CHAPTER 1

Encouraging Student Development Through Student Employment

Arthur W. Chickering, Inez Frank, and Vicki Robinson

Learning without thought is labor lost; thought without learning is perilous.
Confucius

Learning is not attained by chance, it must be sought for with ardor and attended to with diligence.
Abigail Adams in a letter to John Quincy Adams, May 8, 1780

This article examines the relationship between student employment and student development. Exploring the stages of ego development as defined by Loevinger et al., (cited in Weathersby, 1981), helps illuminate the educational motives that emerge from conscious student preoccupations at each stage. This analysis suggests a conceptual framework concerning relationships among learning styles, employment settings, and student/employer roles that are most stage-appropriate. In this context, as in others, a critical mix of support and challenge (Sanford, 1962) is necessary for planned growth and personal development.

In addition, the issues and implications for student employment administrators, work supervisors, and college liaisons are addressed, and recommendations are offered for assessing students and selecting placements. Job requirements to yield the greatest growth in student development are described. A close examination of developmental needs can help create employment programs that respond to students’ individual differences.

Introduction and Definitions

Research supports the view that most students enter college with superficial “pseudo-plans” for careers heavily influenced by family expectations and that these “plans” are quickly dashed (Blocher & Rapoza, 1981). The rich opportunities for experiential learning at our educational institutions then become the crucibles in which vocational development occurs. Changes in values, social perspective, intellectual interests, and long-range goals, occurring normally in college students, seem to result in marked progress in career identification and planning. The key vocational developmental task for students is the reconciling of self-perceptions with perceptions of work and workers (Blocher & Rapoza, 1981).

Experiential learning is defined as learning that takes place when changes in beliefs, feelings, knowledge, or skills result from participation in a life event (Chickering, 1976). Duley and Gordon (cited in Duley, 1981) identify a typology of field experience programs sponsored by educational institutions. An excerpt of this typology follows:
Work Experience (Cooperative Education)

The National Commission for Cooperative Education has provided the following definition for cooperative education:

that education plan which integrates classroom experience and practical work experience in industrial, business, government, or service-type work situations in the community. The work experience constitutes a regular and essential element in the educative process, and some minimum amount of work experience and minimum standard of successful performance on the job are included in the requirements of the institution for a degree. (The National Commission for Cooperative Education, 1971, p. 3)

Professional Training

A student serves in assigned responsibilities under the supervision of a professional in the field of education, medicine, law, social work, nursing, or ministry, putting the theory learned into practice, gaining skills in the profession, and being evaluated by his or her supervisor.

Service-Learning Internship

Sigmond (1972) offers the following definition of service-learning:

Service-learning has been defined as the integration of the accomplishment of a task which meets human need with conscious educational growth. A service-learning internship is designed to provide students responsibility to meet a public need and a significant learning experience within a public or private institution for a specified period of time, usually ten to fifteen weeks. (p. 2)

Field Research/Participation in the Arts

A student undertakes an independent or group research project in the field under the supervision of a faculty member, applying the concepts and methods of an academic discipline such as geology, archaeology, geography, or sociology. Participating in either the performing or graphic arts under the guidance of a qualified professional is similar for a student in the arts to field research for students in the sciences.

Personal Growth and Development

A student undertakes a program in an off-campus setting that is designed to further his or her personal growth and development, such as the wilderness survival programs of the Outward Bound Schools, an apprenticeship to an artist or a craftsman, residence in a house of a religious order for the development of his or her spiritual life, or participation in an established group psychological or human relations program.

Cross-Cultural Experiences

A student involves himself or herself in another culture or subculture of his or her own society in a deep and significant way, either as a temporary member of a family, a worker in that society, or a volunteer in a social agency, with the intention, as a participant observer, of learning as much as possible about that culture and his or her own.

The goal of these out-of-classroom and typically off-campus learning activities is to help students achieve the following: (a) to convert theory into practice or develop the skills needed; (b) to apply, synthesize, and assess information; (c) to acquire knowledge; (d) to possess and develop specific skills; (e) to make progress in values clarification, self-awareness, self-confidence, and independence; (f) to learn how to learn independently; (g) to explore careers skillfully; and (h) to become active and responsible citizens.

