



Engaging Students in Meaningful Conversations about Work

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Agenda

- Why is Work Important?
- What Impacts Students' Career Goals and Achievement?
- Strategies to Support Students' Self-Efficacy and Outcome Expectations
- Case Studies
- Debrief

WHY IS WORK IMPORTANT?

PSYCHOLOGY OF WORKING THEORY

Decent Work:

Policy
Worker Rights
Communitarian
Safe
Fair Compensation
Time Off
Healthcare



Survival
Power
Social
Connection
Self-
Determination



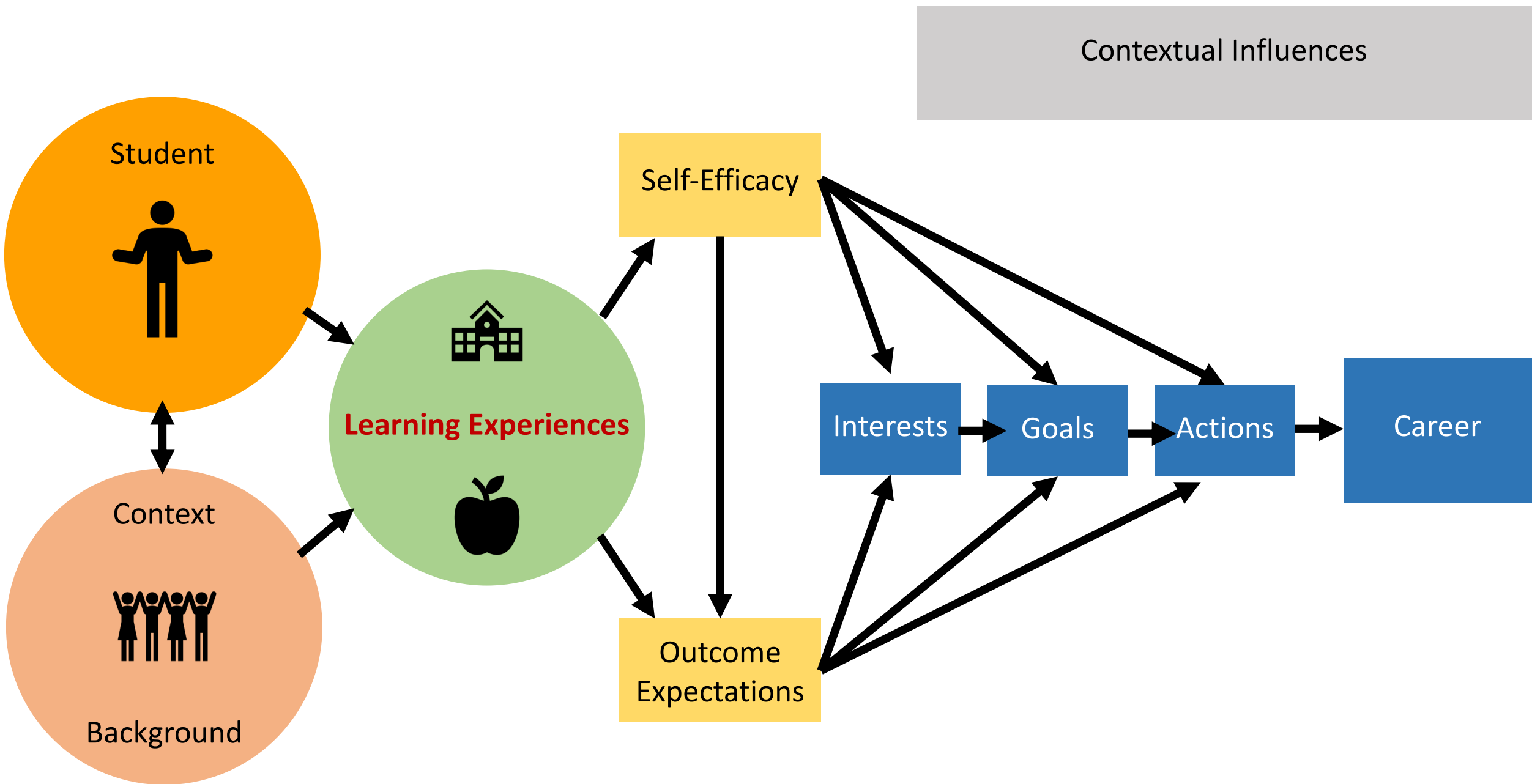
Work
Fulfillment
Well-Being

A person with long brown hair, seen from behind, is walking in a hallway. They are wearing a blue denim jacket over a white long-sleeved shirt and dark pants. They are carrying a white backpack with brown straps. The hallway has wooden walls and a wooden bench on the left. The text is overlaid on a semi-transparent white box in the center of the image.

What Impacts Students' Ability to Engage in Decent Work?



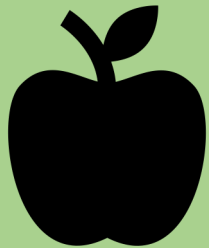
Social Cognitive Career Theory



Lent et al (2002)



