Key Elements in Designing and Implementing Career Resources and Services[1]
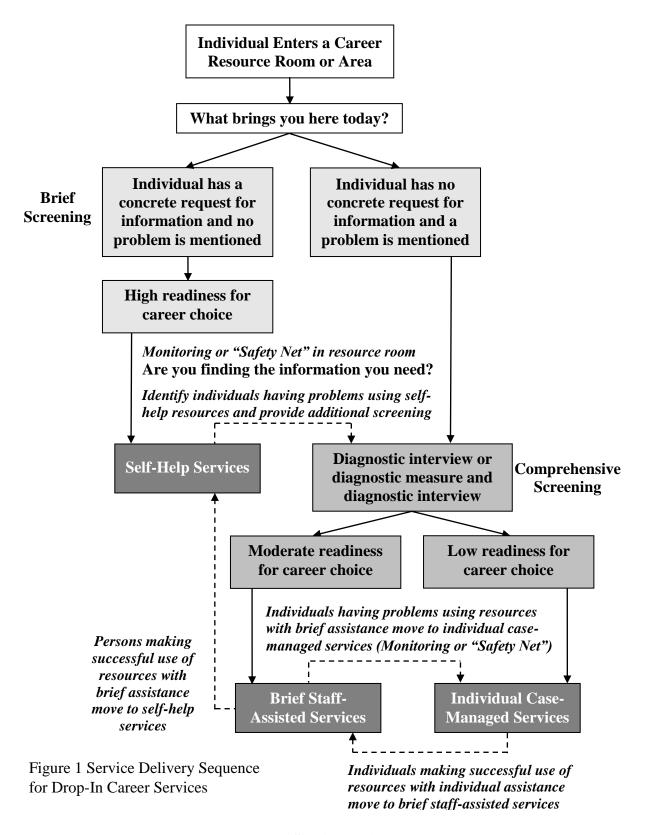
The career resources, service-delivery tools, and career services described in this handout are intended to provide the best quality career assistance to the largest number adolescents and adults possible at the lowest feasible cost. The implementation model presented in this handout is intended to help staff make best use of the limited time that is available in organizations for planning. Following an implementation plan can help staff to better anticipate, and then potentially avoid, typical problems in changing the design and delivery of career resources and services.

Career Services

Career Services include self-help, brief staff-assisted, and individual case-managed services that are delivered by staff members to assist adolescents and adults in making informed and careful decisions about occupational, educational, training, and employment choices.

- *Self-help services* involve self-guided use of self-assessments and information resources in a career resource room or on a Web site, where resources have been designed for independent use by adolescents and adults with a *high* readiness for career decision making.

- *Brief staff-assisted services* involve practitioner-guided use of assessment and information resources in a career resource room, classroom, or group setting for adolescents and adults with *moderate* readiness for career decision making. Four types of brief staff-assisted services exist.

  - *Drop-in career services* involve self-guided use of self-assessment, information, and instructional resources in a career resource room with support provided by practitioners on an as-needed basis. Figure 1 presents the service delivery sequence for drop-in career services.

  - *Career courses with large group interaction* involve instructor-guided use of career resources in a classroom setting.

  - *Short-term group counseling* involves practitioner-guided use of career resources in a group setting with interaction encouraged among the group members.

  - *Workshops* involve practitioner-guided use of career resources in groups of varying size with limited to no interaction among the participants.

- *Individual case-managed services* involve practitioner-guided use of assessment and information resources in an individual office, classroom, or group setting for adolescents and adults with *low* readiness for decision making. Three types of brief staff-assisted services exist.

  - *Individual counseling* involves appointment-based, practitioner-guided use of career resources in an individual office setting or Internet-based remote setting.

  - *Career courses with small group interaction* involve instructor-guided use of career resources in a classroom with extensive opportunity for interaction among students and instructors.

  - *Long-term group counseling* involves practitioner-guided use of career resources in a group setting with considerable opportunity for sharing information and the development of group cohesion among members.

