, 2007)
- Career Values Card Sort, (Knowdell, 2004)
- Laptop and overhead projector for demonstration of occupational research
- Internet access
- Folders for client notes and assessment results
- Blank paper, pens, and photocopied handouts
• Referrals to other services in the community, such as, child care, adult care, etc.

• Job Search and Internships Samples

• Resume and Cover Letter Samples

• Job Shadowing and Informational Interviewing samples

• Interviewing Techniques samples and videos

• Closing and discussion of Job Shadowing Experience

• Materials to aid with career counseling include the following: (a) The Occupational Outlook Handbook (OOH), http://www.bls.gov/ooh/ (b) The Guide for Occupational Exploration (GOE), http://www.hollandcodes.com/career-clusters.html, and (c) The Dictionary of Occupational Titles (DOT) http://www.occupationalinfo.org/. Further, a Minority Professional Organizations Network directory will be provided.

Agenda and activity sheets will be available Online database searches will include citations such as O*Net, http://www.onetonline.org/.

• Technological equipment includes computers, printers, fax and photocopiers, overhead projector, TV, VCR, and video cameras. Furniture includes a file cabinet, furniture, table and chairs, refrigerator, microwave, and bookshelves.

Assessments

Career Values Card Sort

The Career Values Card Sort (Knowdell, 2004) is an informal assessment tool that allows participants to prioritize their values. Fifty-four values of work satisfaction—such as time freedom, precision work, power, technical competence and public contact—
are listed and described. This card sort is an effective tool for job seekers, those fine-tuning their present jobs and career changers at all ages and stages. By knowing their values individual are able to understand why they prefer to pursue certain life roles and occupations.

**Strong Interest Inventory**

The Strong Interest Inventory (SII; Strong, 2004) is a formal assessment, interest inventory used in career assessment. It is a necessary tool for this program because it will allow the participants to discover their occupational interests. The goal of this assessment is to provide insight into a person's interests, so that they may have less difficulty in deciding on an appropriate career choice for themselves. It is also frequently used for educational guidance as one of the most popular career assessment tools. The test was developed in 1927 by psychologist E.K. Strong, Jr. to help people exiting the military find suitable jobs. Jo-Ida Hansen and David Campbell revised the Strong. The modern 2004 version is based on the typology (Holland Codes) of psychologist John L. Holland. The Strong is designed for use with high school students, college students, and adults, and was found to be at about the ninth-grade reading level (Blackwell & Case, 2008).

**Myers-Briggs Type Indicator**

The Myers-Briggs Type Indicator (MBTI; Myers, 1998) a formal assessment is a psychometric questionnaire designed to measure psychological preferences in how people perceive the world and make decisions. These preferences were extrapolated from the typological theories proposed by Carl Gustav Jung and first published in his 1921 book *Psychological Types* (English edition, 1923). Jung theorized that there are three principal psychological functions by which we experience the world: Extraversion or
Introversion, Sensation or Intuition, and Feeling or Thinking. Myers and Briggs added the fourth dimension, Judging and Perceiving. One of these four functions is dominant most of the time. The MBTI is used with FGNTMECW, because it can assist participants in understanding their unique personality. The results reveal how individual prefer to be energized, get information, make decisions, deal with the outer world, become involved in the world, preferred work environments and career options.

**Necessary Procedures**

**Pre-screening: Introductions and Intake Form**

The intake and confidentiality form will serve to pre-screen the participants. The form includes their demographics, needs, expectations, and goals to meet qualifying criteria of FGNTMECW, and their intention to participate in all ten sessions. Finally they sign the inform consent and confidentiality form (Appendix A).

The program will pre-screen the participants for referral purposes and to assure the appropriateness of the intervention for potential participants. The participant will be pre-screened by a counselor to check their educational background, ethnic background, financial needs, emotional or psychological needs, child care support and other services in the community for further referrals. The participants will provide their email and telephone contact information.

**Orientation Presentation**

At each session, the participants will sign their name on the sign in sheet and will receive a packet. During the orientation presentation the presenter will introduce himself/herself and provide a brief introduction to his/her educational/career background. Then the presenter will ask the student to introduce himself/herself and if they would like
to share their educational/career background. This will make the orientation more interactive. After introductions, the presenter will explain the packet and will discuss the intake form, upcoming sessions, topics covered, durations of each session, handouts, group discussions, exercises, and a list of resources and references, and referrals. The presenter will encourage a question and answer session to make sure participants understand the program.

**Preparing Handouts, Setting Schedule and Contacting Participants**

The following handouts will be prepared for each session in this program: Discussing Cultural Differences and Community Services, Career Identity, Career Value, Interests, Job search and Internships, Resume and Cover letter, Job Shadowing and Informational Interviewing, Interview techniques and Closing and Discussing Job Shadowing Experiences. The program facilitator will set the schedule and will contact the group participants.

**Summary and Transition**

This Career Development Program for FGNTMECW will be based on the aforementioned unique characteristics, problems, needs, values, theories, and goals. However, there are certain issues, which may not be directly met through the following program. Referrals will be available to the appropriated resources such as psychological services, ESL programs, immigration programs, welfare programs, child care centers, adult care centers and other services in the community.

This program will be implemented in a location where the workshops are accessible for as many as possible FGNTMECW. The staff will be able to communicate with them in their first language. All materials will be appropriate for them to understand
and to explore their need to succeed in their career goals. The success of the program will be based on a one-on-one intake session and follow-up questionnaire to evaluate the program success (See Appendix L).

In Chapter 4, general goals for the program and how it applies to the FGNTMECW will be explained in depth. Theoretical approaches will be incorporated in the justification and design explanations. In addition to that, the chapter will outline and discuss staffing and location, assessment instruments and supporting materials to implement the program.
CHAPTER IV
THE PROGRAM

Title of the Program—Career Center for First-Generation Non-Traditional Middle Eastern College Women

General Goals

The overarching goals for the program are as follows: (a) learn about the U.S cultural environment, (b) know about their values, (c) learn about their interests, (d) identify personality preferences, (e) be able to effectively job search, (f) write resumes and cover letters, (g) conduct informational interviews and job shadowing, and (h) learn effective interview techniques. Through achieving these goals the participants will gain knowledge of career development, self-efficacy, and increase intrinsic and extrinsic motivation. Within each session are goals specific to that session. The overarching goals are met by the following behavioral objectives.

