Career Services

From "Designing and Implementing
Career Programs: A Handbook
for Effective Practice"

James P. Sampson, Jr.

Organization of the Presentation

- Readiness for Career Choice

- Three Levels of Service Delivery

- Seven-Step Service Delivery Sequence

- Steps in Promoting Effective Use of Career Resources

- Service Delivery at a Distance

Family Factors

- Few responsibilities and family support (positive)

- Deferral, e.g., compromise career development to meet needs of spouse or children or parents (negative)

- Role overload, e.g., roles of worker, parent, son/daughter, homemaker, student (negative)

- Dysfunctional family input, e.g., over-functioning parents (negative)

Social Factors

- **Social support**, e.g. modeling, networking, and caring (positive)

- **Discrimination**, e.g. age, disability, ethnicity, gender, immigration status, nationality, occupation, physical characteristics, poverty level, race, religion, sexual orientation, and social class (negative)

- Stereotyping, lack of role models, bias in education, and harassment in education and employment (negative)

Economic Factors

- **General** factors, e.g. rate of change in the labor market influences stability of occupational knowledge – stable knowledge (positive), unstable knowledge (negative)

- **Personal** factors, e.g. influence of poverty on housing, health care, and childcare – adequate resources are positive, inadequate resources (negative)
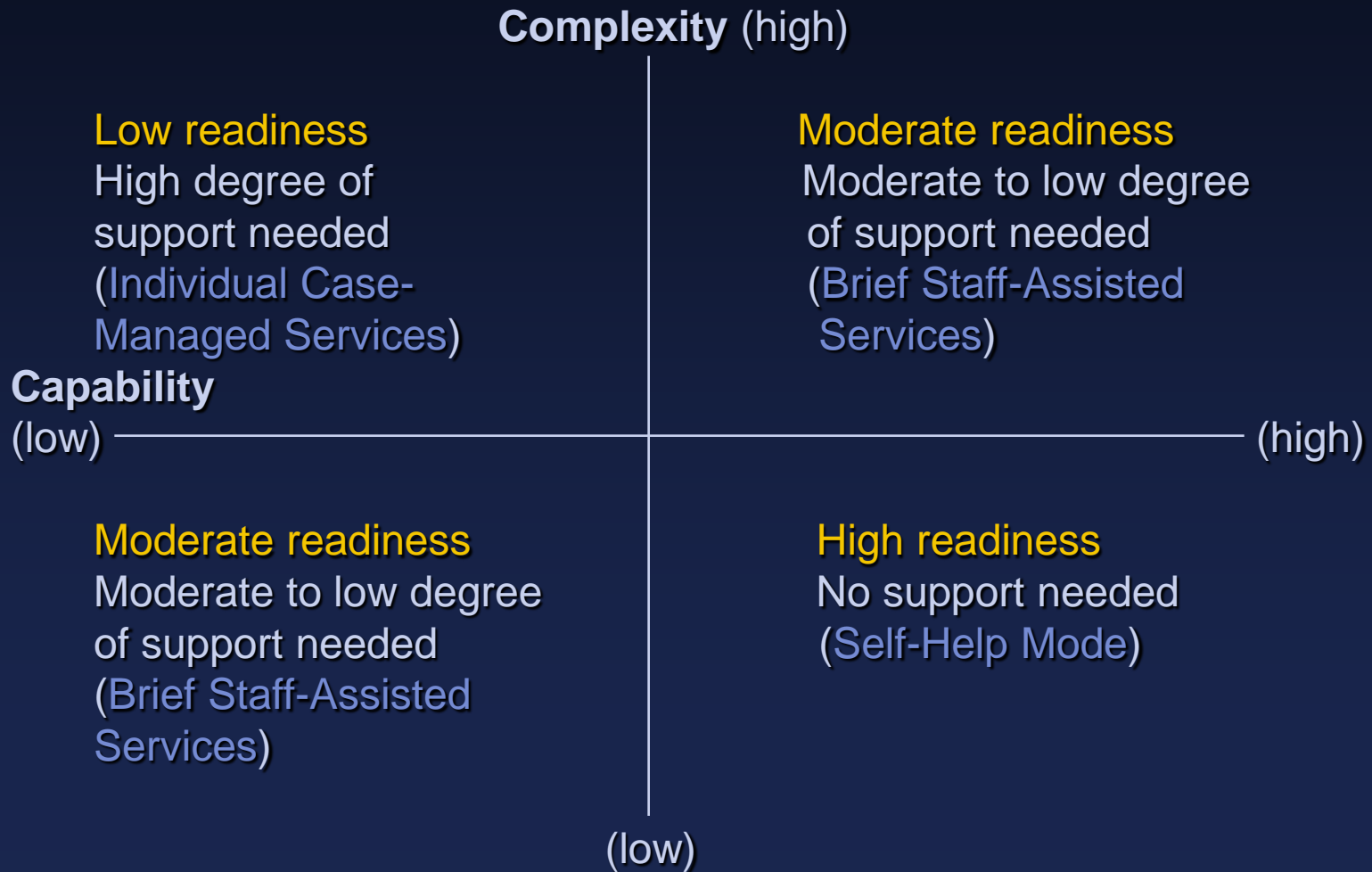
Organizational Factors
(If the person is employed)