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[1] From Sampson, J. P., Jr. (2008). *Designing and implementing career programs: A handbook for effective practice*. Broken Arrow, OK: National Career Development Association. © 2008 National Career Development Association. Permission is granted by the National Career Development Association to reproduce this handout for non profit use.

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                    │  Individual Enters a Career │
                    │   Resource Room or Area   │
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                    │ What brings you here today? │
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Individual Enters a Career Resource Room or Area

What brings you here today?

Brief Screening

Individual has a concrete request for information and no problem is mentioned

Individual has no concrete request for information and a problem is mentioned

High readiness for career choice

Monitoring or "Safety Net" in resource room
Are you finding the information you need?

Identify individuals having problems using self-help resources and provide additional screening

Self-Help Services

Diagnostic interview or diagnostic measure and diagnostic interview

Comprehensive Screening

Moderate readiness for career choice

Low readiness for career choice

Individuals having problems using resources with brief assistance move to individual case-managed services (Monitoring or "Safety Net")

Persons making successful use of resources with brief assistance move to self-help services

Brief Staff-Assisted Services

Individual Case-Managed Services

Figure 1 Service Delivery Sequence for Drop-In Career Services

Individuals making successful use of resources with individual assistance move to brief staff-assisted services

Service-Delivery Tools

Service-delivery tools help adolescents and adults use career resources in a way that is appropriate for their needs.

- *Signage* in a resource room helps adolescents and adults identify the location of specific types of resources.

- A ***map*** of the career resource room assists adolescents and adults in locating the help desk, resource guides, information handouts, files and bookcases for print-based resources, tables for reading print-based materials and Web-site printouts, computer work stations, DVD players for presenting multi-media information, restrooms, etc.

- ***Resource guides*** identify specific resources (such as assessments and information) and services (such as workshops and individual counseling) that are related to questions commonly asked by adolescents and adults in career centers and schools.

- ***Diagnostic assessment*** is designed to clarify the needs of an adolescent or adult so that an appropriate starting point can be determined for delivering career services.

  - ***Diagnostic measures*** include tests, inventories, and questionnaires that are designed to help clarify the nature of an adolescent's or adult's career problem as well as provide an estimate of readiness for career decision making.

  - ***Diagnostics interviews*** provide an opportunity to explore factors (such as capability and complexity) that contribute to an adolescent's or adult's readiness for decision making.

- ***Individual learning plans*** *(ILPs)* provide adolescents and adults with assistance in sequencing career resources and services to meet their goals.

Career Resources

Career resources include assessments and information that are designed to help individuals clarify what they know about themselves, their options, and their approach to decision making.

- ***Career resource rooms***, or ***career areas***, provide adolescents and adults with access to career resources with staff providing varying levels of assistance in using these resources based on individual needs. When career resources are included in a dedicated room, the space is referred to as a "resource room." When career resources are included in a large room that serves multiple purposes, the space is referred to as a "career resource area."

- ***Web sites*** provide remote access to career assessments and career information, as well as providing links and referrals to career services.

- ***Information handouts*** provide brief, consumable, and easy to use sources of information that can distribution in a career resource room or disseminated as document files from a Web site.

Implementation Model for Career Resources, Service-delivery Tools, and Career Services

(1) Evaluate Current Career Resources, Service-Delivery Tools, and Services (See Figure 2)
  (1.1) Prepare for Evaluation
  (1.2) Assess Needs
  (1.3) Evaluate Current Career Resources, Service-Delivery Tools, and Services
  (1.4) Prepare for Implementation
  (1.5) Communicate with Staff and Stakeholders

(2) Select, Adapt, Revise, and Develop Improved Career Resources, Service-Delivery Tools, & Services
  (2.1) Prepare for Improving Career Resources, Service-Delivery Tools, and Services
  (2.2) Improve Career Resources, Service-Delivery Tools, and Services
  (2.3) Plan and Use a Formative Evaluation of Resources, Service-Delivery Tools, and Services
  (2.4) Explore Opportunities for Collaboration with Other Organizations
  (2.5) Communicate with Staff and Stakeholders