Behavioral Objectives

The above objectives or goals will be met in the following ways. Clients will learn about the U.S cultural environment by discussing cultural perspective and increasing awareness of social conventions, cultural values and world-of-work holidays. The participants will learn about their values, by completing the Career Value Card Sort (Knowdell, 2004) a values exercise, and outlining their top five values. The participant will explore interests by completing the Strong Interest Inventory (2004) and outlining their top one-to-three highest interest areas. In addition to that, they will learn about their personality preferences and work style by discussing the Myers Brigg Type Indicator
(MBTI; Myers-Briggs, 2007). Further, they will be able to effectively job search by using online job search engines and networking; to be able to write resumes and cover letters by looking at online resumes samples, and creating a list of chronological experiences; to develop skills to conduct informational interviews and job shadow; to learn interview techniques; and to discuss job shadowing experiences. Finally, this will serve to increase self-efficacy by motivating them and increasing their intrinsic and extrinsic motivation by encouraging them. Through the creation of an inviting environment, which considers individual needs and referrals, and through the intervention activities, self-efficacy and motivation will be built.

**Program Outline**

The first session will include two hours to complete the intake form. The next nine sessions will be two hours each session. Each session will have an agenda, activity, group discussions, summary session, and discussion of homework assignments (See Appendix A-J). The sessions are as follows:

- **Session 1:** Introduction and Intake
- **Session 2:** Discussing Cultural Differences and Community Services
- **Session 3:** Values Card Sort
- **Session 4:** Strong Interest Inventory
- **Session 5:** Myers-Briggs Type Indicator
- **Session 6:** Job Search and Internships
- **Session 7:** Resume and Cover Letter
- **Session 8:** Job Shadowing and Informational Interviewing
- **Session 9:** Interviewing techniques
Session 10: Closing and discussion of Job Shadowing Experience
Session 1: Introduction and Intake

(Individual Session)

Goals for Session 1

- The first goal for session 1 is to assure that participants understand the program. The second goal is to assess the need of participants. The third goal is to explore that participants meet the project criteria including providing referrals when necessary.

Behavioral Objectives

- Participants and counselors will decide the appropriateness for participants to partake in the program.
- Participants will share their needs.
- Participants who meet the criteria of first-generation non-traditional Middle-Eastern College Women (or interested in college) and who would benefit can participate.
- Participants not meeting the criteria will be referred to other programs based on their needs. If participants meet the criteria and participate, their knowledge regarding various programs such as childcare will be enhanced.

Handouts for Session 1

- Detailed agenda for session 1 (Appendix A)
- Informed Consent with Confidentiality (Appendix A)
- Intake Form (Appendix A)
Session 2: Discussing Cultural Differences

Goals for Session 2

- The goal for session 2 is to teach participants different cultural perspectives. Cultural perspectives include the following: (a) social conventions such as meeting and greeting; (b) cultural values; and (c) holidays.

Behavioral Objectives

- Participants will increase their knowledge about cultural perspectives.
- Specifically, participants will have increased awareness of social conventions, cultural values, and holidays.

Handouts for Session 2

- Detailed agenda for session 2 (Appendix B)
- Cultural Perspectives (Appendix B)
Session 3: Career Values Card Sort

Goals for Session 3

- The goal for participants in session 3 is to identify their values.

Behavioral Objectives

- Participants will identify their top five values by completing the Career Value Card Sort (Knowdell, 2004).
- Participants can elect to share their top five values.

Handout for Session 3

- Detailed agenda for session 3 (Appendix D)
- My Career Identity (Summary of assessment results; Appendix C)

Resources

- Eureka (http://www.eureka.org/) online integrated career system
Session 4: Strong Interest Inventory

Goals for Session 4

- The goal for participants in session 4 is to identify their interests.

Behavioral Objectives

- Participants will identify their top one-to-three interests by completing the Strong Interest Inventory (Strong 2004). https://online.cpp.com/en/index.aspx
- Participants can elect to share their top three interests.

Handout for Session 4

- Detailed agenda for session 4 (Appendix E)
- My Career Identity (Summary of assessment results; Appendix C)

Resources

- Eureka (http://www.eureka.org/) online integrated career system
- Occupational Outlook Handbook (OOH; http://www.bls.gov/ooh/)
- O*Net (http://online.onetcenter.org)
Session 5: Myers-Briggs Type Indicator

Goals for Session 5

- The goal for participants in session 5 is to identify their personality preferences.
- The second goal is to understand how their personality preferences work together.

Behavioral Objectives

- Participants will identify their four personality preferences by completing the Myers-Briggs Type Indicator, Form M (Myers-Briggs, 2007)
- Participants can elect to share their four personality preferences.

Handout for Session 5

- Detailed agenda for session 5 (Appendix F)
- My Career Identity (Summary of assessment results; Appendix C)

Resources

- Eureka (http://www.eureka.org/) online integrated career system
- *Introduction to Type* Myers-Briggs Type Indicator Book (Myers, 1998)
Session 6: Job Search and Internships

Goals for Session 6

- The goal for participants in session 6 is to discover how to research and conduct job search techniques.

Behavioral Objectives

- Participants will explore and learn job search techniques by using at least one online job search engine.
- Participants will network through informational interviews and job shadowing.

Handout for Session 6

- Detailed agenda for session 6 (Appendix G)
- My Career Identity (Summary of assessment results; Appendix C)
- Listing of job search websites

Resources

- A computer with book marked websites of cites related to career exploration.
Session 7: Resume and Cover Letter

Goals for Session 7

- The goal for participants in session 7 is to learn how to write a resume and cover letter.

Behavioral Objectives

- Participants will explore and learn resume techniques by looking at three online resumes samples including the following types: chronological, functional and combination resumes.
- First, participants will create a list of their experiences in chronological order.
- Then, participants will use these experiences depending on the job descriptions to create a resume and cover letter.

Handout for Session 7

- Detailed agenda for session 7 (Appendix H)
- Samples of chronological, functional and combination resumes.

Resources

- Computer with book marked websites of well-done resumes.
Session 8: Job Shadowing and Informational Interviewing

Goals for Session 8

- The goal for participants in session 8 is to learn what is job shadowing and information interviewing.
- The second goal is how to find agencies that offer job shadowing.
- The third goal is how to conduct and follow-up after informational interviews.
- The fourth goal is to conduct an informational interview.

Behavioral Objectives

- Participants will develop skills to conduct at least one job shadow and conduct one informational interview.