- Size, e.g., size of internal employment market – small internal job market is less complex (positive), large internal job market is more complicated (negative)

- Organizational culture, e.g., amount of support provided for career development – more support (positive), less support (negative)

- Stability, e.g., employment opportunities – more stability is positive, less stability (negative)

Two-Dimensional Readiness Model

Complexity (high)

Capability
(low) ——————————————————————————————— (high)

(low)

Two-Dimensional Readiness Model

Complexity (high)

Low readiness
High degree of
support needed
(Individual Case-
Managed Services)

Moderate readiness
Moderate to low degree
of support needed
(Brief Staff-Assisted
Services)

Capability
(low) ——————————————————————— (high)

Moderate readiness
Moderate to low degree
of support needed
(Brief Staff-Assisted
Services)

High readiness
No support needed
(Self-Help Mode)

(low)

Three Levels of Service Delivery

- Instead of one level of service for all, three levels of service are needed to meet individual needs ranging from those who are:

  - self-motivated and able to learn successfully on their own

  - suffering from low readiness for decision-making who need substantial assistance to successfully learn

Three Levels of Service Delivery

- The three levels of service include

  – Self-help services for young people and adults with high readiness for decision making

  – Brief staff-assisted services for young people and adults with moderate readiness

  – Individual case-managed services for young people and adults with low readiness

Aim of the 3 Service Delivery Levels

- Young people and adults should receive the level of help they need, no more and no less

- The aim of the differentiated service delivery model (the CIP approach) is to provide
  - the right resource
  - used by the right person
  - with the right level of support
  - at the lowest possible cost

17

Screening

- Screening is key to the success of differentiated service delivery

- Screening avoids
  - Overserving high readiness young people and adults with costly individualized interventions that are not needed

  - Underserving low readiness young people and adults with inadequate interventions from staff who are unaware of the substantial needs of the young person or adult

18

Screening

- Screening provides staff with a better chance to cost-effectively meet the needs of young people and adults in career centers and schools
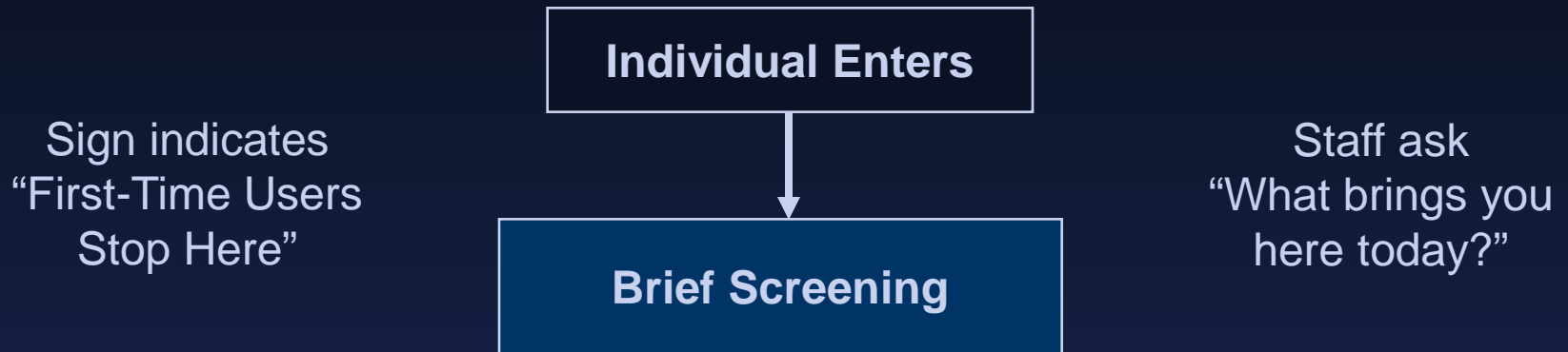
Screening

- Screening also helps to better allocate staff resources
  - Staff will be able to serve more young people and adults, or
  - spend more time with young people and adults with substantial needs
- Two types of screening
  - Brief
  - Comprehensive

Brief Screening

- **Brief screening** occurs upon entry to the career resource room in a school or career center

- A sign can be used that indicates "First-Time Users Stop Here"
  - Shows where brief screening occurs
  - Allows repeat users of the resource room to move directly to the resources or services they need

Brief Screening

Sign indicates
"First-Time Users
Stop Here"

Individual Enters

↓

Brief Screening

Staff ask
"What brings you
here today?"