Learning Experiences

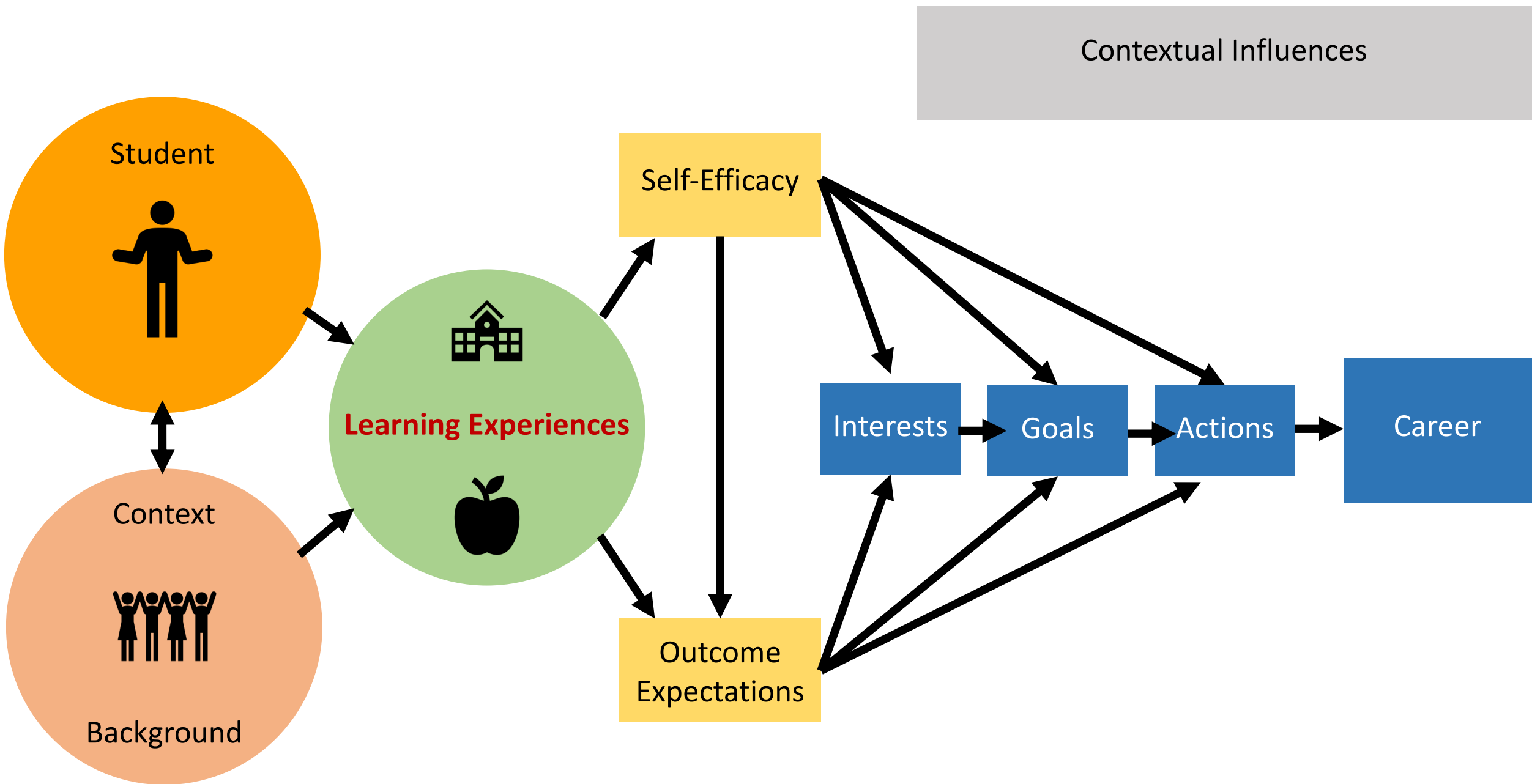


**Messages about
What is Possible
and
Achievable**



How Can We Use These Messages to Improve Outcomes?





Lent et al (2002)



Big Picture

Demonstrate:

- *Curiosity*
- *Non-Judgement*
- *Excitement*
- *Openness*
- *Respect*

By:

- *Listening more and talking less*
- *Honoring students' autonomy*
- *Not providing unsolicited advice*
- *Exploring, not telling*
- *Acknowledging student's strengths and expertise*



Self-Efficacy: I can

Ask:

Tell me about a time when you set a goal and achieved it.

How did you achieve this goal?

What did you learn about what you are good at?

Notice:

I just saw you use [insert skill].

You worked hard on this task and figured it out.

I am impressed with how well you use [insert skill].



Outcome Expectations: I will

Ask:

If you could have any job that you want, what would it be?

Why do you want that job/career?

What will make you good at that job/career?

Notice:

You took a risk and you succeeded.

You stuck with your goal even when things got tough.

You know what you want and how to get it.

To What End? *Career Statements*

- *I **want** to have a career*
- *I am **able to** have a career that I want*
- *These are the **reasons** why this career is important to me*
- *I **ready** to find out more information about this career*
- *I am **committed** to participate in work-based learning or other experiences to make me competitive for this career*
- *I have a **plan** of how I am going to pursue this career*



Case Study 1

- You are talking to a 17-year-old white male student who has been diagnosed with ADHD and Autism Spectrum Disorder
- Other professionals working with this student told you that he is socially anxious and does not do well talking to other people
- When you ask this student what kind of a career he wants to have, he tells “I want to be a doctor”.
- In your small group discuss (10 minutes):
 - Your immediate reactions to the student’s goal – what are your biases and assumptions that might influence how you talk to this student about work?
 - As a group, develop a list of questions that you may want to ask this student to support his **self-efficacy** and **outcome expectations** of working in the medical field

Case Study 2

- You are talking to a 15-year-old female Latinx student who was diagnosed with a learning disability
- When you ask her about what kind of career she wants to have, she tells you that when she was in elementary school, she wanted to be a teacher but now she doesn't think she'll be able to do that "because I won't be able to go to college"
- Other professionals working with this student told you that she is quiet and is difficult to engage in a conversation
- In your small group discuss (10 minutes):
 - Your immediate reactions to the student's goal – what are your biases and assumptions that might influence how you talk to this student about work?
 - As a group, develop a list of questions that you may want to ask this student to support her **self-efficacy** and **outcome expectations** of working in the education field

Debrief

- What are you going to take away from this session?
- What would help you increase your own self-efficacy and outcome expectations when it comes to supporting employment and academic achievement of students with disabilities?
- What, if anything, are you willing to do differently in your conversations with students in the upcoming academic year?



Questions