

Also in this issue...

Study on Interests

Read about a new study that examines how well vocational interests predict prospective college major specification among high school-aged youth of color in poverty.

Kuder Tips

Get new ideas on how to use the *Kuder Post a Message* feature and how to implement Mock Interviews to teach job interview preparation.

K4A: Reaching All Adults

Find out how the new *Kuder® 4 Adults* suggests personal pathways through the system based on eight types of adult populations.

Harrington Honored by ACTE

Learn why Kuder President, Phil Harrington, was recently honored with ACTE's Friend of Career Guidance award.

Kuder in Tech Prep

Learn how the Cowlitz Wahkiakum Career Development Consortium, one local community college, and ten area high schools are finding success with their custom *Kuder® Career Planning System*.

Quick News...

- ▶ Remember John L. Holland
- ▶ Kuder Releases Tutorials
- ▶ Link to Schedule of Events

Kuder Announces Updated Career Cluster Information

Kuder, Inc. uses the [States' Career Clusters'](#) organizational system of occupational information. In this system, occupations are broadly classified under 16 career clusters. Within these 16 clusters are 79 pathways and more than 970 occupations.

In September 2008, the States' Career Clusters released some changes to this organizational system of clusters, pathways, and occupations. These changes reflect the societal changes within the U.S. and currently represent new emerging fields and occupations.

On Dec. 9, 2008, all information within the *Kuder® Career Planning System* and any other system powered by *Kuder* utilizing the 16

Career Clusters were updated to reflect those changes. The most obvious changes to users are summarized in this article.

Clusters and Pathway Changes

Business Management & Administration Cluster

- ▶ All pathway names within this cluster have changed.
- ▶ The old Marketing and Communications pathway has been eliminated.
- ▶ The old Business Financial Management and Accounting pathway has been removed from this cluster, divided, and transferred to the new Finance cluster.

(Continued on page 3)

Study Reveals Assessment's Role in Major Selection



Vocational Interests & Prospective College Majors Among Youth of Color in Poverty

**By: Matt Diemer, Ph.D.
Michigan State University**

This study examines how well vocational interests predict prospective college major specification among high school-aged youth of color in poverty. It extends previous research conducted on college-aged youth, while partially addressing the more limited scholarly attention paid to the career development and work lives of marginalized youth (Blustein, 2006).

Study Hypothesis

Greater differentiation and strength of vocational interests will predict the selection of congruent¹ college majors. This hypothesis was tested with a sample of high school students who self-identify as ethnic minorities and who attend schools in high-poverty communities.

ARTICLE HIGHLIGHTS:

- ▶ Study reveals that clarifying vocational interests appears to be useful in helping youth connect their current vocational interests to prospective college majors.
- ▶ Findings support the use of interest inventories such as the *Kuder® Career Search with Person Match* to inform college counseling professionals who work with marginalized youth.

Variables

Vocational interests were operationalized² by the differentiation and strength of youths' vocational interests. Differentiation refers to a clear pattern of high interest in certain occupations and low interest in other occupations; strength refers to the magnitude of interest in high-interest occupations (Low et al., 2005; Tracey et al., 2005). Congruent college majors were examined by the match between youths' current vocational interests and their similarity to projected college majors (c.f. Hansen & Lee, 2006).

(Continued on page 4)

Kuder® 4 Adults: Reaching the Diverse Adult Workforce Population



This article is the first in a four-part series on Kuder® 4 Adults.

**By: Catalina D'Achiardi-Ressler, Ph.D.
Kuder, Inc. Vice President of Research**

Kuder, Inc. recently announced the release of *Kuder 4 Adults (K4A)*, which was developed as a result of the high demand for a solution to help address the career planning needs of a diverse adult workforce population within an ever-changing national economy. *K4A* includes a variety of tools to help any adult through their career planning and job search process. The product includes customized features for eight different adult user populations to provide them with an enhanced experience throughout the system. These populations include:

1. Adults just out of school looking for their first full-time job.
2. Adults with work experience seeking a new or better job in their same occupation within their company.
3. Adults with work experience seeking a new or better job in their same occupation outside their company.

4. Adults with work experience wanting to explore a change to an entirely different occupation.
5. Veterans transitioning from the military to a civilian job.
6. Adults with a disability that may affect job placement.
7. Ex-offenders transitioning to the free world.
8. Retirees seeking another job or volunteer work.