A young person or adult enters a resource room in a school or career center

Brief Screening

- Young people and adults who enter the career center are greeted by a staff member who might say,

  "What brings you here today?"

- If the young person or adult responds with a concrete request for information, and there are no problems apparent, the individual is judged to have high readiness for career choice and is referred to self-help resources with staff support as needed

23

Brief Screening

"What brings you here today?"

"I would like to find information comparing the starting salaries of accountants and auditors"

This is a concrete request for information with no problems apparent

No further screening needed

Refer to self-help services
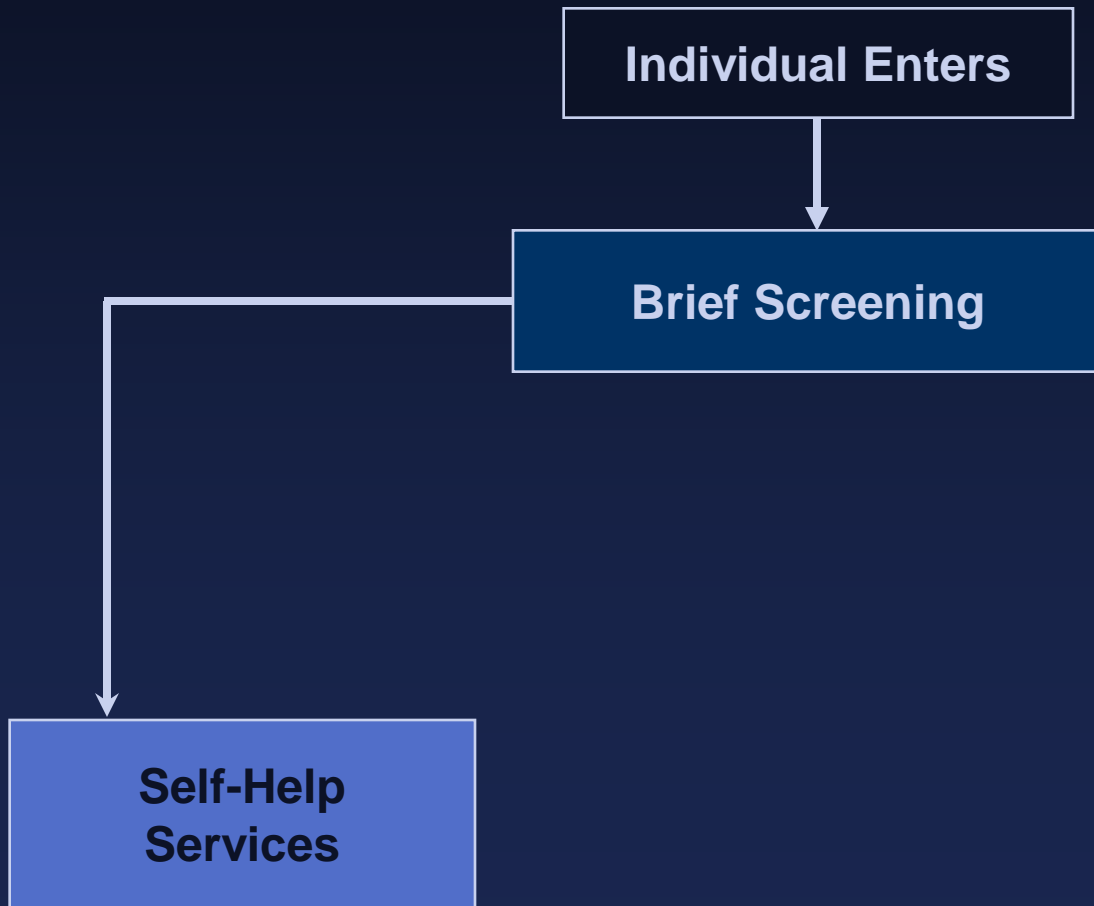
Brief Screening

"Could I see information on the job outlook for computer programmers?"