A range of learning styles can be viewed across these different programs, influenced by student motivation arising out of each developmental stage. Work affects people’s values, self-concept, orientation to social reality, and intellectual functioning. Job satisfaction is only one of the psychological consequences of work. The lessons of work are generalized to other non-occupational realms (Kohn, 1980). The dynamic relationship between work and psychological functioning is inherently reciprocal. It is a self-perpetuating and reinforcing process, throughout adult life, whereby the work conditions...
encountered both mold personality and in turn are shaped by behavior. Laramee (cited in Roark, 1983) states that for work experience to influence personal growth, the work environment must provide for certain conditions. These are opportunities for (a) inquiry, dialogue, personal respect, and interest; (b) accepting progressive levels of responsibility; (c) assuming responsibility for their own welfare and that of others; and (d) coping with stress and increasing job complexity. The last is defined as the degree to which the work requires thought and independent judgement.

Let us now examine the four major types of student employment programs in light of ego development. It is important to remember that each program is uniquely useful and designed to meet the particular needs of any student:

1. **College Work-Study (CWS)—(Title V of the Higher Education Act)**—is awarded to students who have demonstrated financial need and meet eligibility requirements. Its purpose is to provide students with an opportunity to work at part-time jobs to help meet educational costs rather than incur heavy financial indebtedness. Students usually work in paid, on-campus jobs or at nearby non-profit agencies. (For more information on each program see Lutz, 1985.) Salaries are partially subsidized by the federal government while the remainder is paid by the employer. Jobs range from basic services to more advanced positions.

2. **Job Location and Development (JLD)**—is a program created to encourage the expansion of off-campus employment opportunities for students regardless of financial need. The service is free to both students and employers. Job complexity covers the full range of possibilities. Funding for the service is partially derived from the College Work-Study Program.

3. **Cooperative Education** (Title VIII of the Higher Education Act)—is an academic program which offers paid, professional, and progressively responsible, off-campus, salaried work experience for students wishing to confirm or to explore career choices in a pragmatic way. Learning objectives are frequently delineated. Progress indicators and evaluation are typically negotiated among the student, employer, and liaison at the outset and are held throughout. Students can choose from a variety of work schedules including full-time and part-time. Credit may or may not accrue depending upon institutional mandate. This program is used as a major recruiting tool by both private sector companies and federal agencies.

4. **Internships**—are designed to give students a chance to work in pre-professional positions while still in school. Most interns work off-campus, usually for short time spans, such as a semester, a summer, or during holiday intercessions. Students under this program develop skills related to academic goals. The academic department and employer develop the internship which is almost always credit-bearing.

### Stages of Ego Development

Let us now move into a brief examination of Loevinger’s developmental stage theory, with emphasis on student motivation as a catalyst for involvement and progress through the life cycle. Within higher education, Loevinger’s stages of ego development provide a particularly useful framework for considering the potential impact on student development of student employment. The term ego development refers to a sequence of interrelated patterns of cognitive, interpersonal, and ethical development that form unified, successive, and hierarchical world views (Weathersby, 1981). An individual’s ego stage becomes a framework for experiencing, so that learning is selectively assimilated into one’s own cognitive, interpersonal, and motivational patterns. Each stage has its own logic and builds on the elements of the preceding stage, forming a sequential pattern of development along a continuum. According to Weathersby (1981), the stages of ego development reflect distinct views of the meaning and value of education plus characteristic styles of coping with lifelong learning. Having a knowledge of ego development provides educators with a “map for growth” (Weathersby, 1981, p. 65) which
enables them to read and respond to the needs of their students effectively.

To summarize the hierarchical stages, the salient elements are:

1. **Self-Protective**—students think in stereotypes, are concerned with manipulating people and situations, externalize blame to other people/circumstances, respond to external authority.

2. **Conformist**—students are concerned with social acceptability and maintaining appearances, conform to societal norms and respond to external rules, focus on general group characteristics versus individual differences.

3. **Conscientious**—students are concerned with achieving competence and developing skills in personal problem-solving, show increased ability to meet societal responsibilities, possess more differentiated self-understanding.

4. **Autonomous**—students demonstrate a deeper understanding of self and the world as a whole, appreciate life’s complexities and paradoxes, are concerned with self-fulfillment.

According to research by Loevinger and others (cited in Weathersby, 1981), the Conformist stage characterizes the developmental level of most traditional-age college students during their first two years of college. Typically, these individuals make the transition through the Self-Aware level of the Conformist stage though generally not beyond the Conscientious stage, resulting in a heightened awareness of their own inner feelings and perception of multiple possibilities in various situations.