Handout for Session 8

- Detailed agenda for session 8 (Appendix I)
- Sample of job shadow and informational interview

Resources

- Computer with book marked online resources on job shadow and informational interviews will be available.
Session 9: Interviewing techniques

Goals for Session 9

- The goal for participants in session 9 is to learn how to interview through mock interviewing.

Behavioral Objectives

- Participants will develop skills to conduct at least one mock interview and observe others practicing mock interviews.

Handout for Session 9

- Detailed agenda for session 9 (Appendix J)
- Sample of how to interview effectively.

Resources

- Computer with book marked online resources on interview techniques
Session 10: Closing and Discussion of Job Shadowing Experience

Goals for Session 10

- The goal for participants in session 10 is to learn how to discuss job shadowing and informational interviewing experiences.

Behavioral Objectives

- Participants will discover additional job options through job shadowing and informational interviewing experiences.
- Participants will learn from each other by sharing and discussing their job shadowing and interviewing experiences.

Handout for Session 10

- Detailed agenda for session 10 (Appendix K)
- Sample of how to write a thank you note for job shadowing or informational interviewing.
CHAPTER V

PROJECT EVALUATION

Chapter five provides a summary of the evaluations of two professional readers working in the counseling field. Each evaluator received chapters 1 and 4, as well as all the questions developed by the author. In the following paragraphs, first, the questions are listed. Second, the two evaluators are described. Finally, the evaluators’ feedback is discussed.

Questions from Program Evaluators

The following questions for program evaluators examine the adequacy of the program (See Appendix M for a list of questions). The questions addressing the program are as follows: Question One: Part A (a) to what degree does this program address the particular problems and needs of the population? Part B (b) to what degree is the format of this program appropriated for this population? Questions for the program evaluators, which explore the use of exercises and assessments in the program, are as follows: Question Two: Part A (a) to what degree are the assessments used in this program appropriate for this population? Part B (b) to what degree are the exercises and activities used in this program appropriate for this population? Part C (c) to what degree are the program’s goals and objectives likely to be met in the allocated time frame? Finally, questions addressing reservations and recommendations include the following: Question Three Part A (a) please indicate any reservations you might have for this program; and Part B (b) please identify and detail any recommendations for modifying the project.

Qualifications of Evaluators
Evaluator 1 has a Bachelor’s in Social Work from Fairleigh Dickinson University and MS in Career Counseling from California State University, Northridge. She is the Director of Counseling at a private high school in the San Fernando Valley where she works almost exclusively with seniors. She has taught graduate counseling and career counseling courses at California State University, Northridge. She is currently teaching an online course in the counseling certificate program for University of California Los Angeles (UCLA) and has two years of experience in the admissions process at UCLA. She accepts a few referrals for private practice career counseling clients each year.

Evaluator 2 has a Bachelor’s degree in Anthropology from California State University of Northridge and a Master’s in Education in Counseling and Guidance from Colorado State University. In addition to that she has California Community College Counseling Credential, Pupil Personnel Credential and Multiple Subject Teaching Credentials from Loyola Marymount University. She is a retired Professor of Counseling from Los Angeles Pierce College. She has nine years of experience as a Los Angeles Pierce College Professor of Counseling and faculty member since 1991 with a wide range of management, counseling and teaching assignments. She also worked as an Associate Dean of (EOPS), Director of International Students Program, Director of GAIN/CalWORKS and Citizenship/ESL/Basic Skills programs at Los Angeles Pierce College. In addition to that, she has three years of experience at West Los Angeles College as a Director of the Re-entry Center for New Options. Other experience includes working as a high school counselor at South Pasadena High School and elementary school teacher with Los Angeles Unified School District.

**Question One: Adequacy and Format**
Question One Part A asked the evaluators to examine the adequacy of the program. Question One: Part A asked the readers to what degree does this program address the particular problems and needs of the population? Feedback from Evaluator 1 stated that, “The program appears to appropriately and efficiently address the needs of identified Middle Eastern women.” However, a limitation of the program is that “not all Middle Eastern women may identify as described in sections titled.” Although the program seems to meet the needs of the population, the different ways that FGNTMECW may identify requires consideration. Middle Eastern women have specific individual needs, as well as issues specific to their country-of-origin, values, beliefs and religious backgrounds. Therefore, in this program, participants will be pre-screened for their FGNTMECW individual needs, cultural background, values and expectations to meet their future career goals.

Evaluator 2 stated that “This program is attempting to address the needs of a poorly researched population so I consider it quite an ambitious experiment. Whatever can be learned from studying the outcomes of this proposed course will undoubtedly be useful for the author and other career counselors and students.” The purpose of my project is to provide a means to address the needs of FGNTMECW through their participation in this program. This program will help career counselors address the needs of FGNTMECW. This goal will be met by providing FGNTMECW with a friendly environment; an assessment of their values, interests, career personality and individual needs, by providing career development information, job search strategies, interviewing techniques and community referrals.
Question One, Part B asked the readers to what degree is the format of this program appropriate for this population? Evaluator 1 stated that, “The format of the program is perfectly described making it easy for other counselors to understand and use effectively.” This evaluation supports the ease of administrating this program as it is outlined and described.

Evaluator 2 stated that “Unknown at this time; my main concern is the time frame allotted for these students to absorb and apply all the information presented.” One alteration made to the invention was to increase the time included in the session. Instead of one hour sessions, sessions are now two hours. Another possibility could be to increase the number of sessions as well.

**Question Two: Exercises, Assessments, Goals, and Objectives**

Question Two asked the evaluators to explore the use of exercises and assessments in the program stating as follows: Part A: To what degree are the assessments used in this program appropriate for this population? Evaluator 1 suggested that “the SII and MBTI are excellent assessments to use for this program, because with the correct interpretation provided by a career counselor familiar with the assessments, the population will learn about themselves in ways that are easy to understand and are thorough in their description. They will provide more than adequate information about careers and themselves to progress through the program with success.” This evaluator supports that the assessments for this program are appropriate for FGNTMECW. These assessments will serve to help FGNTMECW learn about themselves and their career choices.
Evaluator 2 mentioned that considering that these are widely used assessments in the United States, “it needs to be understood that there may be confusion or misinterpretation of the results by some of the target audience. It must be emphasized to the students that the assessment results are not prescriptions and the focus is on the process of self-discovery, not ‘getting the right answer’ or finding the ‘perfect career’ once and for all.” This program will emphasize and clarify that the process of assessment results are for the purpose of self-discovery and finding the career of their choice.

