

## UD's Career Services

*Enhancing Career Development &  
Exploratory Learning  
Opportunities*

### **Mission Statement**

Career Services values the uniqueness of each individual and their ability to choose rewarding career paths. To explore their life calling is offered to those we serve. By providing expertise, resources, and support, we assist those we serve to maximize their liberal arts and professional studies education, and develop the highest possible level of career competency.

At the core of successful career development is self-knowledge, understanding of the world of work, job search skill development, and decision-making. Career Services is committed to providing quality services based upon this foundation.



University of Dubuque

### **Career Services**

*Enhancing Career Development &  
Exploratory Learning Opportunities*

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University of Dubuque

Office of Career Services



## **Kuder Journey**

*Enhancing the Value of  
Career Education*

Career Assessment,  
Education & Career  
Planning, and Career  
Development

Main Office: 2nd Floor of Peters  
Commons

Satellite Office: Room 105 of the UD  
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## **The Value of Career Education**

The field of career development is strong nationally, but it has also gained international attention as the importance of offering reliable career education and planning services becomes apparent with the effects of globalization. A variety of studies have shed light on the positive impact that career interventions have had on students and adults.

## **Vocational Psychology**

Vocational psychology has a rich tradition of theory development and critical, empirical evaluation of the career development process across the life span. Many years of research and multiple meta-analytic studies have found that career interventions positively impact the vocational development of students and clients.

## **Effectiveness of**

### **Career Interventions**

Meta-analyses that address the effectiveness of career interventions inform us on factors that deserve our attention in the delivery of services.

Here are the most salient:

- Those who participate in a career intervention are over two-thirds better off in their ability to express future educational and occupational goals, and their confidence about career planning, than those in control conditions.

- The effect of career interventions peak at four or five sessions and drop dramatically thereafter with a greater number of sessions.
- The goals and competencies that should be the target of career development programs include the students' ability to: (1) become aware of personal characteristics, interests, aptitudes, and skills; (2) develop an understanding of and value for the diversity of the world of work; (3) comprehend the relationship between school performance and future choices; and (4) develop a positive attitude toward the pursuit of a career and work in general.

## **National Career Development Guidelines in Support of Career Exploration**

- **Self Knowledge:** (a) Understanding the influence of a positive self-concept; (b) Development of skills to interact positively with others; (c ) Understanding the impact of growth & development.
- **Educational and Occupational Exploration:** (a) Understanding the relationship between educational achievement and career planning; (b) Understanding the need for positive attitudes toward work and learning; (c ) Development of skills to locate, evaluate, and interpret career information; (d) Development of skills to prepare to seek, obtain, maintain, and change jobs; and (e) Understanding the influence of societal needs and functions on the nature and structure of work.
- **Career Planning:** (a) Development of decision-making skills; (b) Understanding the interrelationship of life roles; (c ) Understanding the continuous changes in male/female roles; and (d) Development of skills for career planning.

## **Take An Assessment**

- **Kuder Career Search with Person Match** (time to complete 15—20 minutes, but you can save and finish later if needed). This assessment measures your career interests, it provides you 60 sets of three activities. For each set, you will be asked to indicate which of the three activities you prefer to do most, next most, and least. When finished, your interest levels will be aligned with occupations that best match your results. Jobs are divided into 16 different groups, which are called “clusters” based on the similarity of their services and products.
- **Kuder Skills Assessment** (time to complete 20—25 minutes, but you can save and finish later if needed). In this assessment, you are asked to estimate your confidence in being able to perform different tasks on each of 175 work activities. When finished, your estimated skills will be aligned with occupations that best match your results. You will also get a list of occupations that will allow you to use these skills. This assessment will measure your belief as to whether you can or could perform a skill successfully.
- **Super's Work Values Inventory** (time to complete 20—25 minutes, but you can save and finish later if needed). In this assessment, you will be presented with 72 work-related values and asked to indicate how important each is to you. When finished, your values will be aligned with occupations that best match your results. The purpose of this assessment is to help you think about what is most important to you in your job and what is likely to contribute to your career satisfaction.

## **Occupation Exploration Activities**

- List of occupations suggested by assessment results
- List of occupations by clusters and pathways
- List of occupations related to a college major
- List of occupations by Holland Code
- List of occupations by entering title or keyword
- Saved list of occupations