Supporting the Career Development of Chinese Students in an Intercultural Setting in China

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Agenda

The importance of career development in China

NYU Shanghai overview

Counseling theories and approaches

Case examples

Questions

Today -- Increasingly Globalized Careers

By 2020, the People’s Republic of China alone will account for 30% of the world’s university graduates between the ages of 25 and 34.

523,700 Chinese students
Studied abroad

Record number studying abroad (13.9% over previous year)

409,100
Returned from studying abroad

Returning to China as returnees for career and professional opportunities

Brief Introduction of NYU Shanghai

Part of NYU’s Global Network, 3rd degree-granting campus
51% Chinese and 49% international students, from over 60 countries
Liberal arts and sciences education; language of instruction is English
~95% of students study away for at least one semester in their Junior Year

Super

The work of Super and his colleagues “changed the focus of career choice from that of a static point-in-time event to that of a dynamic process where career development was viewed as an evolving process of life”

(Patton & McMahon, 2006)

Chinese Concept of Self

Careers as “the sequence and combination of roles that a person plays during the course of a lifetime”

(Patton & McMahon, 2006)

Indigenous Counseling

Indigenous psychology advocates examining knowledge, skills, and beliefs people have about themselves and how they function in their familial, social, cultural, and ecological context.

(Yang, C. F, 2006)

Hofstede's Culture Dimensions - China

Hofstede's culture dimensions in China:

- Power Distance
- Individualism vs. Collectivism
- Masculinity vs. Femininity
- Uncertainty Avoidance

(NYU Shanghai, 2023)

Life-Design Paradigm

Helping individuals meet the career challenges of the rapidly changing environment - often unpredictable global economy and job market by increasing competencies of adaptability, flexibility, and life-long learning.

Focuses on narrative approach because stories are construction tools for shaping identities and careers.

Thesis (self) + society's antithesis (social role) = synthesis (identity) to reflect on the past to move forward towards meaningful future and self-concept.

The process of self-narrative... “help clients create meaningful change in their lives by developing an expanded, fuller, or clear conceptualization of the self” (Di Fabio, 2016)

Case Example: LILY

Lily is at the end of her freshman year and considering what major to pursue. She is interested in Interactive Media Arts but her parents are strongly pressuring her to pick Business and Finance as her major. They assure her that this is the best, most stable path for her future.

Lily feels torn because she wants to obey her parents’ wishes but also does not want to study something she is not interested in.

Indigenous Counseling Lens

Asking questions for better understanding of student’s self-awareness and self-understanding

What are the forces at play?

What would it look like for your parents to be fully supportive of your choice?

Case Example: LILY

Life-Span, Life-Space Lens

Understanding the personal and contextual factors that influence her career decisions

Parents

Peers

Society

Chinese Self-Concept

How will your career choice affect the relationship with your parents?

Why do your parents strongly push you towards Business & Finance major?

Indigenous Counseling Lens

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Equipping students with skills to discuss, understand, and shape parental/societal expectations

How can you be best prepared to discuss your decision with your parents, knowing their desires?

Are there ways you can find middle ground?

Case Example: JASON

Jason is a sophomore who will be studying away in two different sites during his junior year, in New York and then Berlin.

He is thinking about how to make the most of his time away, and better prepare for life after graduation. However, he is very vague in his current thinking.
Case Example: JASON  
Narrative Approach Lens  
- reflecting on the past to move towards constructing meaningful future  
Describe how you envision the ideal year studying away.  
Describe how you see yourself in your career development right now, and how you want to see yourself in a year?  
Hofstede’s Long-term orientation dimension  
Developing a Career Action Plan focusing on cultivating self-awareness and next steps for action  

Case Example: HONGBIN  
Hongbin is a sophomore, who majors in Social Science and is very interested in education and social services.  
He heard that there will be many professionals and alumni at the I Am Limitless Conference.  
He would like to get more assistance in how to communicate with the professionals and start the conversation.  
He would like to do industry research and find a summer internship.  

Case Example: HONGBIN  
Super’s theory - Exploration  
Trying out classes, work, hobbies; tentative choice and skill development  
Self-Construction and Self-Concept  
Communicating with People  
I Am Limitless Conference  
NYU Alumni Executive Mentor Program  
Dinner with Six, Industry Insights  
Reviewing CDC Guides  
Skill guides: Networking Guide, Informational Interview Guide  
Industry guides: Education and Social Services  
Finding a summer internship - Try it out!

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References