Question Two, Part B, asks the evaluators to identify to what degree are the exercises and activities used in this program appropriate for this population? Evaluator 1 suggested that, “The exercises and activities seem direct and informative, easy to use and easy to understand. The progression of activities appears to be well considered.” These comments support the use of the exercises and activities as described in the program. Therefore, no revisions were made to this aspect of the program.

Evaluator 2 stated that she “she would also like to see at least two more FGNTMECW guest speakers/role models (besides the author) who would present/interact with the class. I am also concerned that there is not enough time from week 8 to week 10 for the students to arrange and complete a job shadowing/interview with an appropriate individual/agency. I would recommend beginning the job shadowing lesson earlier in the course to allow students to build confidence and make arrangements with other very busy working people.” The Evaluator 2’s recommendation to have the job shadowing sessions earlier in the program will not be incorporated because the participants need to know more about themselves, their interests, their values, interviewing techniques and career choices, before conducting job shadowing and
interviewing skills. Should the clients require additional support, an individual follow-up appointment within a month of completing the program could be offered to FGNTMECW who require additional support in the job shadowing process.

Question Two, Part C, inquires to what degree are the program’s goals and objectives likely to be met in the allocated time frame? Evaluator 1 mentioned that, “The goals and objectives are spelled out and meaningful.” This further supports the adequacy of the goals and objectives of the program. The program sessions hours will be increased will be met instead of one hour to two hours in the allocated time frame.

Evaluator 2 articulated that “In my opinion, many students can process information and emotions more clearly over a longer period of time. Some students will complete all assignments but may still lack the understanding to actually apply the information in real life. Others may not complete all assignments, yet seem to ‘get it.’ How do you plan to measure their success? This is especially important when dealing with self esteem and cultural differences. I would like to see the course last 12-15 weeks (full semester).” As mentioned above, one alteration made was to increase the time included in each session. Instead of one hour sessions, all sessions are now two hours. Increasing the number of sessions is still an appropriate possibility. The program includes sessions on cultural differences and when self-esteem issues are evident psychological referrals can be made. If the participants have difficulty with their career self-esteem issues, we will offer them individual sessions after the program.

**Question Three: Reservations and Recommendations**

Question Three asked the evaluators to address their reservations and recommendations regarding the program including the following. Part A queried the
evaluators to Please indicate any reservations you might have for this program? Evaluator 1 stated, “I have no reservations about the program.” This even further supports the program as described.

Evaluator 2 indicated to “See above.” My response to Evaluator 2’s comment is addressed above in Question Two, Part C. That is, increasing sessions’ time instead of one hour to two hours and increasing the number of sessions.

Part B asked the evaluators to, Please identify and detail any recommendations for modifying the project. Evaluator 1 stated that “My only recommendation is to provide participants with a detailed program of events and examples of assessments, activities, and description of the expected outcome, i.e. a sample of several resume formats, a sample of several cover letters, etc.” The program includes several different assessments, activities, samples of several resumes and cover letters. The evaluator was not sent the appendices, which included these samples. Therefore, evaluators 2’s suggestions have been addressed.

Evaluator 2 again suggested, “See above.” My response to Evaluator 2’s comment is addressed above in Question Two, Part C.

Summarization of Findings and Evaluations

Both evaluators viewed this program as effective and offered feedback including suggestions, which will be considered and have been altered to the implementation of this program. The evaluators were in agreement that this program is appropriate, effective and organized in targeting and addressing the needs of the FGNTMECW. Some of the evaluators’ suggestions provided possible ideas to shift the program to more adequately address the needs of FGNTMECW and these ideas were implemented above.
The most critical improvement to the program would seem to be adding time to all individual and group sessions in order to allow the participants time to process the information and apply it to their needs. This was addressed by adding time to the individual sessions and offering individual appointments up to one-month after completing the program.

Another essential area for improvement is meeting the career self-esteem and cultural needs of this population. In conclusion, the evaluators’ insights are appreciated and incorporated in changes to the program.

**Conclusion**

In conclusion, this project presented a comprehensive plan for successfully integrating FGNTMECW in their transition to college, along with providing guidance in their future career development goals. The program will focus on barriers often faced by these women in comparison to their traditional aged counterparts. The ten career counseling sessions are comprised to support their individual needs, values, and interests; to enhance their job shadowing skills, interview techniques, and resume writing; to explore cultural differences and understand the acculturation process. In addition, referrals to counseling services will be available to aid these women with their emotional and psychological needs. Further referrals include child and adult care services, tutoring support resources, financial aid opportunities, and other supportive services in the community. The entire program’s goal is to provide necessary support for these women as they strive to accomplish their educational and career goals.
References


framework by investigating social class identity, classism, college self-efficacy and college outcome expectations. *Dissertation Abstracts International, 74*,


Schaus, R. (2013, March 25). Middle Eastern culture: There are some key differences between these two major cultures. Understanding these will assist in minimizing
conflict and misunderstanding. Retrieved from
http://suite101.com/article/middle-eastern-culture-and-social-standards-
a206559


APPENDIX A: Introduction and Intake

Agenda and Session 1:

- Individual Session
- Pre-Screening to check by Intake procedure to discuss personal needs, expectations, and goals
- Explain/discuss Confidentiality.
- Explain the program procedure.
- Counselor will explain and discuss life roles, life stages and how they may have been changed after immigrating. Examples of multiple life roles are as follows: parent, worker, citizen, student (learner), homemaker, child, and leisurite, based on Super (1970).
Demographic Information (Please Print Clearly)

Registration Date: ________________
Last Name: ________________
First Name: ________________
Middle Name/Initial: ___________
Address: ______________________
Apartment Number: ___________
City: _________________________
State: ________________________
Zip code: _____________________
Social Security Number: ________
Home phone: _________________
Cell phone: _________________
Work phone: _________________
E-mail address: _______________
Date of Birth: ________________
Gender: ______________________
Race or Ethnicity: ____________
Country of Origin: ____________
Employment Status: (Check that applies)
Employed: ________________
Unemployed: ________________
Current Status (Check all that applies):
Disabled: ________________
Homeless: ________________
Receiving public assistance: _____
Low income/financial difficulties: __
Displaced Homemaker: __________
Single-parent: ________________
Dislocated Worker: ____________
How did you learn about the program?

