

Assessing the Perception and Attitudes toward the Myths and Truths of Career Readiness

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Background

- Students who graduate with advanced degrees may not be career or work ready.
- Apprenticeship provides opportunities and insight to what the work field is but is limited in some trades professionals.
- Career management may be limited for pharmacy students since the majority of experience appears in the 4th year.

Objective

- To evaluate the perception and attitudes of pharmacy career readiness

Perception

- Influenced by past experiences, interests, and how the information is processed
- Workplace environment can influence students' perceptions
- Shape views on professional development

Attitude

- Students' response or evaluation to a statement
- Reflects how students feel about it
- Expressing a belief or understanding
- Mindset about possibilities/potential for achievement

Study Design & Methods

- IRB approved, single-center, cross-sectional study
- Survey of 20 statements related to career readiness to UF pharmacy students to determine if they were considered myths or truths
- The statements were aligned and mapped according to the Pillars of Modern Career Planning
 - Goals: well-defined statement that describes the ideal state the students want to achieve
 - Skills: abilities and competencies that enable students to perform tasks effectively and efficiently
 - Advisors: guidance and support to students as they navigate their career paths

Scan the QR code to review the survey statements



Results

- Response rate of 73% (152/208) of third year pharmacy students
- Consented to participate 59% (123/208)
 - 39% first generation college students
 - 11% were second-career students
- 85% of the statements were designated as attitudes
- 60% of the statements were categorized as myths

Figure 1. Pillars of Modern Career Planning

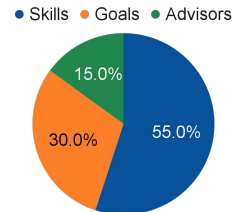


Figure 2.

CORRECT MATCHING ACCORDING TO PILLARS OF MODERN CAREER PLANNING

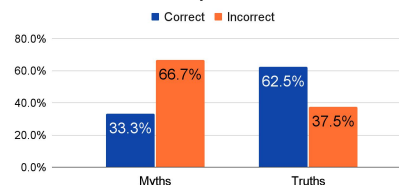


- Students were more likely identify truth statements compared to myths
- Bottom three myths that were incorrectly identified were:
 - Focused on skills for career growth
 - Need to build relationship
- Out of the three pillars, skills development and having advisors where students needed more support in career readiness

- There were no statistical difference between the getting it correct or incorrect when comparing between the myths and truths while using 60% cut off agreement
- Students need to understand the importance of skill development for their career growth
- Students cannot differentiate between knowledge, experience, and skills
- 82% of students believed that skills development can be acquired through online credentialing courses
- 80% of students thought that their career is going to lead them to a career
- 62% of students thought promotions will come if they are patient

Figure 3.

Accordance* for the Myths and Truths

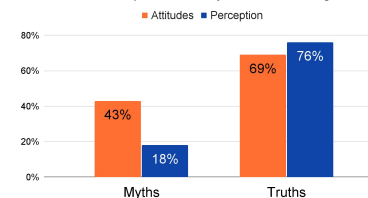


*Utilized a 60% correctness of threshold

Results, cont.

Figure 4.

Attitude and Perception of the Myths and Truth Alignment



Conclusions

- Students were more likely to identify truths related to career readiness
- Responses showed the students understand fundamental career management principles
- Students may need more support with understanding of skills "development" and its impact to their career success
- Students would benefit from building relationships with and learning from advisors

Discussion

- Career readiness requires a plan and a process
- Career strategy facilitates professional development by identifying skills needed to be in a particular field and evaluating performance capacity
- Search and establish connections to find role models
- Engaging with future employers through informational interviews will build relationships and potentially mentors

Disclosures

The authors of this presentation have nothing to disclose concerning possible financial or personal relationships with commercial entities.
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