Measuring the Effectiveness of Career Coaching in Increasing Higher Education Students' Job Search Self-Efficacy and Job Search Behaviours

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Context of the Study

- **Employability in HE:**
- Increasing economic and political pressure on Higher Education Institutions (combination of higher fees and low economic growth) (HEA, 2012)
- In 1996 the Council for Industry and Higher Education (CIHE,1996) stated that it was a belief of most British people, most educators and most students that the role of higher education was to prepare students for work.
- Department of Education and Employment (DfEE, 1999) made enhancing the employability of students a key task for HE
- Governments-imposed employability agenda a source of tension with regard to the role of HE

Employability versus Employment

- **Employability**: "A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy" (Yorke, 2006, p. 8).

- **Employment** means a job acquisition (Lees, 2002)

- Employability and employment cannot be used interchangeably (Lees, 2002).

Role of HE Debate

- Concerns about academic autonomy and promoting anti-intellectualism (Harvey, 2000)

- Education does not develop students life long learning and professional skills needed in a workplace (De la Harpe *et al*, 2000)

- 'Education' versus 'training' debate
  - Traced back to the competence-based education and training system (CBET) formally established in October 1986

Role of HE Debate

- **EDUCATION VIEW OF EMPLOYABILITY (Harvey, 2000)**
- Empowerment of students
- Students becoming lifelong learners
- Employability as a subset of transformative lifelong learning and not the primary focus of HE
- HE needs to be transformed
- Growth mindset and self-efficacy* important for employability skills (Knight and Yorke, 2001; Dweck, 1999)

*Self-efficacy as a person's beliefs in his/her capabilities and is required for an individual to move towards his/her achievement (Bandura, 1977)

- **TRAINING VIEW OF EMPLOYABILITY**
- **(Havery, 2000; Bates, 1999)**
- Aim of HE to implement occupational competence to meet the needs of employment
- Students treated as compliant audience
- Training graduates for jobs
- Instrumental approach to HE :
  - predicting and planning for skills gaps
  - preoccupation with graduates getting jobs
  - instrumental learning typical of the mass HE
- Traditional education task-driven system promotes fixed mindsets (Dweck, 1999)

Role of HE in Enhancing Employability

EDUCATION VIEW

- To empower
- To encourage lifelong learning
- To promote independent thinking
- To increase resilience
- To develop growth mindset
- To increase self-efficacy

COACHING ROLE

Coaching in HE

UNIVERSITY of GREENWICH

- A shift in an educational approach is needed to promote students' empowerment (Harvey, 2000)
- Increasing number of universities have been providing coaching for researchers, VCs, Deans, HoDs but not for students (Vitae 2011)
- The London School of Economics (2013) provides coaching to its PhD students
- Leeds Metropolitan University has been developing The Personalised Curriculum Creation through Coaching (PC3) project. PC3 offers a framework that allows the university to incorporate coaching into the curriculum design. (PC3, 2013).

Coaching in HE

- Coaching has been confirmed as an effective learning tool (HEA, 2012; Skiffington and Zeus, 2003)
- A recent launch of the *International Journal of Mentoring and Coaching in Education* is indicative of coaching entering the educational sector
- Most sectors use coaching or some form or leadership training
- Royal Navy Leadership Academy is using coaching for all its cadets to increase their self-awareness and independent thinking

Coaching, Self-Efficacy and Employability Link

H$_1$: Coaching intervention is an effective tool in raising career self-efficacy of HE students and in increasing their job search behaviours.

H$_2$: Career self-efficacy of HE students is positively linked to their job search behaviours.

Coaching, Self-Efficacy and Employability

- ## Coaching and Self-Efficacy:
  - Multiple studies confirmed that coaching had significant positive effect on self-efficacy (Baron *et al*, 2011; Baron and Morin, 2010; Evers, Brouwers and Tomic, 2006)

- ## Self-efficacy and Employability:
  - Incorporated into employability by Knight and Yorke (2001)
  - Kumar (2007) says self-efficacy plays a significant role in students' career choices
  - Self-efficacy part of Dacre Pool and Sewell (2007) employability model
  - Zikic & Saks (2009) identified the need for research to identify what job seekers can do in order to improve their self-efficacy.