________________________________________
________________________________________
________________________________________
Signature: ____________________________
Date: ________________________________

**Office Use Only:**

Student No: __________________________
Student Exit Date: ____________________

Program Type:

Distance learning____________________
Family Literacy ______________________
Fast Track__________________________
GED ________________________________
Workplace Literacy___________________
Other Institutions Setting____________
Informed Consent and Confidentiality

Welcome. This document will answer most of your questions regarding your counseling. Please read the entire document carefully and feel free to ask for clarification or additional information regarding its contents.

What is career counseling and how does it work? In this process of career counseling the plan is for you and your counselor to develop a career counseling relationship, where the process of change can occur. The process of change will, in many ways, be unique to you and your particular situation. Who you are as a person will be one of the determining factors in which you go about making changes to your life career goals. The career development process of change can occur when you and your counselor first clearly define the problem, needs and then discuss your thoughts and feelings about the problem and needs. Next you and your counselor will explore your skills, based on your interest, values and personality. As the consumer, you have every right to ask your counselor questions about his/her qualifications, background and orientation. For career counseling to be successful one of the most important factors is good communication between you and your career counselor. The goal of career counseling is to develop a positive improvement in career development. If at any time during the counseling relationship you have questions about whether or not counseling is an effective solution to your goals, or if you have feelings about something that your counselor has said, feel free to ask for clarification and reassessment of the counseling relationship. Do not hesitate to bring it
up in our sessions or meetings. The counseling relation is collaboration between you and your counselor and your participation is highly encouraged.

**Confidentiality:** As a consumer of career counseling you have a right to confidentiality. What that means is that you have a right to privacy about the counseling relationship and what is discussed during sessions. Any information that you provide will be held in strict confidence unless you provide a written authorization to release information. If you are seeing another therapist or health professional it may be necessary for me to contact that person so that we can coordinate our efforts to best benefit you as the consumer. I will only release information that you have deemed acceptable with a written authorization to release. Since our sessions are in a group setting, we cannot guarantee the confidentiality of group members share outside the group. However in ground rule setting maintaining confidentiality will be discussed. Further, the benefits of belonging to a group.

There are five (5) exceptions to this law of confidentiality. As a mandated reporter I am required to (1) report any instances of suspected child or (2) report any instances of suspected elder abuse. I must also break confidentiality if (3) I have determined that the client presents a serious danger of physical violence to another person or (4) to themselves. Lastly there is a Federal law known as The Patriot Act of 2001 that requires me as the counselor (and others), in certain circumstances, to (5) provide FBI agents with requested items. If this occurs I am not required to inform you of the information that the FBI sought or obtained.
**Policies and Procedures:** As this is a professional relationship, if there are any cancellations to attendance notification is appreciated. Proper and timely communication is a notice of at least 24 hrs in advance is valued. If we need to cancel a session, we will notify you promptly so the session can be rescheduled.

**Potential Risk and Benefits:** As stated above career counseling may not work. There is a risk of making career decisions worse through the process of career counseling and/or your career decisions may not be resolved throughout the counseling process. During the career relationship there may be a need to discuss some topics that you are not ready or uncomfortable to discuss.

**Length of Career Counseling:** Because each client’s problem, need varies in nature and in severity, the length of career counseling varies. Once the counseling relationship has begun the counselor and the client will discuss the ideal goals that the client would like to achieve, and an estimated 10 sessions of career development will be provided and each session will be 2 hours. This estimate is only tentative and is subject to change based on the content of career counseling and the working alliance of the counselor and client relationship. Individual counseling will be offered as a follow-up should you require additional assistance.

**Right to Termination:** At any time you have the right to terminate or take a break from the counseling relationship. However if you decide to exercise this right, please discuss
the reason for doing so with me in a counseling session beforehand to insure that we are both clear of the reasons and if necessary there is closure to our counseling relationship.

During this final session we can discuss the progress that you have made and explore ways in which you can continue to utilize the skills, tools, and knowledge that you have gained through the career counseling process. If needed, we can also discuss any referrals that you require.

Ethically I am required to continue the counseling relationship only as long as it is reasonably clear that the client is benefiting from the relationship. Therefore, if at any time I believe that you need additional treatment or community services, I will bring this to your attention and suggest alternative treatment or community services. Alternative treatment will include other possibilities, referral, changing your career development plan, or terminating your career program.

_________________________________________  _____________
Client Signature                      Date

_________________________________________  _____________
Career Counselor Signature         Date
APPENDIX B: Discussing Cultural Differences

The instructor will explain what cultural differences are and give a few examples from his or her cultural background. Then the instructor will give the instructions to the participants to write down five-to-ten things that are similar and five-to-ten things that are different from their culture and why. Next, they will share their differences and similarities with other participants in the class. This group activity will help them understand cultural differences. Participants will share their cultural backgrounds and differences they have experienced between US and their culture-of-origin.
# APPENDIX C: My Career Identity

**Name:**

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**Strong Interest Inventory Code**

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**Myers-Briggs Type Indicator**

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APPENDIX D: Career Values Card Sort

Values are qualities that we hold as very important. Values help us understand what is important and shape our foundation.

- **What Are Your Top Eight Values?**

Please select the top eight “always valued,” values and put in order most important to you. Also, identify which values are “often valued,” “sometime valued,” “seldom valued,” and “never valued.”

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How did it feel choosing the top eight values and what went through your mind in making these decisions?

APPENDIX E: Strong Interest Inventory

Career Exploration Exercise

“The Party Exercise” You just entered a big room where a party is in full swing. At the party, people with the same or similar interests have gathered in the same corner of the room. Take a look at the descriptions of the types of people who are hanging out in each corner: Realistic, investigative, Artistic, Social, Enterprising, and Conventional. Answer the following questions:

1. Which corner of the room attracts you the most? Which group of people would you most enjoy being with for the longest time? Write the letter for that corner on this line: ___________.

2. After 15 minutes, everyone in your corner chooses to leave the party for another social event across town. Of the groups that still remain, which corner are you most drawn to? Which groups would you most enjoy being with for the longest time? Write the letter for that corner on this line: ____________.