Would <u>not</u> require more careful screening

"I am having difficulty choosing a training program that is right for me,"

Would require more careful screening

25

Brief Screening

```
        ┌─────────────────────┐
        │  Individual Enters  │
        └──────────┬──────────┘
                   │
                   ▼
┌──────────┐  ┌─────────────────────┐
│          │◄─│   Brief Screening   │
│          │  └─────────────────────┘
│          │
│          │
▼          │
┌──────────┐
│ Self-Help│
│ Services │
└──────────┘
```

Staff judge that a young person's or adult's needs can be met with self-help resources

Self-Help Services

- For young people and adults with high readiness for career decision making

- Minimal assistance is provided to young people and adults

- The use of career resources is guided by each individual

- Selection and sequencing of career resources is determined by the information provided in the resource guides

27

Self-Help Services

- Minimal assistance is provided, although staff
  - periodically check to see if young people and adults are successfully using career resources
  - are available to respond to questions

- Resource guides suggest selected assessment, information, or instructional resources to meet specific needs

Self-Help Services

- Signage and maps help young people and adults to locate self-help career resources

- Instructions for using career resources are contained within each resource

- Young people and adults can gain remote access to some of the career resources by accessing the Career Center Web site

29

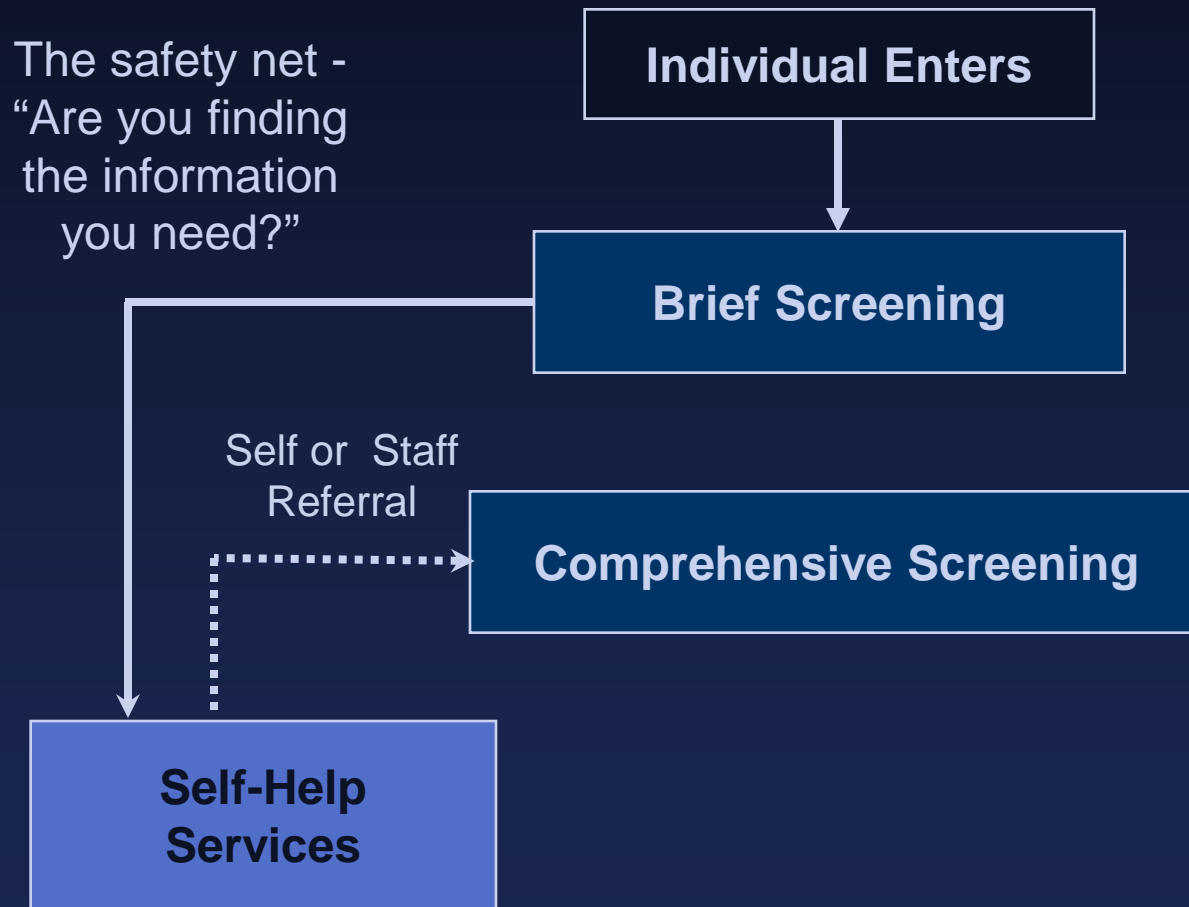# Problems in Using Self-Help Resources

Problems young people and adults have in effectively using resources are detected by staff members circulating among young people and adults and asking

"Are you finding the information you need?"

If problems are apparent, then more careful screening occurs

Problems in Using Self-Help Resources

The safety net -
"Are you finding
the information
you need?"

