Dr. Joanna Molyn

Research Colloquium, 12th June 2018

The Role and Effectiveness of Coaching in Increasing Career Decision Self-Efficacy, Outcome Expectations and Employability Efforts of Higher Education Students

Project Information

This quasi-experimental, longitudinal mixed-methods case study of a London-based post-1992 university examines the links between coaching, self-efficacy and the employability efforts of undergraduate students. It investigates the effectiveness of career coaching in increasing students’ career self-efficacy and their employability efforts. This research study also examines what aspects of the coaching relationship were most effective in changing students’ career self-efficacy beliefs, outcome expectations and employability efforts. Social Cognitive Career Theory was used as the main theoretical framework to explore the impact of gender, ethnicity, perceived social support, socioeconomic status, cultural influences and gender role models on students’ employability efforts. The following research questions guided this study:

RQ1. Is career coaching effective in increasing students’ self-efficacy, outcome expectations and their employability efforts?

RQ1a. What aspects of the coaching relationship are most effective in increasing students’ self-efficacy, outcome expectations and their employability efforts?

RQ1b. What are students’ self-efficacy and outcome expectation beliefs?

RQ2. Are students’ career decision self-efficacy and vocational outcome expectations associated with their job seeking behaviours?

RQ2a. What cultural influences and environmental conditions (such as Perceived Barriers or Support to Preferred Careers, Cultural Influences, Family Expectations, Perceived Social Support, Socioeconomic Status, Family Role Models and Gender & Ethnicity Barriers to Chosen Careers) impact students’ self-efficacy, outcome expectations and employability efforts?

RQ2b. What is the impact of gender and ethnicity on students’ self-efficacy, outcome expectations and employability efforts?

The project will be completed by June 2018.

www.coaching-meets-research.ch
Description of content of contribution

The study examined the role and effectiveness of coaching in increasing students’ employability efforts. The research provided an empirical study of the characteristics of a career coach and of the coaching relationship perceived by students as most effective in increasing students’ career self-efficacy and employability efforts. Adopting a mixed method research design allowed the researcher to understand the phenomenon in more depth and resulted in reaching conclusions that would be inaccessible should only one research approach be used. The research also contributed to the literature by proposing a theoretical Social Cognitive Career Theory framework that incorporates self-efficacy, gender, ethnicity, perceived social support, socioeconomic status, cultural influences and gender role models, and vocational outcome expectations.

Bibliography

− Miller, S., Barry D., Hubble M., (1997), Escape from Bable, New York: W.W. Northon and Company

Personal Information

Dr. Joanna Molyn (BSc(Econ), MBA, Cert Ed, Cert Coaching) is a Senior Lecturer at University of Greenwich, London UK. Joanna has a background in City finance (Dresdner/Allianz), Organisational Development consultancy and Management consultancy. She has been delivering Growth Mindset coaching workshops to students since 2010. She also delivered coaching programmes for the BBC, BNY Mellon and Angel Academe. Joanna has presented her PhD research in two consecutive years at the Institute of Coaching (IoC) at Harvard Medical School.

www.linkedin.com/in/joannamolyn/.