Career Counseling and Services:
A Cognitive Information Processing Approach

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Chapter Seven

Planning and Delivering Career Resources

Chapter Organization

- The CIP Approach and the Use of Assessment, Information, and Instruction

- Strategies for Using Career Assessment

- Strategies for Using Career Information

- Strategies for Using Career Instruction

The Pyramid and CASVE Cycle

- The Pyramid of Information Processing Domains

  – Self-Knowledge Domain

  – Occupational Knowledge Domain

  – Decision-Making Skills Domain

  – Executive Processing Domain

The Pyramid and CASVE Cycle

- The CASVE Cycle
  - Communication
  - Analysis
  - Synthesis
  - Valuing
  - Execution

Use of Career Assessment

- Career assessment is typically used to help persons clarify their knowledge of self and their options

Potential Contributions of Career Assessment

- Enhancing awareness of career problems and promoting the motivation to change (Communication)

  - The results of a readiness assessment may increase awareness that a career problem exists

- Motivating persons to clarify knowledge of self (Analysis – Self)

  - Curiosity about assessment results can motivate persons to expend the effort needed to clarify their values, interests, and skills and employment preferences

Potential Contributions of Career Assessment

- Motivating persons to enhance knowledge of the world-of-work (Analysis – Options)

  - An organizational schema makes the task easier and less daunting (e.g., the Holland Hexagon)

- Generating career options (Synthesis – Elaboration)

  - Generate occupational and educational options on the basis of values, interests, skills, and employment preferences

Potential Contributions of Career Assessment

- Narrowing career options after generating career options (Synthesis – Crystallization)
  - Indication of goodness of fit

- Evaluating narrowed options (Valuing)
  - Reviewing values, interests, and skills provides a foundation for evaluating costs and benefits of options
  - Careful thought may result in reevaluation of values, interests, and skills, followed by more generation of options

Potential Contributions of Career Assessment

- Preparing for choice implementation (Execution)

  – Clarify how previously assessed values, interests, skills, and employment preferences fit with various occupational, educational, or employment options

A Schema for Career Assessments

- Self-assessments
  - Designed to be used without practitioner assistance to select, administer, score, profile, and interpret the measure

  - Assumes that the self-assessment measures have been validated for self-help use

  - Includes objective instruments and structured exercises

  - For individuals with high decision-making readiness who are seeking independent resource use

A Schema for Career Assessments

- Practitioner-assisted assessment
  - Designed for use within the context of a helping relationship with a qualified practitioner
  - Collaboration in selecting assessments
  - Includes objective instruments, structured exercises, card sorts, and structured and unstructured interviews
  - Appropriate for clients with moderate to low readiness for choice
  - May include self-assessments but not vice versa

A Schema for Career Assessments

- Practitioner-assisted assessment (cont.)

  – Clear stimulus and clear response
  (e.g., Career Thoughts Inventory)

  – Clear stimulus and ambiguous response
  (e.g., card sort or structured interview)

  – Ambiguous stimulus and clear response
  (e.g., Occupational Alternatives Question)

  – Ambiguous stimulus and ambiguous response
  (e.g., unstructured interview or autobiography)

Available Career Assessments

- A Counselor's Guide to Career Assessment Instruments (Kapes & Whitfield, 2001)
  - Full descriptions on
    - Aptitude, achievement, and comprehensive measures
    - Interest and work values inventories
    - Career development and career maturity measures
    - Personality assessments
    - Instruments for special populations
  - Brief descriptions of additional measures

Evaluating Assessment Quality

- Wide range in quality of assessments

- Reliability - evidence of consistency

- Validity - evidence that the test measures what it is designed to measure

- Some measures reliable and valid, some measures good but undocumented, some measures unreliable and invalid

- Use of poor measures may lead to bad results, and violates codes of practice

Effective Use of Resources

- **Screening** - ensure that resource use fits with the person's needs

- **Orientation** - ensure that resource use is effective by promoting an understanding of potential benefits, limitations, and functioning of the resource in relation to the person's needs