Individual Enters

Brief Screening

Self or Staff
Referral

Comprehensive Screening

**Self-Help
Services**

If more help is needed in using resources, then needs are reassessed
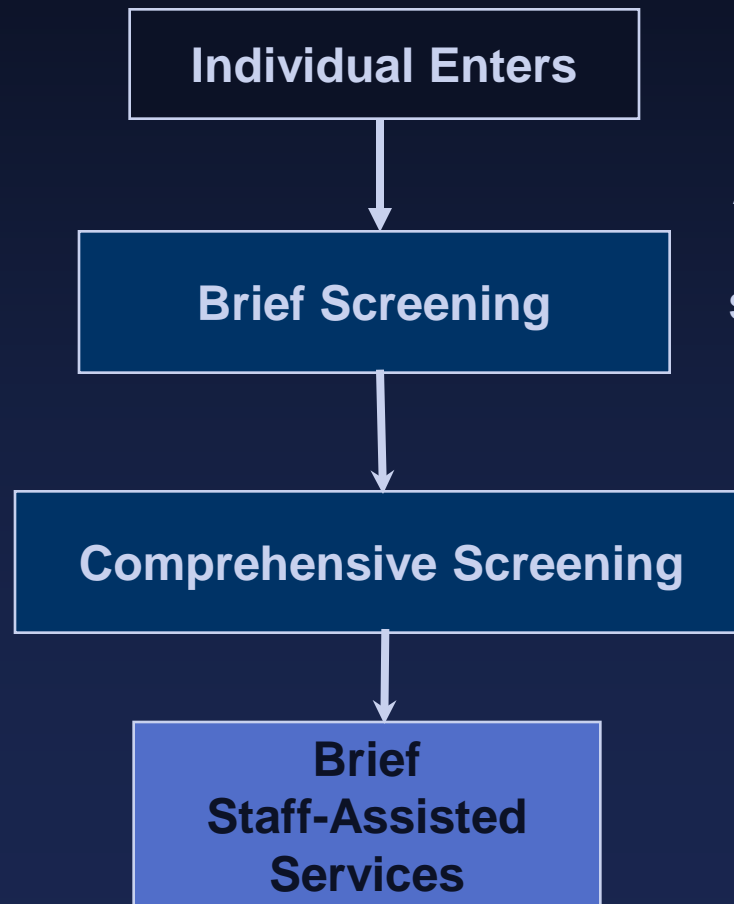
Brief to Comprehensive Screening

```
┌─────────────────────────────┐
│      Individual Enters      │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│       Brief Screening       │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│   Comprehensive Screening   │
└─────────────────────────────┘
```
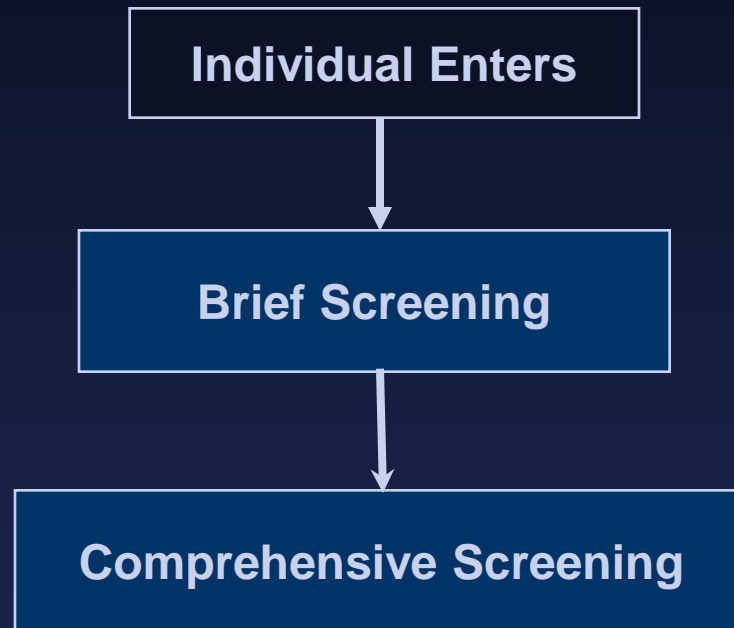
Brief screening indicates that a more careful career assessment is needed

Brief to Comprehensive Screening

- Examples of comprehensive screening can include
  - A brief diagnostic test
  - A brief interview

Comprehensive Screening

Individual Enters

↓

Brief Screening

After assessing individual needs in comprehensive screening, staff judge that <u>some</u> assistance is necessary

↓

Comprehensive Screening

↓

**Brief
Staff-Assisted
Services**

Career resources are identified on an Individual Learning Plan (ILP)

Brief Staff-Assisted Services

- For young people and adults with moderate readiness for career decision making

- Moderate assistance is provided to young people and adults

- The use of career resources is guided by a staff member

- Selection and sequencing of career resources is indicated on an individual learning plan (ILP)

Brief Staff-Assisted Services

- Drop-in services

- Shorter-term group counseling

- Career courses with large-group interaction

- Workshops

Drop-In Services

- Staff-guided use of resources in a career resource room in a school or career center

