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CNS 743 Career Development & Counseling

Assignment 4.1: Career Autobiography, Part 2

Due 11/06/2016

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Introduction

The primary tenants of Social Cognitive Career Theory (SCCT) include self-efficacy, outcome expectations, and personal goals. Self-efficacy is defined as one's beliefs in one's ability to perform an action or task. Self-efficacy is developed through one's past experiences including one's personal achievements and failures, vicarious learning, and social interactions (Niles & Bowsbey, 2016, p.73). Individuals move towards career fields that they feel confident they can develop the needed skills in and move away from those occupations where they lack confidence in their ability to develop the needed skills. Outcome expectations is what one believes will happen if a task or action is performed. This is influenced by direct or vicarious experiences and what is perceived to be the results of those experiences (Niles & Bowsbey, 2016, p.73). Personal goals include the decision to act or plan for the future. These three tenants interact along with our unique personal attributes, factors that include our culture, gender-role socialization, and family, and our unique learning experience.

Personal Inputs and Contextual Factors

When I was young, I was academically gifted and I loved to read. I often played school with my sisters and friends, with me being the teacher. My dad worked for NASA and my family placed a strong emphasis on education and learning. I was raised to question everything and to seek the answers myself and I was positively reinforced when I performed well in school and did my own research to satisfy my personal curiosity. I volunteered as a reading tutor in elementary school and I continued this activity until I graduated high school.

At every job I've ever held, I have eventually become one of the trainers. I excelled in showing new employees the ropes, particularly the individuals that others found difficult to train. Working as the phlebotomy trainer, I also worked with the students completing their phlebotomy

clinical rotations. Additionally, I was very good at working with patients who were particularly challenging in regards to their personality or mental states. Working as a trainer in this capacity was rewarding intrinsically and I usually received a monetary compensation as well.

Self-efficacy beliefs

When I was young, I believed I was smart and there was not a subject I did not want to master. I even took extra science classes as electives because they were interesting and I was encouraged by my family, friends, and teachers to follow these interests. When I got to college, this changed when I didn't do as well in Chemistry and my professor told me that I did not deserve to get a degree in Science if I couldn't pass her "weed-out" course. This led to premature foreclosure on many occupational options (Niles & Bowsbey, 2016) in which I stopped looking for work that required an education for a few years. Eventually, I was encouraged to go back and finish school, which I did in 2007 after many changes of major and a lot of soul searching.

Shortly after receiving my degree, I began working as an adjunct instructor, which allowed me to overcome my doubts regarding my ability to switch careers. I finally believed in myself again and was ready to accept when I was offered what is now my current position as the Full-Time Instructor and Program Manager of the Phlebotomy Program was offered. After almost a decade working in education along with the completion of my first Master's degree, I now feel quite confident in my ability to learn new skills and make yet another career change.

Personal Goal and Action

As I get older, my priorities have evolved from wanting to simply make enough money pay the bills to wanting more control over my schedule so I can spend more time with my family and I also want the company I work for to share my values and passions. I want the option be

my own boss, which I can't do as a phlebotomist or educator, but I can as a counselor. I want to help people while also making enough money to support my family *and* pay back my student loans. I have already taken action to meet my goals and continue to do so. I have excelled in my current position, achieving tenure two years ago, and I am currently enrolled in this Master's program with the intention to graduate, get licensed, and make the career switch all before my 40th birthday!

Reference

Niles, S. G., & Harris-Bowlsbey, J. H. (2016). Career development interventions (5th ed.). Upper Saddle River, NJ: Pearson/Merrill.