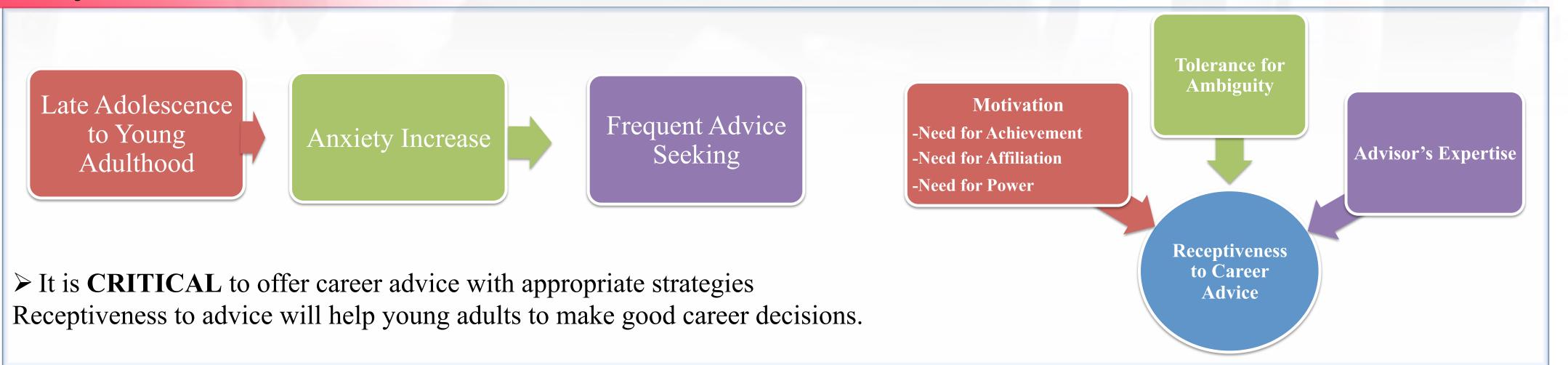
# Business Students' Receptiveness to Career Advice Xuan Xie (Sam)

"Never continue in a job you don't enjoy. If you're happy in what you're doing, you'll like yourself; you'll have inner peace. And if you have that, along with physical health, you'll have more success than you could possibly have imagined.

Why does it matter?

— Roger Caras



## Method

- **Participants**: 28 Students (12 Females; 19 34 years old, average age = 25)
- **Procedure & Measures:**



### Interview

- Audio-recorded
- Recall past advising experience
- Picture-Story Exercise

#### Questionnaire

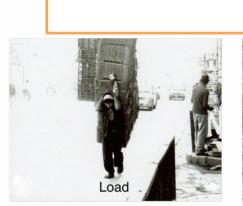
- **External Propensity**
- Tolerance for **Ambiguity**
- Frequencies of Advice-Seeking Behaviors

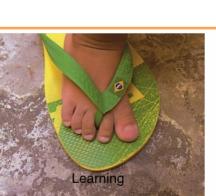
## Qualitative Analysis, n=6

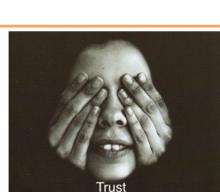
- LIWC software package
- Detect motives for achievement, affiliation and power

#### **LIWC**

Linguistic Inquiry and Word **Count** (LIWC): Text analysis program designed by Pennebaker and colleagues. LIWC calculates the use of different categories of words, determining the degree any text uses positive or negative emotions, self-references, and over 70 other dimensions of language

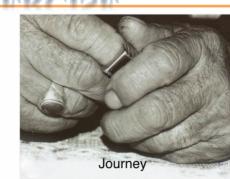


















What advising experiences do these cards remind you of?

## Results

#### **Need for achievement = strongest motive** Needs for Achievement Needs for Affiliation Needs for Power ID 1 ID 2 ID 3 ID 4 ID 6 ID 5

## **Tolerance for Ambiguity**

- Tolerance for ambiguity **negatively** affects receptiveness to career advice.
- However, tolerance for ambiguity is not significantly related to the frequency of asking for career advice

## Non-expert advisors were used more often!

Non-Experts		Experts	
Parents	Friends or Coworkers	Teachers or Career	Boss or a Experienced
		Advisors	Person
M = 3.33,	M = 3.51,	M = 2.87,	M = 2.62,

## Discussion

## **Conclusions:**

- Career advisors should build personal connections with students, so that students would be more receptive, and the advising practice would be more effective.
- Career advisors should tailor advice to different students in order to improve advice quality.
- Low tolerance for ambiguity students: detailed and specific career advice; High tolerance for ambiguity students: mention the benefits of career planning to attract them to engage in the advising process

## **Limitations & Future Research**

- The sample size is relatively small, and only business students
- ✓ Future research should expand the scale and scope.
- Effect of advisor's expertise is inconsistent with the previous research; this may be due to students' lacking opportunities to approach "expert" advisors.
- ✓ Future research should examine participants' willingness to ask for advice from different advisors to determine the true cause (lack of intention or opportunities)

## References

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- Walker, K., Alloway, N., Dalley-Trim, L., & Patterson, A. (2006). Counsellor practices and student perspectives: Perceptions of career counselling in Australian secondary schools. Australian Journal of Career Development, 15(1), 37-45.