- **Follow-up** - helps to ensure that persons have appropriately used resources to meet their needs and that they have a plan for future action

Effective Use of Resources

- Persons with high readiness for choice in screening get self-help services with orientation and follow-up if requested

- Persons with moderate readiness for choice in screening get brief staff-assisted services with orientation before and follow-up after use

- Persons with low readiness for choice in screening get individual case managed services with a recurring cycle of orientation and follow-up for each resource used

Effective Use of Assessment

- Self-help services use self-assessments

- Brief staff assisted and individual case-managed services use practitioner-assisted assessments

- Self-assessments, such as the Self-Directed Search by John Holland, can also be used in brief staff-assisted and individual case-managed services

Self-Assessment

- In self-assessment, either the individual, the practitioner, or both have decided that self-help is appropriate (screening)

- Instructions for orientation and follow-up are embedded within the assessment

Practitioner-Assisted Assessment

- **Screening** has already occurred
- **Orientation** begins with the creation of an individual learning plan (ILP) where an assessment is included
- **Follow-up** occurs when the assessment is interpreted and a plan is established for using the results
- Potential for negative thoughts to interfere with assessment responses, e.g., interests

Use of Career Information

- Career information is typically used to help persons enhance their knowledge of occupational, educational, training, and employment options

Potential Contributions of Career Information

- Enhancing awareness of career problems and promoting the motivation to change (Communication)

  – Exposure to career information in the media can increase awareness of a gap

- Clarifying self knowledge (Analysis – Self)

  – Reconsider values, interests, skills, and employment preferences after using occupational, educational, and employment information

Potential Contributions of Career Information

- Motivating persons to enhance knowledge of options (Analysis – Options)

  - Increased awareness of the nature of available career options motivates persons to expend the time necessary for exploration

- Preparing for assessments that generate career options (Synthesis – Elaboration)

  - Review of information prior to assessment, better prepares persons to respond thoughtfully to items

Potential Contributions of Career Information

- Narrowing career options after generating career options (Synthesis – Crystallization)

  - Help persons decide which options merit further consideration by reviewing basic information

  - Strategy for avoiding being overwhelmed with options

- Evaluating narrowed options (Valuing)

  - After 3 – 5 options are identified, information can be reconsidered, or added to, to make finer distinctions among alternatives

Potential Contributions of Career Information

- Preparing for choice implementation (Execution)

  – Having general information, persons are better able to evaluate how a particular option may, or may not, vary from the norm

Career Information Schema

- **Occupational** information elements
  - Nature of the work
  - Nature of employment
  - Requirements for employment
- **Education** information elements
  - Nature of the education
  - Nature of the institution
  - Admissions

Career Information Schema

- Training information elements
  - Nature of the training
  - Nature of the training provider
  - Admissions
- Employment information elements
  - Sector
  - Industry
  - Employer
  - Position

Available Career Information

- Noninteractive career information

  - Linear in nature

  - Structure of the medium influences selection and sequencing of information

  - Advantage – broader and more detailed topic coverage

  - Disadvantage - reduced potential for motivating exploratory behavior

Available Career Information

- Noninteractive career information
  - Print
  - Microform
  - Audio
  - Video
  - Public presentations
  - Assessment

Available Career Information

- Interactive career information
  - Nonlinear in nature
  - Person maintains partial control over the selection and sequencing of information
  - Advantage – enhancing motivation for career exploration
  - Disadvantages – typically higher costs and less detailed topic coverage

Available Career Information

- Interactive career information

  - Internet Web sites

  - Computer-assisted career guidance systems

  - Computer-assisted instruction

  - CD-ROM or DVD

  - Card sorts

  - Programmed instruction

  - Structured interview

Available Career Information

- Interactive career information (cont.)