Once users complete the registration process, the system suggests a personal pathway based on their selections. Each pathway includes a menu highlighting a suggested course of action for navigating the system; however, users always have access to the four steps of *K4A*: 1) Take an Assessment; 2) Make a List of Occupations; 3) Consider Education or Training; and 4) Get Ready for Job Search (Check [Kuder User News, Vol. 7, Issue 1](#) for more information on each step).

K4A is currently being used by adults in four states, and will soon be released nationwide. In an effort to increase awareness of the many features available for each user type in *K4A*, this issue of *Kuder User News* marks the beginning of a series in which we will highlight two of the eight pathways. It is our hope that this information will enable practitioners to better serve their adult populations when using *K4A*.

A Look at Two K4A Pathways: Adults Just Out of School & Retirees

Adults Just Out of School Looking for Their First Full-Time Job

In addition to the four steps of *K4A*, here is a list outlining the actions that have been customized for this population:

Find an Internship: Many students find their first full-time employment at the workplace where they complete internships. According to the National Association of Colleges and Employers (NACE), in 2007, employers extended full-time offers to 70 percent of their interns and almost 90 percent of them say that they are satisfied with those they have hired. It is for this reason we provided this additional tool where students can connect directly to MonsterTRAK's internship search engine.

Attend a Job Fair: This tool allows users to search for the nearest job fairs in their local communities. It also helps recent grads learn how to make the best out of this opportunity to seek employers.

Use Your College Alumni Association: Almost all higher education institutions have an alumni office that keeps track of their graduates. They often have a network of alumni and employers that can be a rich source of information to jump-start their job search. This tool helps recent grads search for their school's alumni office directly from our site.

Use Social Networking Sites: Social networking sites like Facebook and LinkedIn are among the most used web sites in the United States and around the world. They provide easy access to a number of "social groups" and may be a way for recent grads to introduce themselves to other professionals in their field and get advice about the job search process. This tool provides recent grads with advice on how to best make use of these sites for professional networking.

Conduct Informational Interviews: Informational interviewing can be a great way to meet potential employers and other professionals.

An informational interview is a short question-and-answer session that the recent grad can conduct with a professional currently practicing in their area of interest. This tool provides a list of questions individuals may use for informational interviewing and some tips on how to conduct such interviews.

Retirees Seeking Another Job or Volunteer Work

Beyond the four main steps of *K4A*, retirees will find the following options in their personal pathway:

Find a Full-Time Job: This tool provides retirees with five quick steps to refresh their job search skills and prepare for the process. The five steps guide users through the process of preparing a list of occupations that leverage skills from previous jobs held; creating a résumé and cover letter; reviewing their interview skills; and searching for job openings.

Identify Community Activities: Through a short exercise, this tool helps retirees identify activities that may interest them within their community.

Find Volunteer Work: This tool links the user directly to SeniorCorps, a site that helps users identify how their unique background and experience may suit organizations in need of volunteers. Through SeniorCorps, users connect with opportunities to become mentors, coaches, or companions to people in need, or contribute their job skills and expertise to community projects and organizations.

Find Part-Time or Temporary Work: This tool links users directly to PrimeCB, a search engine that helps people over the age of 50 find part-time and temporary work in their community.

Kuder Tips: Making it Fun, Interesting, & Fresh

In this issue of *Kuder User News*, we are introducing Kuder Tips to provide our readers with fun, interesting, and fresh ideas for using our products. These tips have been shared with us by our customers or identified by our staff during field training sessions. We hope you find the ideas helpful as you encourage your students or clients to plan effectively for their future education and careers using the *Kuder® Career Planning System* or custom *Kuder-powered* systems.

Tip #1: Posting Messages

With social networking and blogging sites like Facebook, MySpace, and LinkedIn taking over our virtual world, students and adults alike are checking their favorite site daily to read new threads and messages. The *Kuder Post a Message* feature can be used to keep your students or clients coming back to the *Kuder* system time and time again. This feature, which also allows you to e-mail copies of the message to individual system users and/or their parents, is available to system administrators via the *Kuder Administrative Database Management System*. Posted messages appear in the Announcements section of individual portfolios.