3. After 15 minutes, this group also leaves for another engagement, except you. Looking at the remaining corners. Which group would you most enjoy being with for the longest time? Write the letter for this corner on this line: __________


The Strong Interest Inventory (SII) is an interest inventory used in career assessment. The goal of this assessment is to give insight into a person's interests, so that they may
have less difficulty in deciding on an appropriate career choice for themselves. It is also frequently used for educational guidance as one of the most popular career assessment tools. The test was developed in 1927 by psychologist E.K. Strong, Jr. to help people exiting the military find suitable jobs. It was revised later by Jo-Ida Hansen, and David Campbell. The modern version (2004) is based on the typology (Holland Codes) of psychologist John L. Holland. The Strong is designed for high school students, college students, and adults, and was found to be at about the ninth-grade reading level (Blackwell and Case, 2008). Unfortunately the newly revised Strong is available only in English, unlike the previous version. The Strong Interest Inventory can help you find a satisfying career. The online assessment measures your interests in a wide range of fields and activities and combines them into a **personalized career profile**. Based on that profile it suggests professions, areas of work, fields study and college majors that are the right fit for you. (http://en.wikipedia.org/wiki/Strong_Interest_Inventory)

**General Occupational Themes**

The General Occupational Themes (GOTs) measure six broad interest patterns that can be used to describe your work personality. Most people’s interests are revealed by two or three Themes, combined to form a cluster of interests.

**Theme Descriptions**

**Realistic-“Doer”**

People who are athletic or have mechanical ability or have work with object, machines, tools, plants, or animals, or to be outdoors. Ability to work with things.
Investigative-“Thinker”

People who like to observe, learn, investigate, analyze, evaluate, or solve problems. Ability to use logic, complex and abstract thinking.

Artistic-“Creators”

People who have artistic, innovating, or intuitional abilities, and like to work in unstructured situations. Ability to express through imagination, originality and / or creativity.

Social-“Helper”

People who like to work with people – to inform, enlighten help, train, develop, or cure them, or are skilled with words. Ability to work with teams and value communication.

Enterprising-“Persuader”

People who like to work with people- influencing, persuading, performing, leading, managing for organization goals, or for economic gain. Ability to use verbal skills to convince or persuade others.

Conventional “Organizer”

People who like to work with data, have clerical or numerical ability, carrying things out in detail or following through on other’s instructions. Ability to follow directions, organize and be dependent.
APPENDIX F: Myers-Briggs Type Indicator

Myers Briggs Type Indicator (MBTI)

Know your Preferences and Learn about your Challenges

This handout along with taking the MBTI can help people with different type preferences. Research shows people bring different preferences and encounter different obstacles as they approach career search activities.

For example, do you have a preference for introverted behaviors? If so, people who identify with the introverted pole of the MBTI tend to make good use of quiet research and self-reflections, as this is where they get their energy. People with the Extraverted preference for behaviors often feel very comfortable meeting with others for informational interviews, as interacting with the world around them is where they get their energy. Yet, something can be learned from each interaction preference when those seeking career counseling implement both preference styles in exploring the world-of-work. For instance, why miss a critical aspect of your career exploration such a lack of time for research or self-reflection or networking, when doing so can have a positive impact on your career choice process?

The checklists in this handout are a way of building self-awareness and enhancing your effectiveness as you look for the career that is a good match for you. Look at the list and check the preferences and difficulties that seem to fit for you.

The central point is to draw on the preferences you have and at the same time to be aware of the potential challenges, outside your preference zone you may encounter. Your career counselor can help find ways to use your preferences while expanding your
challenges that may prevent you from attaining success or reaching your goals. For instance someone with an Introverted preference, who is inclined to self-reflect but not network, can receive reminders from friends and family member to make networking phone calls. Likewise, persons with Extraverted preferences can set aside self-reflection and research time monitored by loved ones. By utilizing your preferences and learning from your challenges you can grow toward reaching your career dreams.

With an Extraverted Preference I can try ______________ strategies inside my comfort zone.

With an Extraverted Preference I can try ______________ strategies outside my comfort zone.
With an Introverted Preference I can try ______________ strategies inside my comfort zone.

With an Introverted Preference I can try ______________ strategies outside my comfort zone.

If you are an Extravert you most likely:

_____ Network naturally – you may access to a large network

_____ Interact comfortably during an interview

_____ Move readily into action

_____ Pick up the phone and call people

_____ Present in interviews as energetic and self-confident

_____ Respond well to spontaneous aspects of interviews

_____ Learn through trial and error

_____ Prefer outdoor activities

_____ Confident, cheerful, and energetic
If you are an Introvert you most likely:

_____ Prefer to be alone or in the company of a few trusted people

_____ Less assertive and non-aggressive

_____ Reserve opinions, non-confrontational

_____ Passive and avoid being the center of attention

_____ Shy, mysterious, and highly self-aware

_____ Prone to analytical thinking

_____ Formal

_____ Prefer indoor activities

_____ Shy, mysterious, and highly self-aware
APPENDIX G: Job Search and Internships

Job search websites:

- **Job search websites America's Job Bank.** The Public Employment Service. [http://www.ajb.dni.us/](http://www.ajb.dni.us/) Contains a searchable collection of all types of job openings around the country, primarily in the private sector, developed by a network of state employment services. Includes a link to America's Career InfoNet ([http://www.acinet.org](http://www.acinet.org)), which gives employment outlook for various occupations, demographic data for states, and a Career Resource Library with career planning sources.

- **Career Guide to Industries.** [http://www.bls.gov/oco/cg/home.htm](http://www.bls.gov/oco/cg/home.htm) Provides information on available careers by industry, including the nature of the industry, working conditions, employment, occupations in the industry, training and advancement, earnings and benefits, employment outlook, and lists of organizations that can provide additional information.

- **Career Magazine.** [http://www.careermag.com/](http://www.careermag.com/) Provides job postings, ability to post a resume, employer profiles, and articles about job hunting and diversity on the job. Also includes links to job fair information and other career related sites.

- **Career Mosaic.** [http://www.careermosaic.com/](http://www.careermosaic.com/) Includes searchable job postings, employer profiles, ability to post a resume, and online job fair information for both the U. S. and abroad. Maintains collection of links to Web sites on resume writing, salary information, and market trends.
• **Career Resource Center.**  http://www.careers.org/ This multisite serves as a large index of career related Web sites by providing links to job postings, employers, and career services.

• **California Careers Info.**  http://californiacareers.info Features Career Zone which offers free self-assessments, descriptions of 900 jobs, occupational videos and job openings in California.

• **CareerPlanning.**  http://careerplanning.about.com Provides articles about the world of work.

• **College Grad Job Hunter.**  http://www.collegegrad.com/ Contains the complete 1998 edition of College Grad Job Hunter: Insider Techniques and Tactics for Finding a Top-Paying Entry Level Job by Brian Krueger. Includes everything from cover letters to once you get your job. Students can submit questions to be answered by Krueger.