  - Role playing or games

  - Instruction

  - Synthetic work environment

  - Direct observation

  - Direct exploration

  - Social interaction

Available Career Information

- Greatest change in Internet delivery of career information

    – O*NET

    – Occupational Outlook Handbook

    – ACINet

    – Computer-based career information delivery systems

Evaluating Information Quality

- Career information ranges in quality from valid and usable to invalid and unusable

- Information appearance may be misleading

- Poor quality information may negate the potential benefits of use described earlier

- The use of invalid information may lead to bad results and violates codes of practice

Evaluating Information Quality

- National Career Development Association standards of quality
  - Guidelines for the Preparation and Evaluation of Career and Occupational Information Literature
  - Guidelines for the Preparation and Evaluation of Video Career Media
  - Career Software Review Guidelines
  - Guidelines for the Use of the Internet for Provision of Career Information and Planning Services

Evaluating Information Quality

- Association of Computer-Based Systems for Career Information
  - Handbook of Standards for the Operation of Computer-Based Career Information Systems

Promoting Effective Information Use

- **Selecting** career information involves choosing information that is related to specific needs
- **Locating** career information involves acquiring the information selected to meet a person's needs
- **Sequencing** career information involves ordering information resources to maximize the potential for learning
- **Using** career information involves reading, listening to, or viewing the information
- The above steps are dealt with during **orientation**

Information Use in Self-Help Services

- **Selecting** career information
  - Module sheets/resource guides, index, Internet Web site

- **Locating** career information
  - Signage, index, map

- **Sequencing** career information
  - If needed - module sheets/resource guides

- **Using** career information
  - Instructions in the resource itself

Information Use in Self-Help Services

- Screening by the person or the practitioner occurs prior to information use

- Orientation and follow-up are embedded in the content of the information resource

Information Use in Brief and Individualized Services

- Selecting career information
  - Recommendations made by the practitioner and documented on the ILP

- Locating career information
  - Practitioner modeling information seeking behavior

- Sequencing career information
  - Included using the priority feature of the ILP

- Using career information
  - Brief review of usage instructions or by demonstrating the use of an information resource

Information Use in Brief and Individualized Services

- Screening
  - Has already occurred
- Orientation
  - Begins with developing the ILP
  - Activities listed on ILP and purpose is listed along with the estimated time and how use relates to goals
- Follow-up
  - Talking with the client to clarify the learning experience
- Potential for negative thoughts to interfere with learning

Additional Considerations

- Readiness for career choice
  - Lower readiness – more assistance needed
- Decidedness
  - Indecisive persons – more assistance needed
- Motivation
  - Less motivation - more assistance needed
- Verbal aptitude
  - Lower verbal aptitude – more assistance needed

Additional Considerations

- Decision-making style
  - Persons have a spontaneous to systematic approach to information gathering
  - Persons also have an external to internal approach to information processing
  - Spontaneous-external style might benefit from an information interview
  - Systematic-internal style may prefer to work with self-study materials before engaging in interviews
- Balance of presentation
  - Learning is enhanced with use of both positive and negative information

Use of Career Instruction

- Career instruction is also used to help persons clarify their knowledge of self, knowledge of their options, and their knowledge of the decision-making process

Use of Career Instruction

- Similar to assessment and information

- Differences
  - Integrating several sources of data in a meaningful sequence to achieve a specific learning outcome
  - Includes evaluation of how well persons have mastered the intended learning objectives
  - Less commonly available type of career resource

Use of Career Instruction

- **Screening** occurs when the student decides that instruction is needed and registers for a course

- **Orientation** occurs as assignments are discussed in class

  - An ILP can be used to help students keep track of class assignments

- **Follow-up** occurs as the instructor monitors student progress and feedback is provided on individual assignments

Summary

- The CIP approach and the use of assessment, information, and instruction

- Strategies for using career assessment

- Strategies for using career information

- Strategies for using career instruction

Getting the Most Benefit from Reading

- Note the similarities and differences among assessment, information and instruction

- Describe the potential contributions of career assessment and information to career choice

- Use career assessments and information with the assistance of a practitioner

- Talk with a practitioner about the strategies applied to help persons use resources

- Talk with an instructor about the nature of his or her career course and review the syllabus

For Additional Information

www.career.fsu.edu/techcenter/

Thank You