Traditionally, we have encouraged you to use the Post a Message feature to communicate information about upcoming college visits, scholarships, career fairs, etc. Check out these tips that some of our customers are using:

- ▶ One teacher likes to post a career-related question each Monday. For the answer, students search for it using the system and e-mail their teacher the answer. The first student to answer correctly gets extra credit points on an assignment, candy reward, etc. The teacher commented that the competition made the exercise fun and students seemed eager to log into the system each Monday to see the new question.
- ▶ Another way to use the feature is to post information on specific careers on a daily or weekly basis. One idea is to make a Top 10 or 25 List of “Interesting Careers.” Each week a new career could be posted. This idea would make individuals aware of alternative or non-traditional careers. You could ask individuals to look up a couple characteristics about the occupation

such as wage or required education. This exercise aims to break stereotypes about certain occupations and encourage career exploration. You could also try the same tip for postsecondary institutions, helping students understand all post-secondary opportunities and learn about the institutions within their state.

Tip #2: Job Interview Planning

Securing a job interview is exciting for any job seeker. They may be ready to celebrate the job prospect, but the interview preparation should start immediately. Experts say that preparing for each interview is critically important. The Job Interview Planning tool within the *Kuder* system provides information and tips on interviewing in order to help individuals with this process. Instead of only reading through the Job Interview Planning section, we suggest creating Mock Interviews to make preparing for interviews fun and realistic. Follow these suggestions to create your own Mock Interview:

- ▶ Ask individuals to pair up, one will be the interviewer and the other will be the interviewee (you can act as the interviewer if you prefer). Select an occupation and a real-life company. Using the *Kuder* system both individuals should review the occupation and the job interview tips. Individuals must also research the company. Using all of the information collected, individuals can act out an interview for the selected occupation and company, dressing appropriately and asking relevant questions. The instructor should rate the performance based on the ideas, information, and tips outlined within the Job Interview Planning section of the system.
- ▶ You can also implement a similar Mock Interview scenario as described above; however, invite your community to get involved in a Mock Interview Day. Bring in representatives from local companies to conduct interviews with your students. Students can use what they learned from reviewing the Job Interview Planning section and apply it to the mock interviews.

Look for more tips in future issues of *Kuder User News*. Want to have your ideas featured and shared with others? E-mail us your tip(s) at news@kuder.com.

Cluster Updates Integrated by Kuder

(Continued from page 1)

Marketing Cluster

- ▶ All pathway names within this cluster have changed.
- ▶ Two pathways (Distribution and Logistics and E-marketing) have been eliminated.

Finance Cluster

- ▶ All pathway names have changed within this cluster.
- ▶ New pathway of Accounting (see related change to Business Management & Administration cluster).

Information Technology Cluster

- ▶ There was one significant pathway name change: Interactive Media has changed to Web and Digital.

There were some other minor pathway name adjustments made in other clusters e.g., Health Information changed to Health Informatics. In addition, many occupations were moved under different pathways. Those are not listed here in detail, but if you are unable to find an occupation under a pathway where you used to find it, please check related pathways.

As always our customer support team will be glad to assist you. Please feel free to contact us at 877.999.6227 or support@kuder.com.

Kuder Career Search Assessment Helps Youth Connect Interests to Work

(Continued from page 1)

Participants

This study examined archival data from 1,930 youth who used the web-based *Kuder® Career Planning System*. High school juniors and seniors were selected because this is a critical period for college major specification and future-oriented exploration (Nurmi, 1991).

- ▶ Participants' mean age was 17.5. Young men comprised slightly more of the sample than young women.
- ▶ Youth who attended school in ZIP codes where the median household income fell below the federal poverty level (as defined by the U.S. Census Bureau) were selected into the study sample.
- ▶ Participants self-identified as American Indian/Alaska Native, Asian/Hawaiian/Pacific Islander, Black/African American, or Latino/a. Analyses were conducted by racial/ethnic group, given differences in the vocational interests among these groups (Kelly, 2002; Low et al., 2005).

Results

The first finding based on statistical analyses suggests that vocational interest strength and differentiation (in concert) may lead youth of color in poverty to specify college majors that are congruent with their current vocational interests. However, this model was not predictive of interest-major congruence for the American Indian/Alaska Native group. Moreover, GPA was not a significant predictor of congruence for any racial/ethnic group.

Total correct classification of interests and major-congruence was as follows:

- ▶ 67.0% (Asian/Hawaiian/Pacific Islander).
- ▶ 64.7% (Latino/a).
- ▶ 62.4% (Black/African American).
- ▶ 62.2% (American Indian/Alaska Native).