• **JobWeb.**  National Association of Colleges and Employers.
http://www.jobweb.org/ Provides searchable job postings and employer profiles. Catapult section has numerous links to career planning and job search-related sites. Contains issues of Job Choices Online, a magazine on careers and job searching for college students.

• **The Monster Board.**  http://www.monster.com/ International in scope provides searchable job postings and employer profiles, information on job fairs, and career advice.
• **Monster Campus.** http://campus.monster.com Provides guidance for writing resumes, cover letters, and other correspondence, interviewing, networking, and other areas of finding a job.

• **O*Online.** http://online.onetcenter.org/ Supplies basic information about careers and the skills they require.

• **The Riley Guide.** Margaret F. Dikel, Compiler. http://www.rileyguide.com Annotated list of Web sites covering resumes, job postings, information for special groups, and other aspects of employment. Provides a good overview of how to use the Internet as part of the career planning process.

• **Wet Feet.** http://www.wetfeet.com/research/careers.asp Features careers and industries. Also provides transcripts of interviews with people representing various careers.

**Internship FAQs**

**Question 1. What is internship?**

An internship is an opportunity to explore the World-of-work.

**Question 2. Why do I need internship?**

Without internship experience, your resume may look incomplete to a prospective employer. Employers are looking to see if you have applied your academic studies in everyday work experiences.

**Through internship you can acquire a variety of experiences:**

- Gain valuable work experience and training
● Apply the knowledge that you have gained through your classes

● Enrich your studies and add meaning to your academic goals

● Verify your choice of major, clarify career choices, and begin to develop your professional self

● Build career-related skills that look impressive on your résumé

**Question 3. How many hours do internships require?**

It varies. Usually, internships are usually part-time during academic school year and full-time in the summer.

**Question 4. What types of experiences are included in internships?**

An internship can include:

● Working on individual or group projects

● Receiving on-site training

● Participating in staff meetings

● Learning about a variety of departments in an organization

● Working with a mentor in your field of interest

● Occasionally performing clerical or departmental duties

● Depends upon the internship
APPENDIX H: Resume and Cover Letter

A Resume is a written summary of your education, work experience, and relevant skills. It is a well-organized, clean, and clear document with an (optional) focused employment objective.

The primary purpose of your resume is to help you obtain an interview. Along with a cover letter or an in person meeting, it serves as an introduction to potential employers to help make meaning of you experiences inside and outside the classroom to land you a job.

When preparing your resume, keep in mind the following:

● Tailor resume to the qualifications for the position you are seeking.
● Research the position and organization: company website, ads, contacts, and brochures.
● Aim for 1 page.
● Use a clear font, such as Times New Roman or Arial.
● Adjust all margins between 0.5” to 1.0”.
● Make sure to use a professional email address and voicemail message.

For some sample resumes consult the following websites:
APPENDIX I: Job Shadowing and Informational Interviewing

What is job shadowing?

Job shadowing is your opportunity to observe a professional in the workplace and see if this job may be right for you. In a few hours or a few weeks; you can learn about an average work day/week for this profession.

How do I start?

Step 1:

Find a contact from a friend, family member, classmate, or coworker. Contact the person that interests you. If you can’t locate an individual; contact your company of interest and ask for the name, job title and phone number of the person you would like to job shadow.

Step 2:

When making an appointment with the professional choice; first ask if they have time to speak with you. Frequently, people are very busy in their jobs. If you call them without asking if they have time to speak with you they may be running off to a meeting or have a deadline to meet. That’s why it is always important to ask if they have time to speak with you.

Step 3:

Make sure to mention the person that referred you. After introductions, you may begin by telling your professional of choice why you selected them. Ask them for the opportunity to job shadow for a half or full day. If they are interested, ask if you could extend that time to a week or two.

Remember, they are sharing their time with you. If your professional is new to this experience, it is important for you to discuss the process.
Sample Questions?

1. Tell me about you career path.
2. How long have you been working in this profession?
3. What changes have you seen in this profession?
4. Do you think the major that I’m pursuing can lead me to this position that you hold today?
5. Tell me about an average day.
6. What you like best and least?
7. What entry-level positions/paths can lead to this profession?
8. What is the salary range for this profession?
9. What type of experience is necessary for this profession?
10. Tell me about positions related to this profession.
11. Tell me about associations and publications in this field.
12. Would you recommend this profession?

These questions are just possibilities for your list of questions. Create your own to discover the information that is important to you.

Don’t forget to write a Thank You letter within 48 hours. Remember, this professional has given their time to help educate you. Share what you learned from this experience. Your professional will appreciate it. Keep a Journal. Take time to reflect on what you have learned from this experience so you can make educated choices in the future. (Used with Permission of California State University Northridge, Career Center)
Informational Interviewing

What is an informational interview?

An informational interview is used to obtain details on a prospective career or goal. It is a relatively informal conversation with someone working in an area of interest to you. Find someone who is willing to give you information about a job, career field, industry or work setting. An informational interview is not a job interview, and the objective is not to find job openings. Instead the objective is to learn the field.

Purpose of an Informational Interview

Informational Interviews help you screen in or screen out a position or industry. You will gather information about a career, while networking at the same time!

How to find Informational Interview contacts?

Through:

- Friends
- Family
- Career centers
- Coworkers
- Other Professional Contacts
- Associations
- Community Members

When Initiating Contact…

- Contact the person by phone, letter or email.
- Introduce yourself; mention the amount of time it will take (for instance, approximately 15-to-20 minutes)
- Mention how you got their name.
- Emphasize that you’re looking for information, not a job.

**Step to take to prepare**

- Look up background information on company or industry.
- Gather questions you feel will be important factors for yourself.
- Develop a 30 second overview to introduce yourself, including your reasons for contacting this person.
- Plan open-ended questions to keep conversation flowing rather than questions that call for yes/no answers.

**The Day of your Interview**

- You should regard each Informational Interview as a business appointment and conduct yourself in a professional manner.
- Be sure to dress in business attire!

**Questions to Ask during an information interview:**

- What is a typical day like for you?
- Why did you choose this field?
- What keeps you motivated?
- How did you get into this job?
- What issues or problems do you solve?
- What is the opportunity for growth?
- What is the salary range for entry level?
- What qualifications are required for this job?
- What are common entry-level jobs in this field?
- What steps would I take to prepare to enter this field?
- Who else should I be talking to in this field?

