

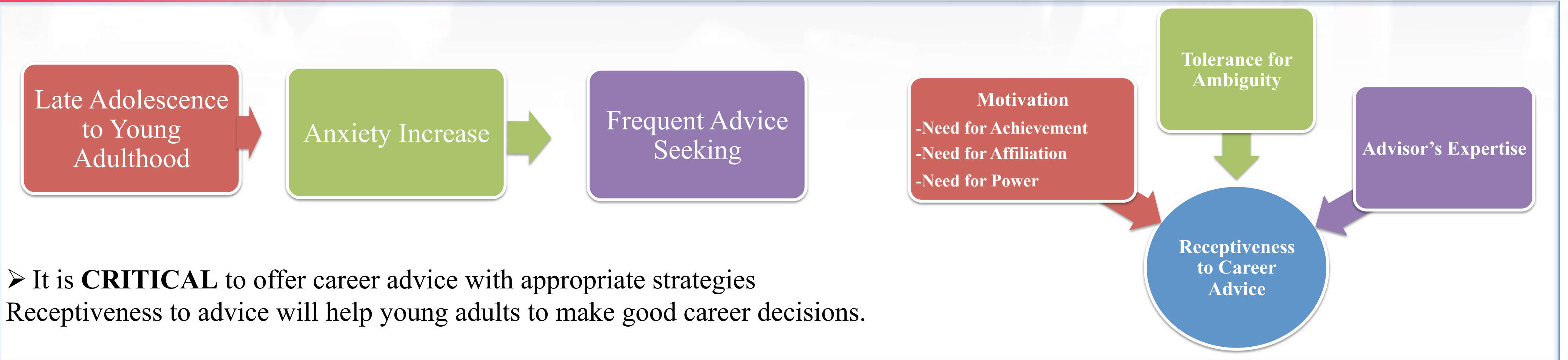
Business Students' Receptiveness to Career Advice

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“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.

— Roger Caras

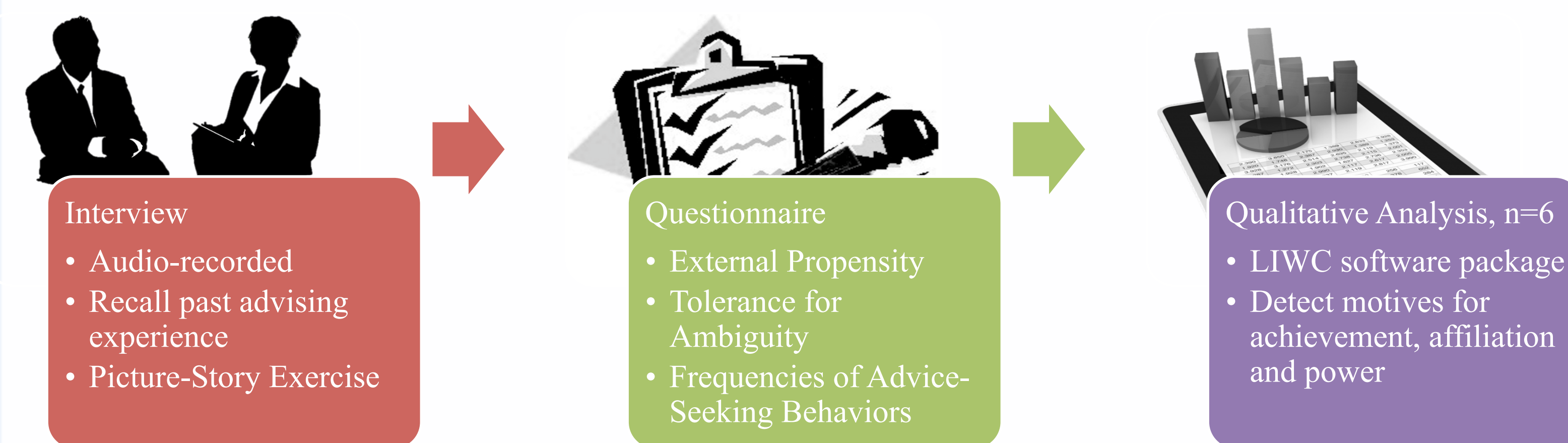
Why does it matter?



Method

• **Participants:** 28 Students (12 Females; 19 – 34 years old, average age = 25)

• **Procedure & Measures:**



LIWC

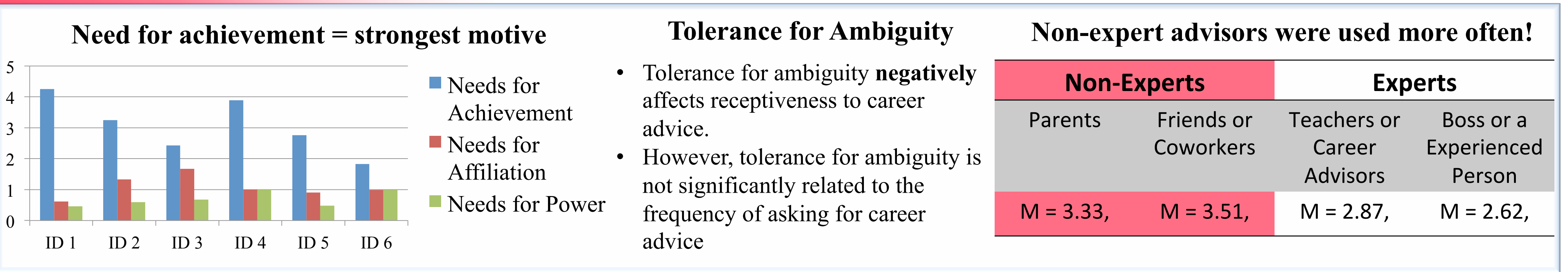
- **Linguistic Inquiry and Word Count (LIWC):** Text analysis program designed by Pennebaker and colleagues. LIWC calculates the use of different categories of words, determining the degree any text uses positive or negative emotions, self-references, and over 70 other dimensions of language

PICTURE-STORY EXERCISE



What advising experiences do these cards remind you of?

Results



Discussion

Conclusions:

1. Career advisors should build personal connections with students, so that students would be more receptive, and the advising practice would be more effective.
2. Career advisors should tailor advice to different students in order to improve advice quality.
3. 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

1. The sample size is relatively small, and only business students
 - ✓ Future research should expand the scale and scope.
2. 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.