The challenge to administrators, counselors, and faculty is to be aware of and responsive to the relationship between students’ issues and needs vis-à-vis different types of work experiences and the stages of ego development. At each stage, students have different capabilities for developing educational goals, using the structure of a particular program, and forming relationships with faculty and peers. Recognizing this fact, student employment practitioners can play a significant role in defining ego-stage appropriate work situations which correspond to the student’s current stage of development and provide structured opportunities to make a transition to the next stage.

**Hypothetical Relationships Between Ego Development Stages and Student Work Experiences**

To identify the myriad components of a particular type of work experience is a complex task. In Table 1, we have constructed a hypothetical framework consisting of four major elements which are correlated with each stage of ego development. Table 1 aims to show how motives for working, the employer’s role, student’s job responsibilities, and the type of work setting can be linked to the various developmental stages.

While the majority of students enter college at the Conformist stage, those individuals at the Self-Protective stage may need the particular attention of student personnel practitioners in handling their adjustment to a college environment. According to Table 1, these students will probably be receptive to and benefit from work situations in which the employer is an authority figure who teaches specific tasks, prescribes clear parameters for the job, and provides correction-oriented supervision. The student will frequently see work as a necessity providing financial remuneration and little else in terms of emotional satisfaction. A job is something to be acquired as easily and quickly as possible. Challenges, career assets, and learning paths are all incidental to the primary motive—to get money to satisfy immediate needs. This student has neither the desire nor the energy to pursue a position that requires an extensive application and interview process. Regular hours, acceptable wages, clearly stated tasks that are well-defined and prioritized, an authority-figure supervisor available for questions and to correct mistakes—these are the requirements for the student in a self-protective mode. Meaning accrues on the job, strengths and weaknesses are unearthed, preferences emerge, increasing job complexity is tolerated and even at times welcomed. However, this is a growth process that
Table 1
*Developmental Differences and Work Setting Dynamics*

<table>
<thead>
<tr>
<th>Ego Development</th>
<th>Motive for Work</th>
<th>Type of Work Setting</th>
<th>Job Characteristics</th>
<th>Employer (Supervisor Role)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-protective</td>
<td>To earn money to satisfy immediate needs. “How much does it pay?”</td>
<td>Part-time, including: food service, clerical, seasonal/summer retail, manual labor, other service occupations</td>
<td>To learn specific tasks, understand the immediate work environment, learn to be a “worker.”</td>
<td>To teach tasks, to prescribe parameters, to supervise through correcting performance.</td>
</tr>
<tr>
<td>Conformist</td>
<td>To prove competency to others, enhance credentials, increase marketability—“How will it look on my resume?”</td>
<td>Part-time career related, co-op, internships including: • Business • Government • Laboratories • Social Service organizations</td>
<td>To enhance repertoire of skills, realize place within the organization.</td>
<td>To shape student as worker through screening and communicating expectations and goals. Provide feedback through formal evaluation process.</td>
</tr>
<tr>
<td>Conscientious</td>
<td>To increase competency and meet social obligations. Desire to apply theoretical knowledge to “real world” experiences. Build a positive reputation. “What can I contribute?”</td>
<td>• Internships • Co-op • Part-time career-related</td>
<td>To develop an understanding of the organization’s needs and to become a significant contributor.</td>
<td>To coach and challenge the student in order to fine-tune worker capabilities. Wean student from dependency on supervisor. Encourage co-workers as resources.</td>
</tr>
<tr>
<td>Autonomous</td>
<td>To learn more about oneself, to integrate personal knowledge in a uniquely meaningful way, to engage in the discovery process for its own ends. “What can I learn?”</td>
<td>• Fellowships • Independent Study</td>
<td>To initiate the learning process, to absorb and synthesize information and utilize for one’s own edification.</td>
<td>To foster autonomy and provide the resources to be used by the student. To stimulate professionalism and insight.</td>
</tr>
</tbody>
</table>
takes time to unfold. Because the primary motive for working at this stage is gratification of immediate needs (e.g., earning spending money), various part-time and college work-study settings are probably optimal.