Overall, the full model correctly classified about two-thirds of the participants.

Discussion

This study demonstrates that vocational interest strength and differentiation (considered in concert) are significant predictors of interest/major congruence for samples of Asian/Hawaiian/Pacific Islander, Black/African American, and Latino/a youth in poverty. This suggests that vocational interests may help marginalized youth connect disparate phases of their work lives in a context of structural limitations (Constantine et al., 1998; Blustein, 2006).

This study also supports the use of interest inventories, the *Kuder® Career Search with Person Match* in particular, to inform college counseling and guidance professionals who work with marginalized youth. It also suggests that clarifying vocational interests may prepare youth to connect disparate aspects of their work lives by implementing their occupational self-concept in congruent educational environments. Vocational interests, and interest differentiation in particular, appear to be particularly useful in helping Asian/Hawaiian/Pacific Islander youth connect their current vocational interests to prospective college majors.

Practitioners could help high school students link current vocational interests to prospective majors, provide information regarding these majors, and help youth explore the connection of prospective majors to future work roles. Preparing youth to enter postsecondary education with a clearer sense of their vocational interests and occupational self-concepts may help them select satisfactory college majors. Tracey and Robbins (2006) suggest that high school students' interest-major congruence is predictive of college academic performance.

Summary

The results of this study suggest that vocational interests may help marginalized youth connect disparate phases of their work lives. The study also demonstrates that vocational interest strength and differentiation (considered in concert) are significant predictors of interest/major congruence among this study's sample of

high school students who self-identified as racial/ethnic minorities and who attend schools in high-poverty communities. The finding that vocational interests may help such marginalized youth connect current interests to their future work lives supports the use of interest assessments, and the *Kuder Career Search with Person Match*, in particular.

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¹Congruence refers to the relationship of degree of fit between two factors.

²In research, the term operationalized refers to how the study's variables are defined.

Kuder President Receives ACTE's Friend of Guidance Award



The Association for Career and Technical Education (ACTE), Guidance and Career Development Division, announced that Phil Harrington, president, Kuder, Inc., is this year's recipient of its prestigious Friend of Guidance award. The award was presented at a celebration luncheon held during the Association's annual conference, Dec. 4, in Charlotte, North Carolina. It is given annually, since 2000, to an individual or organization that has been instrumental in the growth and development of guidance and career development.

"We couldn't have bestowed this award on a more deserving individual," said Dr. Judy Whitaker, Vice President, Association for Career and Technical Education, Guidance and Career Development Division. "Mr. Harrington has demonstrated visionary leadership in the field of career planning and educational reform. He has helped thousands of students understand and articulate

their career dreams, and has made it possible for education policy makers to evaluate and promote their career guidance programs," added Whitaker. "By presenting this award to Mr. Harrington, ACTE recognizes his tremendous contribution to the field and is deeply appreciative of his efforts."

"I am deeply honored to receive this award," said Harrington. "ACTE is passionately dedicated to providing students with innovative, dynamic career and technical education programs that prepare them for a lifetime of success. I'm grateful for their work, and the significant impact it has on America's youth everyday."

Kuder, Inc. would also like to congratulate Ann Jordan for being honored by ACTE. Jordan was named Outstanding Career Guidance Professional. This award is presented to a career guidance professional for outstanding work in career guidance and counseling at any level from junior high school to postsecondary and adult. Jordan is the CTPD Career Development Manager for Great Oaks Institute of Technology & Career Development in Cincinnati, Ohio and has been using the *Kuder* system since 2004.

Implementing the *Kuder* System in a Tech Prep Consortium

A *Kuder* Best Practice

By: John Krause, Lower Columbia College, Longview, WA

The reauthorized Carl Perkins Career & Technical Education Act of 2006 emphasized programs of study, which begs the question of how we get students to contemplate their future, make career decisions, and select the right coursework to get them there. One way is to use the tools the students themselves prefer (internet), link activities to federal and state initiatives (career clusters and pathways, 13th year plan, senior projects, etc.), and enable students early on to begin a career planning process that will help them navigate the myriad life choices they will face in the years to come.

The *Cowlitz-Wahkiakum Career Development Consortium College and Career Planning System*, powered by *Kuder*®, was just the solution we were looking for. In 2006, one of our tech prep consortium members learned about *Kuder* at the National Career Pathways Network conference. Coincidentally, we were looking into our options for a similar system.