(3) Integrate Improved Career Resources, Service-Delivery Tools, and Services with Existing Career Resources, Service-Delivery Tools, and Services
  (3.1) Prepare for Integrating Career Resources, Service-Delivery Tools, and Services
  (3.2) Integrate Improved and Existing Career Resources, Service-Delivery Tools, and Services
  (3.3) Plan Strategies for Summative Evaluation and Accountability
  (3.4) Evaluate Progress in Integrating Career Resources, Service-Delivery Tools, and Services
  (3.5) Plan the Specific Delivery of Resources and Services at Pilot Sites
  (3.6) Prepare to Market Career Resources and Services to the Public
  (3.7) Communicate with Staff and Stakeholders

(4) Train Staff in Pilot Sites
  (4.1) Plan Staff Training for the Pilot Sites
  (4.2) Provide Staff Training in the Pilot Sites
  (4.3) Conduct a Formative Evaluation of Training in the Pilot Sites
  (4.4) Communicate with Staff and Stakeholders

(5) Conduct Pilot Testing
  (5.1) Conduct the Pilot Test
  (5.2) Evaluate Progress in Pilot Testing
  (5.3) Prepare to Market Career Resources and Services to the Public
  (5.4) Communicate with Staff and Stakeholders

(6) Train Staff in All Career Centers and Schools
  (6.1) Revise the Plan for Staff Training as Needed
  (6.2) Conduct Staff Training
  (6.3) Market Career Resources and Services to the Public
  (6.4) Communicate with Staff and Stakeholders

(7) Deliver Career Resources and Services
  (7.1) Deliver Career Resources and Services in Career Centers and Schools
  (7.2) Market Career Resources and Services to the Public
  (7.3) Communicate with Staff and Stakeholders

(8) Conduct Ongoing Evaluation and Continue Accountability
  (8.1) Collect, Analyze, and Interpret Evaluation Data
  (8.2) Collect, Describe, and Disseminate Accountability Data
  (8.3) Communicate with Staff and Stakeholders

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│      (1) Evaluate Current Career     │
│  Resources, Service Tools, and Services │
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│  (2) Select, Adapt, Revise, and Develop Improved Career │
│      Resources, Service Tools, and Services │
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│  (3) Integrate Improved Career Resources, Service Tools, and │
│  Services with Existing Career Resources, Tools, and Services │
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│      (4) Train Staff in Pilot Sites  │
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│        (5) Conduct Pilot Testing     │
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│      (6) Train Staff in All Career   │
│          Centers and Schools         │
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│   (7) Deliver Career Resources and Services │
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┌─────────────────────────────────────┐
│     (8) Conduct Ongoing Evaluation   │
│       and Continue accountability    │
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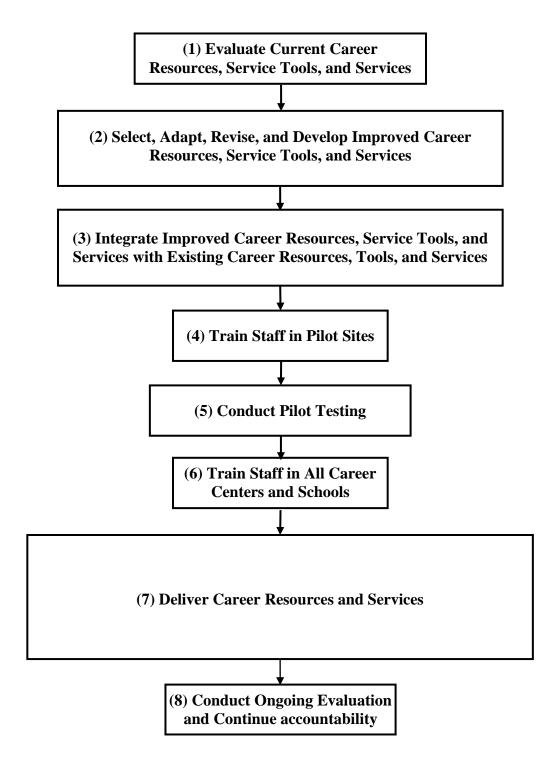
Figure 2. An Eight-Step Model for Implementing Improved Career Resources, Service-Delivery Tools, and Services