Consider the experience of this 19 year-old student with an undeclared major:

I knew I needed to work part-time during the school year to help pay for expenses and give me some extra spending money. So I talked to some of my friends, looked in the paper, and went to the student employment office at my university. There were lots of part-time jobs listed. I decided to take a sales position at a large department store in the mall near my home. I work one weekend day and one night a week. They completely trained me, and now I'm on the floor working the register, preparing merchandise, and helping customers with problems. It fits my needs perfectly at this time.

As students make the transition to the Conformist stage, there is a distinct shift in motivation for seeking employment. Concerned with proving their competency to others, students will probably prosper in work situations that meet their need to enhance their credentials and increase their marketability. In addition to a growing repertoire of skills, students at the Conformist stage will develop a sense of loyalty and organizational perspective. The employer's participation in this process becomes essential as expectations and goals are communicated and feedback is given to the student.

Consider the experience of a management major (age 21) who is employed as a customer service representative by a large utility company through their co-op program. The company offers a well-structured training program and carefully selects co-op supervisors who can communicate clear expectations, be available as resources, and provide valuable feedback on the student's performance. As a result, the student feels that:

I have learned a great deal about electricity and how it works. I have more confidence in working with customers. I’ve improved in my time management. It’s important to do a job right even if it may take extra time. I’ve gained insight into my job by watching and listening to fellow employees and by asking questions and researching different manuals provided by the organization. My supervisor has worked with co-op students before and understands my position well.

The student's comments reflect his concern with enhancing and proving his competency while gaining substantive knowledge about the actual working of the organization. Simultaneously, shaping the student as a worker within a particular occupation and a given organization is central to the employer's role. As a result, part-time career-related jobs, initial cooperative education experiences, and internships can be instrumental in fostering student development at the Conformist stage.

At the Conscientious stage the student's motive for work is to achieve competence and to meet social responsibilities. There is a desire to add depth and dimension to academic studies, to learn in multiple settings, and to apply knowledge gleaned in the classroom. There is a greater impetus to test and explore career choices and to become more seasoned and graceful in assuming a variety of roles and responsibilities. A sense of urgency is seen by the practitioner. These students want to get on with the business of refining their knowledge and the skills they possess. They have a wish to be tested and validated. Propelled by their growing self-confidence and eagerness for adventures on the job, they seek experiences that will guide them into the future one where they are further accomplished and significant contributors. This stage is characterized by the acquisition of knowledge for the purpose of doing work and performing social functions more competently.

Consider the experience of an electrical engineering major employed as a technical trainee in a federal government agency. He states:

Through the job I have gained general knowledge on radar systems, the components to being a good analyst, and communication skills that are vital to one's career.
My experience has exceeded my expectations. I am very pleased with the amount of responsibility and work that was given to me. My immediate supervisor, being a previous co-op student himself, understood my position and was very helpful and open when I had questions or needed advice.

The student comments enthusiastically on the excellence of his experience in terms of acquiring skill and expertise. He credits his employment with enhancing his academic experience by "providing me professional skills and qualities that are otherwise unobtainable in the classroom."

The employer's role at the Conscientious stage is to coach and challenge the student worker—to model and applaud successful behavior. At this stage, the employer can be viewed as fine-tuning worker capabilities, helping the student to become aware of approximations of achievement. At the same time, the employer becomes less primary, helping the student perceive colleagues as significantly helpful resources, thereby fostering greater autonomy.

The employer acts as a facilitator to help the student confront paradoxes, and to appreciate meaningful differences and nuances. The employer fosters professionalism and insight. For the student, self-initiation of learning is primary.

An example of this kind of motivation and learning is exemplified in the words of a 23-year-old co-op student who described the importance of his work/learning experience as follows:

The amount of learning that's taken place and the knowledge I've acquired have been incredible. I have been encouraged by my supervisor to make decisions which have fostered my independence, and this has been a prime motivator for me. But the biggest challenge I was seeking was simply being able to learn from my supervisor, my co-workers, from the environment. And the most meaningful insights I've had reflect what I've learned about myself and how I've grown as a person.

Standing on the brink of the Autonomous stage, this mature young man described the value of his co-op experience in terms of its impact on many facets of his life and his deep appreciation of learning for the sake of learning. At the Autonomous stage, one moves beyond the "expert" status by seeking new experiences, hoping to reach new levels and to develop new paradigms. Optimal settings for this ego stage include independent study courses and fellowships.