The Social Cognitive Theory: Self-Efficacy and Employability

- The SCT links self-efficacy to job seeking efforts:
  - a predictor of career behaviour (Hackett & Betz, 1981; Lent & Hackett, 1987)
  - linked to the career development process (Niles & Sowa, 1992)
  - correlated with motivation to seek or avoid career behaviours (Betz and Taylor, 2001)
  - is a mediator between personality traits and job search outcomes (Zimmerman *et al.*, 2012)
  - **one of the best predictor of job-searching behaviours (Zimmerman *et al.*, 2012; Niles and Sowa, 1992).**

Self-Efficacy and Employability Research

- Zikic & Saks (2009) identified the need for research to identify what job seekers can do in order to improve their self-efficacy.

- Van Hoye (2013) and Betz & Voyten (1997) propose that self-efficacy should be examined in further research and embraced by academic career counsellors as to its effect on individuals' job search behaviour.

Research Questions

- Is coaching effective in raising career self-efficacy of HE students?

- What aspects of career coaching relationship, are perceived by students and coaches, most effective in increasing student career self-efficacy?

- Is self-efficacy a significant factor in changing job search behaviours of HE students?

- What are the self-efficacy beliefs of HE students? Are they different for different groups of students?

Coaching and Technology

- Suggested future research areas:
  - Are online resources effective in increasing students' self-efficacy?
  - What aspects of online coaching are most effective in raising students' self-efficacy?
  - Is e-mentoring an effective coaching tool?

Types of Career Coaching

Examples of Online Resources:

increasing self-efficacy and employability through skills development

ACCO1117 Personal and professional development.
course settings ⚙

modify ⚙   ◁ ◻ **Topics**   modify ⚙

▶ **Course Home**

▼ **Skills modules**

    Thinking about your skills

    Topics

Assignments

Results

Multimedia Library

▶ **Communication Tools**

▶ **Instructor Tools & Resources**

Click on the links below to go to the activities for each topic:

Why employability?

Self-management

Teamworking

Business and customer awareness

Problem solving - this topic is not available as part of this pilot

Communication

Application of numeracy

Application of IT

Leadership - this topic is not available as part of this pilot

Getting a graduate job

MyEmployabilityLab

View All Course Materials

MyEmployabilityLab >> Business and customer awareness

		Status
🔗	Learning objectives	Not viewed
📝	Business and customer service study plan	Begin
📁	Prepare	
📁	Practice	
📁	Review	
📁	Study plan	

MyWritingLab Global

Course: Foundations of Scholarship UoG...,FINA1032
Instructor: Joanna Molyn

Home | **Study Plan** | **Gradebook**

Home > Study Plan > What is Critical Thinking?

What is Critical Thinking?

Learning Objectives

This topic will help you master the following objectives:

- Provide a definition of critical thinking.
- Understand the process of critical thinking.
- Appreciate the importance of critical thinking.

The Review Materials below will help you increase your understanding of these concepts. Then move on to the Activities section to test your knowledge.

Review Materials				
① Watch: What is Critical Thinking?	View			

Activities		Score	Sets Available	Sets Taken
② Recall	Resume		4	0
③ Apply	Resume		4	0

✳ = Required

Return to Study Plan

Watch: Critical Thinking while Reading

Watch: Critical Thinking while Reading
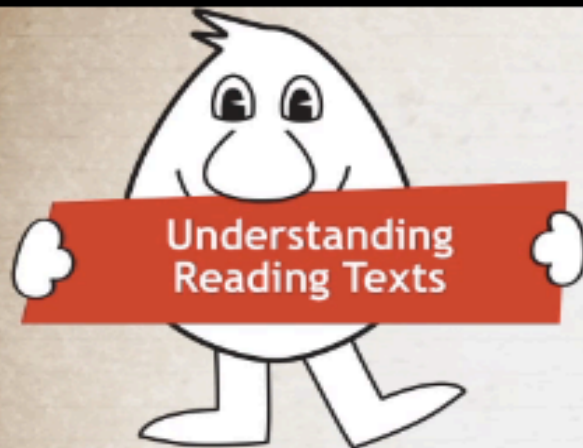
Course Home

Study Plan

Calendar

Homework and Tests

Results

Student Resources

INSTRUCTOR

Course Manager

Home Page Manager

HW & Test Manager

Study Plan Manager

Gradebook

Instructor Resources

Homework/Test Manager

| Create Assignment ▾ | 📅 Change Dates & Assign Status | ⚑ Set Prerequisites | More Assignment Tools ⇕ |