- Staff complete scheduled time in the career resource room with young people and adults served on a first-come, first-served basis

- Continuity in service delivery results from teamwork and collaboratively-developed written individual learning plans (ILPs)

Drop-In Services

- Young people and adults are not restricted to the available appointment times of any one staff member

  - A person can decide to see the same staff member by returning the next time the person is on duty

  - Or, a person can return any time the career center is open and see a staff member on duty

Drop-In Services

- Young people and adults (with staff input) decide how much time is needed to use career resources

- Responsive to typical periods of high and low demand by increasing or decreasing the number of staff working in the resource room

- High volume of young people and adults can be served

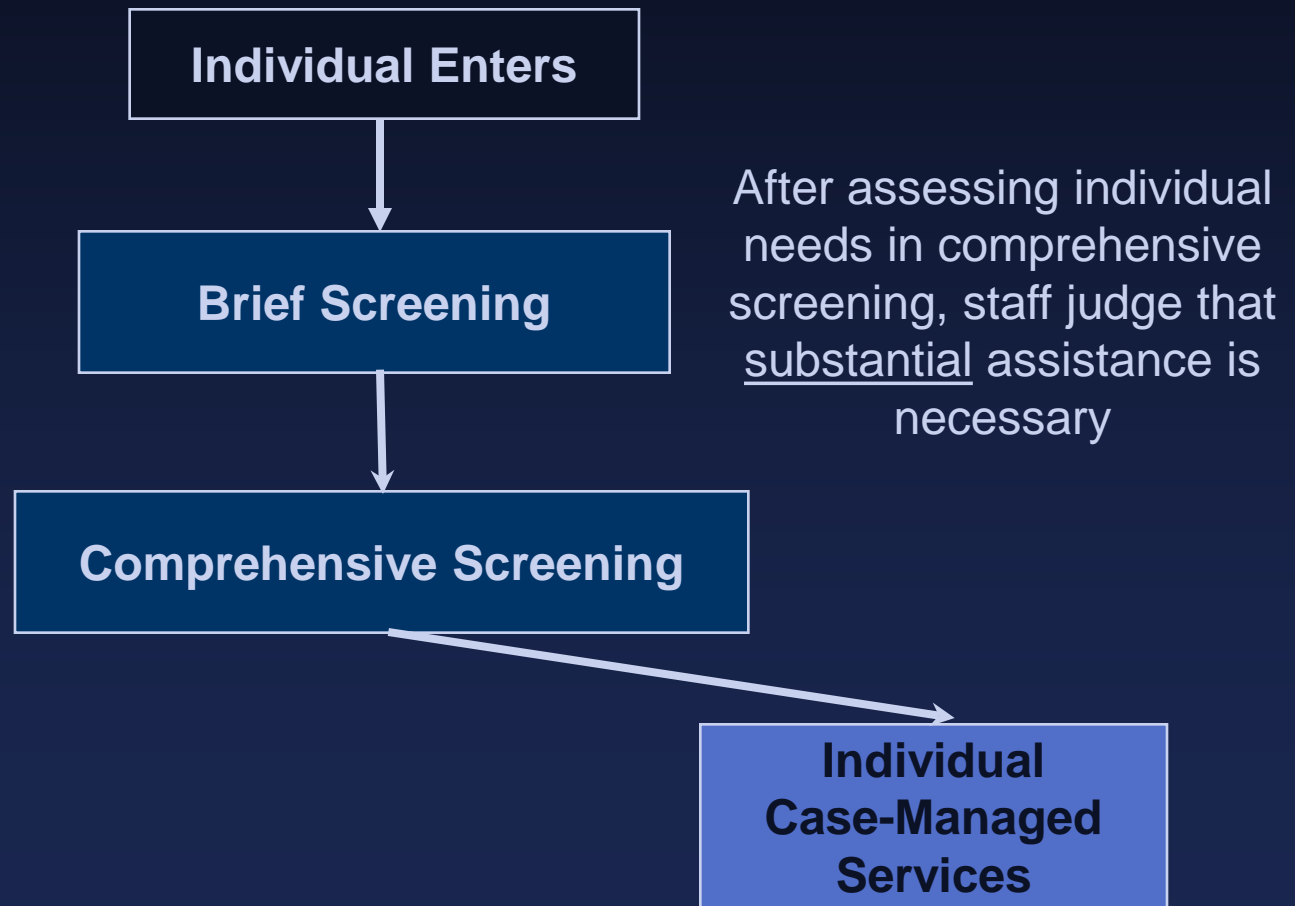- Lowers service-delivery costs

Drop-In Services

- Requires staff to
  - Establish relationships quickly
  - Clarify progress in completing an ILP
  - Revise the ILP if new needs become apparent
  - Serve multiple young people and adults during one period of time
  - Participate in common staff training

40

Drop-In Services

- Provides young people and adults with immediate follow-up of resource use.