**Follow–up**

Keep record. Write down what you learned, what you still need to learn, and your reactions to how this field or position would “fit” with your lifestyle, interests, skills and future career plans.

Send a thank-you note within 1-2 days to express your appreciation. See “Thank you Informational Interview Sample.”

At the end of the interview be sure to thank your interviewee and collect contact information for a future potential reference! Keep in touch. Mention that you followed up on their advice and tell them how things are going. This relationship could become an important part of your professional network.

**Thank you Informational Interview Sample**

**Dear Mr. or Ms._______:**

I appreciate your meeting with me yesterday to talk about your work as ______ at ______. I now have a much better understanding of the field. It was helpful to discover that an entry level position often requires some experience in___________.

I appreciated the opportunity to talk with you. Thank you again for your time and advice.

Sincerely,

YOU NAME HERE
APPENDIX J: Interviewing Techniques

In the following, are some ideas for job interviewing including 8 Tips. The 8 Tips include the following: research the employer, research the job position, research yourself, Be Nice to Your Interviewer, give yourself plenty time, Practice Your Pitch, Practice with a Friend or a Professional, and be polite and friendly.

Interview Tips:

Tip # 1 – Research the Employer Online if Possible

Here are a few key questions:

1) What really makes me want to work for this organization?

2) Where is this organization heading?

3) Based on my skills why would I fit this organization?

4) Where could I add value now and in the future?

Things that may make me want to work for an organization could be the quality of their leadership, the fact that they have promoted people from within, how active their team members are in promoting the organization.

Tip # 2 – Research the Job Position

Explore the following:

1) What are the specific challenges of the position?

2) Find out what is a typical day, week or month in this position.

3) What are key skills for this position?

Tip # 3 – Research Yourself
Employers want you to be self-aware. What this means is that employers want you to understand your real strengths and weaknesses, and be able to discuss them in an intelligent way. If you struggle in any way with this, think about the following:

• What tasks do I like performing?
• What do I leave last?
• What could I do every day without getting paid?
• What do people routinely ask me to help them with?
• What am I proudest of achieving?
• What could I talk about all day?

Once you reflect and understand your strengths, you feel more confident. This process also lets you understand why you would be suitable for a particular role, and why you should be applying for it.

**Tip # 4 – Be Nice to Your Interviewer**

I don’t mean that we needed to be friends. But I do mean that I needed to feel that I could work with that person. Also assume the interviewer is on your side. Any negative attitude on your part means you may misinterpret questions the interviewer asks you, in a negative way.

**Tip # 5 – Give Yourself Plenty of Time**

Rushing breeds panic. No matter what excuse you have, lateness is noted.

**Tip # 6 – Practice Your Pitch**
You can actually fake it until you make it. So practice is important. The more you try to act confident, the more you will appear confident, the more people will respond to you in a positive way.

*Tip # 7– Practice with a Friend or a Professional*

Sometimes there are one or two things that get in the way of your success.

It could be that you speak too quickly or softly. So be brave. Seek feedback from someone that you trust. Then act on it.

*Tip # 8 – An Insider’s Tip*

Each and every interaction you have with your future employer feeds into their impression of you. Be polite and friendly with whomever you meet in the process from the very first phone call to the last goodbye to the receptionist on your way out. Also be mindful that smart interviewer’s may ask the receptionist how you presented upon arrival and departure.

**Mock Interview**

**What is a Mock interview?**

A mock interview is an emulation of an interview used for training purposes. The interview tries to resemble a real interview as closely as possible, and provides experience for the candidate. The mock interview helps the job applicant learn what is expected in a job interview, and improves the applicant's self-presentation.

**How to do mock interview in a group session?**
Mock interviews are often videotaped, and the candidate is shown the tape after the session, along with feedback from the interviewer. The mock interview coach will provide constructive feedback on all aspects of the interview process. Mock interviews are most common for job interviews to train and prepare them for real interview.
APPENDIX K: Closing and Discussing Job Shadowing Experience

Discussing the job-shadowing experience is a part of the career development process. Job shadowing is an excellent way to learn about careers in your field of interest, networking with professional currently working in the field. This is a chance to get your questions answered. Since you have recently completed a job shadow experience we would like to hear your story. This is a great opportunity for other students to hear about your experience and share their experiences with you/others.

Please take 10 minutes to complete and answer the following questions then share them with other participants in this session:

1. Location and summary of your Job shadowing Field of interest:

Provide details information about your job shadowing experience:

What lessons did you learn? Share tips with other students.
APPENDIX L: Client’s Evaluation of the Program

Directions: FGNTMECW program is committed to serving you well. Your feedback is essential in our effort to do that. Please take a moment to fill out this brief and confidential evaluation. Circle the corresponding answer.

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<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>1. Scheduling my appointment with the front office staff was a simple and clear process.</td>
<td>5 4 3 2 1</td>
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<td>2. Front office staff answered questions in a knowledgeable manner.</td>
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<td>3. The counselor was able to answer my question or refer me to someone who could.</td>
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<td>4. The counselor was welcoming.</td>
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<td>5. The counselor was knowledgeable about Career Development requirements.</td>
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<td>6. The counselor was knowledgeable about resources available in the community.</td>
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<td>7. The counselor assisted me in identifying realistic career goals based on my academic history.</td>
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<td>8. I felt at ease in discussing any issues with my advisor.</td>
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<td>9. Because of the career development sessions, I have a better understanding of my career goals.</td>
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<td>10. The time I had with the counselor was sufficient to address my questions/concerns.</td>
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<td>11. Overall, I was satisfied with my experience at FGNTMECW program.</td>
<td>5 4 3 2 1</td>
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</table>

If you would like to give us more information, please include your comments below:

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APPENDIX M: Questions for Program Evaluation

Questions for program evaluators examining the adequacy of the program are as follows:

(1) To what degree does this program address the particular problems and needs of the population?

(2) To what degree is the format of this program appropriated for this population?

Questions for the program evaluators exploring the use of exercises and assessments in the program are as follows:

(1) To what degree are the assessments used in this program appropriate for this population?

(2) To what degree are the exercises and activities used in this program appropriate for this population?

(3) To what degree are the program’s goals and objectives likely to be met in the allocated time frame?

Questions addressing reservations and recommendations include the following:

(1) Please indicate any reservations you might have for this program;

(2) Please identify and detail any recommendations for modifying the project.