| Show All | Homework | Quizzes & Tests | Other | Chapter |

Order	Ch.	Assignment Name	Category	Assigned	Start ⏱	Due ⏱	Actions
1	1-3	Homework 1 part 1: Basic Maths	Ⓗ	✔	17/06/14 02:55	14/07/14 15:00	-- Choose -- ⇕ Go
2	4-6	Homework 1 part 2: Basic Maths	Ⓗ	✔	17/06/14 02:55	14/07/14 15:00	-- Choose -- ⇕ Go
3	29	Homework 2: Averages & Variations	Ⓗ	✔	17/06/14 02:55	14/07/14 15:00	-- Choose -- ⇕ Go
4	31	Homework 3: Correlation	Ⓗ	✔	17/06/14 02:55	14/07/14 15:00	-- Choose -- ⇕ Go
5	32	Homework 4: Simple Linear Regression	Ⓗ	✔	17/06/14 02:55	14/07/14 15:00	-- Choose -- ⇕ Go
6	30	Homework 5: Basic Probabilities	Ⓗ	✔	17/06/14 02:55	14/07/14 15:00	-- Choose -- ⇕ Go
7	28	Homework 6: Data	Ⓗ	✔	17/06/14 02:55	14/07/14 15:00	Preview ⇕ Go
8	7-10	Homework 7: Transposing a Formulae; Simplifying	Ⓗ	✔	17/06/14 02:55	14/07/14 15:00	-- Choose -- ⇕ Go
9	11, 17	Homework 8: Equations; Simultaneous Linear	Ⓗ	✔	17/06/14 02:55	14/07/14 15:00	-- Choose -- ⇕ Go
10	16-18	Homework 9: Functions	Ⓗ	✔	17/06/14 02:55	14/07/14 15:00	-- Choose -- ⇕ Go
11	12	Homework 10: Sequences & Series	Ⓗ	✔	17/06/14 02:55	14/07/14 15:00	-- Choose -- ⇕ Go

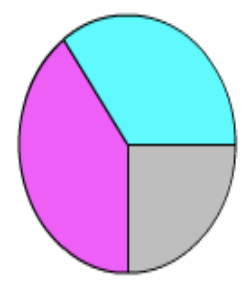Ex. Score: 0 of 1 pt   HW Score: 0% (0 of 4 pts)   0 of 4 complete

28.3.2

The composition of the zinc sulphate is 26.51% zinc, 19.83% sulphur and 53.66% oxygen. Choose the correct pie chart representation for composition of zinc sulphate.
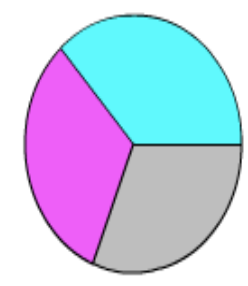
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☐ Zinc
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☐ Zinc
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☐ Oxygen

Click to select your answer, then click Check Answer.

Show completed problem

All parts showing

Clear All   Check Answer   Save

E-Mentoring?

E-Mentoring?

- ## Mentoring:
  - takes place over a longer period
  - carried out in the same company between a junior and a senior colleague (Kram and Isabella, 1985).

- ## E-mentoring for students:
  - Time and cost effective
  - Can a face-to-face contact be replaced with a software?

Scope of the Study: University of Greenwich Career Coaching

Career Coaching

- **Career-coaching**, can be defined as a coaching intervention between an employee of an organisation (a career coach) and an individual that lasts less than one year, structured in nature, scheduled on a regular basis and performance-focused (Hall, Otazo & Hollenbeck, 1999).

The Aim of the Study

- To examine the link between career coaching, career self-efficacy and job-search behaviour of Higher Education (HE) students.

- To investigate whether career coaching, used as a tool in a Higher Education context, can be effective in increasing HE students' levels of career self-efficacy and, as a result, in their job-search behaviours.

Career Coaching (Mentoring Scheme) at the UoG

- Career Coaching Scheme (CCS) established in 2013 known as Mentoring Scheme.
- The Employability Office (EO) at the Business School and the Guidance & Employability Team (GET).
- Recruitment of students via emails and workshops in May (GET) and in November (EO).
- All interested students are required to fill in an application form stating their reasons and expected benefits of career coaching.

Career Coaching (Mentoring Scheme) at the UoG

- Mentors are recruited by word of mouth and through professional contacts.
- Mentors often recommend future ones.
- Advisory Board heavily involved using professional contacts (usually via LinkedIn)
- Reaching out to the Alumni team
- No incentives offered but mentors find the scheme very rewarding

Research Design

- A quasi-experimental mixed-method approach

- Two samples: experimental and a control sample (predicted 200+ students in each sample)

- 'University of Greenwich' Business School students' population.

Expected Findings

- Career coaching increases students self-efficacy and job-seeking behaviours

- Coaching is an effective tool to be used in Higher Education to increase students' self-efficacy

- Certain aspects of career coaching are most helpful to students

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