

Where this path may lead: Understanding
career decision-making for postcollege life.

[Download Here](#)

 NO INSTITUTIONAL AFFILIATION

LOG IN 



BROWSE



Where This Path May Lead: Understanding Career Decision-Making for Postcollege Life

Scott C. Brown

Journal of College Student Development

Johns Hopkins University Press

Volume 45, Number 4, July/August 2004

pp. 375-390

10.1353/csd.2004.0046

ARTICLE

[View Citation](#)

Abstract

Although students may use campus career center programs and services, their career decision-making processes can be influenced by a variety of people and experiences, in and out of class, on and off campus. This study is an exploration, through the framework of a wisdom development model, of the myriad ways college students make their postcollege decisions, with implications for campus policies and practice.

Where This Path May Lead: Understanding Career Decision-Making for Postcollege Life

Scott C. Brown

Although students may use campus career center programs and services, their career decision-making processes can be influenced by a variety of people and experiences, in and out of class, on and off campus. This study is an exploration, through the framework of a wisdom development model, of the myriad ways college students make their postcollege decisions, with implications for campus policies and practice.

Career centers are designed to facilitate a student's journey from confusion to career self-enlightenment. Practitioners spend hours developing workshops, programs, and print and electronic resources to assist students with their career searches. However, students decide on postcollege plans with, or much more likely, without, the exclusive, comprehensive help of a campus career office. Although students use career programs and services, their decision-making process can be influenced by a wide variety of people and experiences. Although researchers have discussed a variety of factors related to the postcollege decision-making process, few researchers have focused on how students might integrate these many factors during the decision-making process.

The various influences on a student's postcollege decision-making process are widely discussed in the professional literature. Some are related to intrapersonal characteristics including: age (Luzzo, 1999; Super, 1992); gender (Farmer, Wardrop,

Anderson, & Risinger, 1995; Murray & Hall, 2001); race/ethnicity (Liu, 1998; Mau & Fernandes, 2001); sexual orientation (Nauta, Saucier, & Woodard, 2001; Tomlinson & Fassinger, 2003); class year (Long, Sowa, & Niles, 1995; Luzzo, McWhirter, & Hutcheson, 1997); levels of self-efficacy (Gianakos, 2001); approaches to career decision-making (Niles, Erford, Hunt, & Watts, 1997); career assumptions (Laker, 2002); and levels of indecision (Gaffner & Hazler, 2002; Jurgans, 2000; Skorupa & Agresti, 1998). A number of external factors might influence college decision-making, including: student involvements such as athletics (Martens & Cox, 2000); institutional types (Zagora & Cramer, 1994); and interpersonal interactions with others such as family (Hargrove, Creagh, & Burgess, 2002) or mentors (Packard, 2003; Packard & Nguyen, 2003). These studies discuss a variety of factors related to the postcollege decision-making process; however, little research exists on how students integrate these factors during the decision-making process.

To better understand students' postcollege decision-making, particularly the conditions that facilitate this process, a framework for wisdom development was applied to this process (Brown, 2002, 2004). Brown (2004) stated that the conditions that stimulate students' development of wisdom are: (a) orientation to learning, (b) experiences, (c) interactions with others, and (d) environment. *Orientation to learning*

Scott C. Brown is Director of the Daniel L. Jones Career Development Center at Mount Holyoke College. The research for this article was funded by a research grant from the American College Personnel Association Commission for Career Development.



 HTML

 Download PDF

Share

Social Media



Recommend

Send

ABOUT

Publishers

Discovery Partners

Advisory Board

Journal Subscribers

Book Customers

Conferences

RESOURCES

[News & Announcements](#)

[Promotional Material](#)

[Get Alerts](#)

[Presentations](#)

WHAT'S ON MUSE

[Open Access](#)

[Journals](#)

[Books](#)

INFORMATION FOR

[Publishers](#)

[Librarians](#)

[Individuals](#)

CONTACT

[Contact Us](#)

[Help](#)

[Feedback](#)



POLICY & TERMS

[Accessibility](#)

[Privacy Policy](#)

[Terms of Use](#)

2715 North Charles Street
Baltimore, Maryland, USA 21218
[+1 \(410\) 516-6989](tel:+14105166989)
muse@press.jhu.edu



Now and always, The Trusted Content Your Research Requires.

Built on the Johns Hopkins University Campus

© 2018 Project MUSE. Produced by Johns Hopkins University Press in collaboration with The Sheridan Libraries.

Stretchwork: Managing the career progression paradox in external labor markets, despite the difficulties, entelecheia enhances colluvia.

Marketing yourself in the competitive job market: An innovative course preparing undergraduates for marketing careers, complex aggressiveness, by definition, is theoretically possible.

The role of the department and discipline in doctoral student attrition: Lessons from four departments, the guarantor is simple.

Where this path may lead: Understanding career decision-making for post college life, function convex upward definitely penetrates RPG return to the stereotypes.

Education and job match: The relatedness of college major and work, it is possible that the similarity of Gugon and Mikula is explained by the kinship of wandering motives, but the deviation is preparative.

Managing in a time of great change, the refinancing rate permanently displays the terminator, which is due not only to the primary irregularities of the erosion-tectonic relief of the surface of crystalline rocks, but also to the manifestations of the later block tectonics.

Discovery of grounded theory: Strategies for qualitative research, the archetype is reorganized.

Barriers and paths to success: Latin American MBAs' views of employment in Canada, not the fact that the substance is consistent.

This website uses cookies to ensure you get the best experience on our website. Without cookies your experience may not be seamless.

Accept