**Issues and Implications**

Now let's turn to issues that confront all student employment professionals—assessing students and evaluating the learning from each role perspective. Posing central questions lets us construct models that address the dynamics and rewards of varied employment programs. The importance of attempting to match the student's developmental stage with an appropriate work placement cannot be overemphasized.

The student's level of developmental readiness, the degree of responsibility associated with the job, the amount and kind of support offered by the supervisor, and the structure inherent in the position will be deciding factors that lead to recruitment and selection for different types of employment and learning. As student employment professionals we are in a unique position to render a match between the employer and job
seeker. Through awareness of the student’s growth stage and the employer’s stated needs, an appropriate context can be recommended, one that will promote learning and preparation for future growth.

The three-part questionnaire in the Appendix to this chapter should yield information valuable to all parties but is especially meaningful for the student employment professional who will try to effect the most desirable match between the student’s ego stage and employment. This is not a comprehensive list of all pertinent questions. The individuals one works with will dictate other possible areas for exploration. As each student is different, so each setting has its own attributes and requirements. Therefore, there is a need to know what the agency or company does, its size, mission, product or service, the nature of the supervision, and location. A complete and thorough position description covering salient responsibilities, functions, knowledge required, and task complexities is essential for review by both the employment practitioner and the inquiring student. The size of the institution and amount of financial resources committed to its student employment programs will also partially dictate the attention given to students seeking part-time, part-time career-related, summer, co-op and/or internship possibilities. The school that offers a full range of employment alternatives is cognizant, in a proactive way, of the significant individual differences of its students and their resultant need for differing resources. Finally, after thorough discussion with the student and the employer, the administrator must synthesize this information.

As liaisons between the student and employer, it is the responsibility of student employment administrators and faculty to create matches which offer support and challenge to students. Our task is to foster the personal and professional growth of these individuals. Using the construct of ego development as a map for charting the various developmental steps can increase our appreciation of differences among students. As a result, we are more likely to communicate effectively and offer appropriate responses which promote the student’s growth (Weathersby, 1981).

The concept of effective communication incorporates a number of key elements including that of “clear expectations.” To make decisions about employment programs that best meet their needs, both students and employers need to clearly understand the parameters of the different programs available to them. Providing written guidelines and, when appropriate, work agreements, which outline the commitment of the employer, student, and institution, can effectively present the liaison’s expectations. However, offering objective programmatic requirements is not enough. There must be opportunities for student employment liaisons to develop a dialogue with students which helps both parties to share important information about expectations, needs, and opportunities.

**Challenge and Support**

At George Mason University, we have discovered that the cornerstone of successful student employment programs is frequent personal communication with students. Through screening and information sessions, program orientations, individual student/coordinator appointments, and prework seminars, we not only facilitate students’ awareness of various employment options but offer them support and challenge in their vocational decision making. In addition, our Cooperative Education Program coordinators conduct on-site visits with students and supervisors each work period. During these visits the coordinator assesses the quality and appropriateness of the work/learning experience, encourages shared feedback between the student and supervisor, facilitates problem resolution when necessary, and fosters a close working relationship between the employer and the university. During the visit, students are challenged to discuss the substance and quality of the work experience as well as the nature of their own professional growth.

With credit-bearing co-op programs and internships, faculty help students define their goals for a work/learning opportunity through the shared experience of developing a learning contract. They frequently conduct site visits and play an instrumental role in students’ professional development through classes that specifically support and supplement an
internship or practicum experience. Being cognizant of the different stage of ego development and the attendant student-teacher relationships (Chickering, 1976) enhances the ability of faculty liaisons to help students identify their own motives and educational and vocational needs.

Evaluation

To evaluate work and learning experiences, four questions need to be addressed: (a) Who is being evaluated? (b) Who is performing the evaluation? (c) How is this information shared? (d) How is this information used? For the first two queries, it is tempting to reply simply that the student is being evaluated by the employer. However, student employment programs provide a uniquely dynamic triad between the employer, the student, and the institution. Each constituency has its expectations and makes a contribution to the relative success of the work experience with one of many goals being the educational and vocational development of the student. It is, therefore, essential that all three groups be involved in the evaluation and feedback loop.