Lower Columbia College and the ten high schools in the *Cowlitz-Wahkiakum Career Development Consortium (CWDC)*

decided to take part in using the *Kuder* system and developing an implementation plan to improve career and educational planning for Career and Technical Education (CTE) and Tech Prep students. Plans ranged from simple (e.g., All CTE students will research postsecondary schools where college credit can be earned through Tech Prep) to comprehensive (e.g., 100 percent of students will complete all *Kuder*® assessments, research careers and colleges, and present their portfolio as part of their required senior project). Earlier this year, follow-up calls and visits were conducted with all ten schools, seven of which had completed some or all of their objectives. Most schools decided to implement the system at the freshman level and to use it for career assessment, career exploration, and financial aid resources.

We have decided to continue using the *Kuder* system based on the follow-up study and the feedback we received from consortium school counselors, which included:

- ▶ Students use the system to help design a program of study for high school and beyond.



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- ▶ Students can complete their career assessments in Spanish.
- ▶ The system helps students realize that scholarships are finally a reality for them.
- ▶ The system is available to them for a lifetime.

Our plan is to continuously develop the *Kuder* system so that it is the online career planning program of choice for all of our students, customized to provide detailed information for students pursuing workforce training options as well as those planning on transitioning directly to a four-year college or university. In short, we believe that the *Kuder* system is the solution that can serve all students.

Remembering John L. Holland

By: Donald G. Zytowski, Ed.D.
Kuder, Inc. Director of Research

John L. Holland, Ph.D. whose name is well-known to virtually anyone with an interest in career development and counseling, died recently at the age of 88.

Holland was a graduate of the University of Omaha, and in WWII served in the U.S. Army personnel classification division, administering aptitude tests. He earned his doctorate in vocational psychology from the University of Minnesota.

As a psychologist with the Veterans Administration, he developed a personality assessment consisting entirely of occupational titles. Many revisions, generated over a space of 30 or more years while Holland was employed by ACT and Johns Hopkins University, yielded the Self-Directed Search, an inventory of vocational personality types, consisting of preferences for activities and occupations, plus competencies and ability estimates.

Perhaps more important was Holland's contribution to vocational theory – finding that vocational interests could be characterized as six types arranged in a hexagon, with a corresponding arrangement

“I saw a typology of persons and occupations as a useful way to organize the massive information we have accumulated about people and jobs.”

*John L. Holland
From the Preface of
Making Vocational Choices, 3rd edition*

of occupations. Subsequent research has revealed the universality of this hexagon. Holland received the top award for this scientific achievement from the American Psychological Association in 2007. Kuder utilized Holland's six types as a basis for converting the original 10 interest scales to the six Kuder Career Clusters: Sales/Management, Outdoor/Mechanical, Business Operations, Arts/Communication, Social/Personal Services, and Science/Technical.

Holland generously made his interest assessments available to other researchers and graduate students, and authored many journal articles on his own research. Few people know that by the 1980's Holland was legally blind, but had his vision restored by a then little-known surgery. He resumed piano lessons after finishing the third edition of *Making Vocational Choices*.

Online Tutorials Now Available at www.kuder.com

Looking for additional assistance or a refresher on using the *Kuder® Career Planning System*? Kuder has released three online tutorials that provide step-by-step instructions for parts of the system. Access the brief [tutorials](#) in the [Help](#) area online at www.kuder.com.

[First Time Using the System](#)

Need help creating an account for yourself or your students/clients? Watch this tutorial to walk through the step-by-step registration process of creating a user name, password, and more.

[Taking an Assessment](#)

Want to take an assessment, but need more guidance on getting started? Check out this quick clip about selecting an assessment, entering a batch code, and completing the assessment.

[Finding Batch Codes](#)

Are you an administer trying to find your batch codes? Watch a short demo on logging into your database and locating your batch codes.

Winter Conferences & Trainings Schedule

This winter, we will be busy attending many industry conferences and conducting face-to-face training sessions across the county. We will also host various online training sessions to help you use the *Kuder* system more effectively. For more information, check out our national and state-specific [Events & Training](#) calendar online at www.kuder.com.

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We Want to Hear From YOU:

Submit your comments, article ideas, and best practices by e-mail to news@kuder.com. Selected best practices submissions are awarded \$50.



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