  – Opportunity to facilitate learning during the "teachable moment".

Comprehensive Screening

Individual Enters

↓

Brief Screening

↓

Comprehensive Screening

After assessing individual needs in comprehensive screening, staff judge that <u>substantial</u> assistance is necessary

Individual Case-Managed Services

Again, career resources are identified on an Individual Learning Plan

Individual Case-Managed Services

- For young people and adults with low readiness for career decision making

- Substantial assistance provided

- The use of career resources is guided by a staff member

- Selection and sequencing of career resources is indicated on an individual learning plan (ILP)

43

# Individual Case-Managed Services

- Individual counseling

- Longer-term group counseling

- Career courses with frequent small-group interaction

Moving Between Levels of Service

- Readiness for career decision making can improve over time

- Persons can move between levels of service delivery

- Or, some individuals have difficulty in using resources and need more help, and move to a higher level of service

Differentiated Service Delivery Model
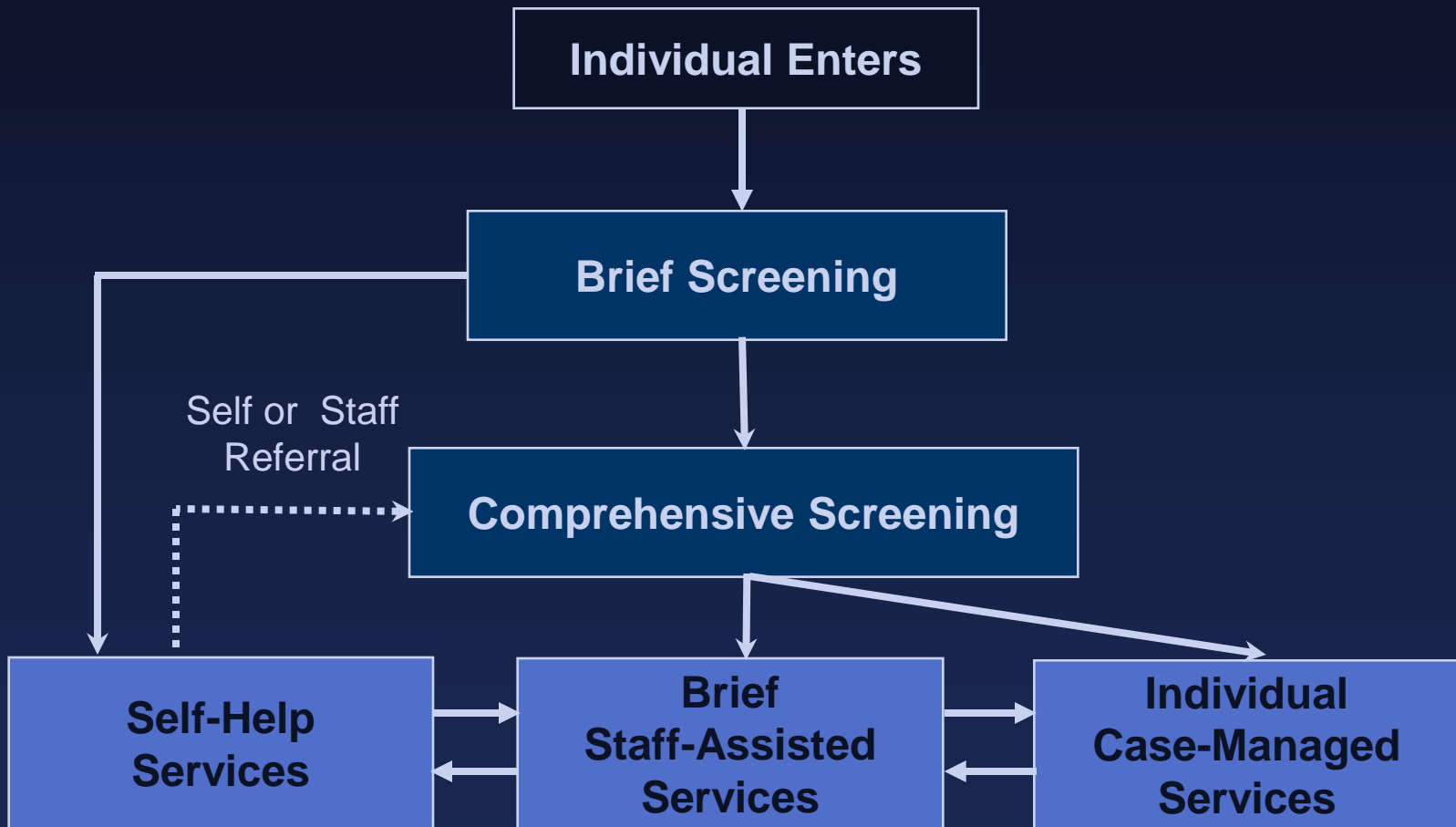
Complete differentiated model of delivering career resources and services