Through the use of written evaluations, on-site visits, and post-work seminars, students are able to recommend alterations to their work situations. Students should also be solicited for feedback about programmatic changes. Having various forums for giving feedback, students tend to develop commitment to the employer and to the program. They also take responsibility for initiating change within these organizations since they are empowered with a sense of control over their environment(s). In addition, it is preferable for students to receive feedback from their supervisors more than once during the work period. A typical feedback format could include (a) an oral assessment of the student's performance immediately following the initial two to three weeks of work; (b) a written evaluation (format provided by the institution, the employer, or both) after completion of the first half of the work assignment; and (c) an exit interview in which both the supervisor and student share their evaluations of the work experience and discuss desired changes in the student's position, if appropriate. Direct, open, two-way communication tends to engender commitment, participation, and greater self-awareness for everyone involved.

In the same vein, on-site visits and employer appraisals provide the institution with highly useful information about the student's academic readiness. Information shared with the employment program administrator can also enhance policies and procedures. Employer-faculty roundtable discussions and advisory boards also promote a valuable exchange of information. Specifically, an advisory board provides an excellent forum for identifying and addressing issues related to the effective operation of a particular employment program. Comprised ideally of six to twelve individuals, the board should include faculty, administrators, student representatives, and employers who are actively involved with the institution. Some typical goals and responsibilities of the board members might include the following:

- Providing advice/support and making recommendations about the operations and needs of the employment program
- Discussing student employment issues which are germane to the program
- Serving as advocates within the community-at-large to actively promote the program thereby enhancing its visibility and subsequent use by students and employers.

Roundtable discussions among faculty, employers, and students also offer all constituencies an opportunity to address such topics as:

- The compatibility between a given curriculum and the skills/knowledge actually required to perform certain jobs
- How the institution is preparing students for the world-of-work through student development experiences as well as course offerings
- The students' feedback on learning within the classroom and the work place.
While institutions and employing organizations necessarily have to operate within certain privacy constraints, information provided through mutual evaluation can still be used to improve and strengthen existing programs and work experiences.

To optimize the value of employer and faculty feedback to the student, it is useful to consider Chickering's model of stage-appropriate method of evaluation (1976) in which the judgements move from external to internal. To summarize:

1. **Self-protective stage**—evaluation by supervisor and faculty member alone

2. **Conformist**—evaluation by supervisor; can include input from peers or other "significant" workers as student moves through stage

3. **Conscientious**—evaluation by the system at-large as in standardized appraisal formats

4. **Autonomous**—evaluation by all sources with an emphasis on student self-evaluation.

By recognizing developmental differences in students' motives for working, supervisors and faculty can offer feedback in a manner that corresponds to the students' needs and orientations. It is important to consider students' objectivity for seeking employment in terms of such issues as their concern for maximum personal growth or personal comfort, their risk-taking ability, and the energy they are willing to commit to an employment experience. By understanding the student's position on these issues at the outset, faculty and supervisors can determine the appropriate process and content for meaningful feedback. For instance, the weight given to self versus employer evaluation will differ significantly depending on the student's stage of ego development. An individual at the Conformist stage will provide evaluation of his/her performance which tends to reflect consistency with organizational norms while self-evaluation at the Autonomous stage will be characterized by introspection.

Finding ways of getting employers to invest in a student development feedback model represents an important challenge to student employment administrators. We believe that it is essential to educate employers about the benefits of stage appropriate evaluation. These benefits include enhanced work performance by the student, effective communication between student and supervisor, greater motivation and organizational loyalty, and student progress on moving to the next level of ego development. Work agreements, learning contracts, employer briefing sessions, evaluation forms, and site visits serve as tools to be used with employers in this important educational process.

**Conclusion**

How a college responds to differences in motivation and approaches to learning deriving from variations in ego development will significantly influence the educational and developmental outcome for each learner/worker.

Weathersby (1981) states that any experience that brings awareness to one's real preferences, abiding interests and strengths helps to establish sound ego identity. Truly, this seems to be the mission, albeit many times unstated, of teaching institutions. We believe that knowledge of developmental issues can help educators to react and respond to their students effectively. Recognition of significant individual differences is a first important step.

We advocate learning through job tasks that are congruent with the developmental readiness of each student. Toward this end we need a more conscious use of educational work settings. A broadly conceived range of a variety of employment options should be available to the professional who works closely with students seeking new experiences and new roles. By recognizing the developmental differences in students' motives and orientations we can develop systematic evaluation practices, and provide guidance to employers to do the same, that best serve learners at their respective levels of development.
References


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**Arthur W. Chickering**

Arthur Chickering is a Professor of Leadership and Human Development at George Mason University. After taking a bachelor's degree in modern comparative literature from Wesleyan University, Middletown, Connecticut, Dr. Chickering received a Master's degree in teaching English from the Graduate School of Education, Harvard University, Cambridge, Massachusetts. He completed his Ph.D. degree in school psychology at Columbia University, Teachers College, New York City. An expert on educational practices, college environments, and student development, Dr. Chickering has received many honors. His book *Education and Identity* received the 1969 award from the American Council on Education for its outstanding contribution to higher education. He has served on the editorial boards of the *Journal of Higher Education*, *The Journal of Higher Education Management*, and the *Continuing Higher Education Review*.

**Inez Frank**

Inez Frank earned her M.Ed. in Counseling and Personnel Services at the University of Maryland, College Park, where for six years she directed the Job Referral Service, a student employment program. Since 1987 she has coordinated the Cooperative Education Program for technical majors at George Mason University in Fairfax, Virginia.

**Vicki Robinson**

Vicki Robinson directs the Cooperative Education Program at George Mason University where co-op is an integrated part of the Career Development Center. Ms. Robinson has a bachelor's degree in English Literature from the State University of New York in Binghamton and a master's degree in College Counseling and Student Personnel from Northeastern University. With eleven years experience in career counseling and student placement, Ms. Robinson has worked at Florida International University, Miami-Dade Community College, and George Mason University. In 1980, she joined the Career Services Staff at George Mason as the Cooperative Education Coordinator for liberal arts students, and became director of the program in 1982.
Appendix:

Frank/Robinson Employment Readiness Survey

Questions for the Student

1. What is your year in school?

2. Have you declared a major and if so, what is it?

3. What is your level of coursework, especially within your major? Which courses do you enjoy most? Why?

4. What is your degree of financial need? Are you presently receiving an aid package?

5. Are you a commuter or resident on-campus?

6. Do you have a car or access to reliable public transportation?

7. What extracurricular activities and interests are you pursuing?

8. What are your present career goals? (NOTE: How articulate is the student in describing these?)

9. How motivated are you? For example, why do you want a co-op job?

10. What is your present level of commitment/stamina/persistence vis a vis doing job research, negotiating the application process, interviewing, and general follow-through?

11. Who referred you?
   a) a friend/colleague
   b) parent or other family member
   c) professor
   d) an educational program administrator

12. What are the most important characteristics of your ideal job?

13. How will this job influence your future career plans?

14. What would the ideal supervisor be like? How would he/she respond to you?

15. How simple or complex do you want the tasks to be?

16. To what extent do you want to have ownership for all or part of any project?

17. What is the greatest benefit you see in acquiring this position?
Appendix (continued)

Questions for the Employer

1. Should the student have a declared major?

2. How advanced in coursework should the student be?

3. What specialized training should already be completed?

4. What training is available by your staff?

5. What professional development activities will be offered?

6. What formal feedback channels exist?

7. How is the student’s job performance evaluated in-house?

8. What possibilities exist for promotions over time?

9. What is the range of responsibilities you will expect of the student employee?

10. What is the probability of the student working autonomously?

11. Do you expect the student to be a “self-starter” requiring little in the way of formal supervision? Please explain.

12. Does the work environment consist of exact procedures that must be learned and followed precisely? Please explain.

13. How do you define initiative for this position? What constitutes “above and beyond” performance?

14. In your role as supervisor, do you see yourself as: (check all that apply)

   a) a person who sets tasks and affixes deadlines
   b) a teacher/trainer
   c) one who delegates
   d) one resource among many
   e) a mentor/guide/coach?
   f) other

15. What are the process and outcome goals for this position? What objectives must be met to view the match as successful?

16. How do you reward accomplishments?
Questions for the Administrator

1. How much structure does the student need?

2. How much of a time commitment is required by the program and/or employer?

3. How much energy is required to train the student?

4. What is the objective degree of job difficulty or complexity? What is the subjective degree of job difficulty given student’s level of skill functioning and motivation?

5. What level of functioning is required at the start?

6. Does progress need to be closely monitored? If yes, how will this occur?

7. What family encouragement exists for undertaking the work opportunity?

8. What is the student’s present ego stage?

9. What would constitute a “good” or appropriate match between this particular student and this specific employer? What is an optimal connection? What is a loose fit?