Assumptions of the Model

- All young people and adults are greeted as they enter the career resource room by a trained staff member

- Young people and adults can seek assistance on a self-help basis

Assumptions of the Model

- If problems occur with the use of self-help resources, staff are available to re-assess needs and make further recommendations about the use career resources and an appropriate level of service delivery

48

Assumptions of the Model

- Young people and adults and staff collaborate in deciding on an appropriate level of service delivery and appropriate resources

Assumptions of the Model

- Resource guides and individual learning plans are available to help young people and adults select, locate, sequence, and use resources

- No matter what the level of service delivery provided (including self-help), staff periodically check with all young people and adults to determine if their needs are being met

Seven-Step Sequence for Services

1. Initial interview
2. Preliminary assessment
3. Define problem and identify causes
4. Formulate goals
5. Develop an individual learning plan
6. Complete the individual learning plan
7. Summative review and generalization

Initial Interview

Gain information about the young person or adult's problem

The brief screening process also occurs at this step

Initial Interview

"What brings you here today?"

"Can I see a list of local training programs?"

Concrete request - no problems apparent

No further screening needed - referral to self-help resources

53

Initial Interview

Potential error in brief screening

Problematic use of resources detected by staff (the safety net),

"Are you finding the information you need?"

If problems are apparent, more careful screening then occurs.

Initial Interview

"I have not done well in my training program and I don't know what to do."

Vague request - potential problems

More careful screening needed prior to delivering services

Preliminary Assessment

Diagnostic assessment used to provide information about the young person or adult's problem and readiness for decision making

- Diagnostic measure

- Diagnostic interview

- Includes the comprehensive screening process described earlier

Define Problem and Identify Causes

Understand the problem as a gap between where the person is and where the person needs to be

Consider possible causes

Formulate Goals

The practitioner and the young person or adult develop goals to narrow the gap

Develop an Individual Learning Plan

- Help the person to identify a sequence of resources and activities to meet their goals

Differences in Plans

- An individual learning plan is <u>not</u> a personal career plan

  - An individual <u>career</u> plan is a list of the steps necessary to become employed, such as completing training and job search

  - An individual <u>learning</u> plan only identifies the resources and services used to make decisions at various points in a person's career plan

60

Complete the Individual Learning Plan

Follow-through with the ILP

Staff provide
- encouragement
- clarification
- modeling
- reinforcement

Summative Review and Generalization

Discuss progress toward achieving goals

Make plans for future use of services

Discuss future use of problem-solving skills

Steps in Promoting Effective Use of Career Resources

Four-step process

1. Understanding

2. Recommending

3. Orienting

4. Follow-up

63

Four-Step Process

- Understanding
  - Clarifying the career assessment and information needs of an adolescent or adult

- Recommending
  - Suggestions about career assessments and information on the ILP that are appropriate for the needs of the adolescent or adult

Four-Step Process

- Orienting
  - Preparing adolescents and adults to make effective use of career assessments and information

- Follow-Up
  - Checking that adolescents and adults have appropriately used the resources and services on their ILP and that they have a plan of action for the future

Service Delivery at a Distance

- Deliver services through the use of e-mail, chat, telephone, or videoconferencing

- Delivered to persons who may
  – be underserved with face-to-face services
  – prefer the convenience of remote assistance

Distance Counseling as a Necessity

- Persons with disabilities who have mobility problems

- Persons in remote geographic areas who lack access to resources and services

- Persons seeking access to practitioners in other locations with specialized expertise

- Persons reluctant to seek help who use the Internet as a safe place to start obtaining resources and services

67

Distance Counseling as a Convenience

- Persons who want to access resources and receive services outside of normal business hours

- Persons who want to access resources and receive services at their place of residence or work

68

Three Levels of Service Delivery

- Self-help services
  - Responding to questions about Web-site use

- Brief staff-assisted services
  - Screening, recommending, orienting, and follow-up of Web-site use

- Individual case-managed services
  - Individual counseling at a distance

69

Ethical Issues

- Informed consent

- Client suitability

- Client access and financial capability

- Counselor competence

- Training

- Credentialing

Ethical Issues

- Client technology skills
- Confidentiality
- Cultural sensitivity
- Right of redress
- Limited awareness of location-specific issues
- Lack of clarity about practitioner credentials

References

Sampson, J. P., Jr. (2008). *Designing and implementing career programs: A handbook for effective practice.* Broken Arrow, OK: National Career Development Association.

72

For more information

www.career.fsu.edu/techcenter