

# **Designing Career Services to Cost-Effectively Meet Individual Needs**

James P. Sampson, Jr., Gary W. Peterson,  
Robert C. Reardon, & Janet G. Lenz

Florida State University

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# Nature of the Problem

- Increasing numbers of individuals with varying needs are seeking career services
- Increased funding is often not available to meet this increased demand
- Staff need to explore different models for meeting the career needs of individuals

# A Better Approach

Limiting staff time in delivering individual case-managed services leaves more staff time for

- **brief** services that serve more individuals, or
- **longer** services for individuals with more extensive needs

# A Better Approach

- Link readiness assessment to the delivery of career services
- Goal: “The intelligent allocation of scarce resources” Tony Watts (2002)

# Readiness

The **capability** of an individual to make appropriate career choices taking into account the **complexity** of family, social, economic, and organizational factors that influence career development

Capability – **Internal** to the client

Complexity – **External** to the client

# Readiness Model

**Capability**

(low)



(high)

# Capability

Cognitive and affective capacity to engage in effective career choice behaviors

How are my career choices influenced by the way I **think** and **feel**?

# Capability

- **Honest** exploration of values, interests, and skills
- **Motivated** to learn about options
- Able to **think clearly** about career problems
- **Confident** of their decision-making ability
- Willing to **assume responsibility** for problem solving
- Aware of **how** thoughts and feelings influence behavior
- Able to **monitor and regulate** problem solving



# Readiness Model

Complexity (high)



(low)

# Complexity

- Contextual factors, originating in the family, society, economy, or employing organizations that make it more difficult (or less difficult) to solve career problems and make career decisions
- How does the **world around me** influence my career choices?

# Complexity

- Family factors
- Social factors
- Economic factors
- Organizational factors

# Family Factors

- Family responsibilities and influence
  - may support or detract
- **Deferral**, e.g. compromise career development to meet needs of spouse or children or parents
- **Role overload**, e.g. roles of worker, parent, son/daughter, homemaker, student
- **Dysfunctional family input**, e.g., over-functioning parents

# Social Factors

- **Social support**, e.g. modeling, networking, and caring - good
- **Stereotyping**, inaccurate knowledge about a person based on his or her group membership. Groups include gender, race, ethnicity, age, religion, sexual orientation, disability status, physical characteristics, poverty, social class, socio-economic status, nationality and immigration status - bad
- **Discrimination**, acting on the basis of a stereotype in a way that harms a person - bad.

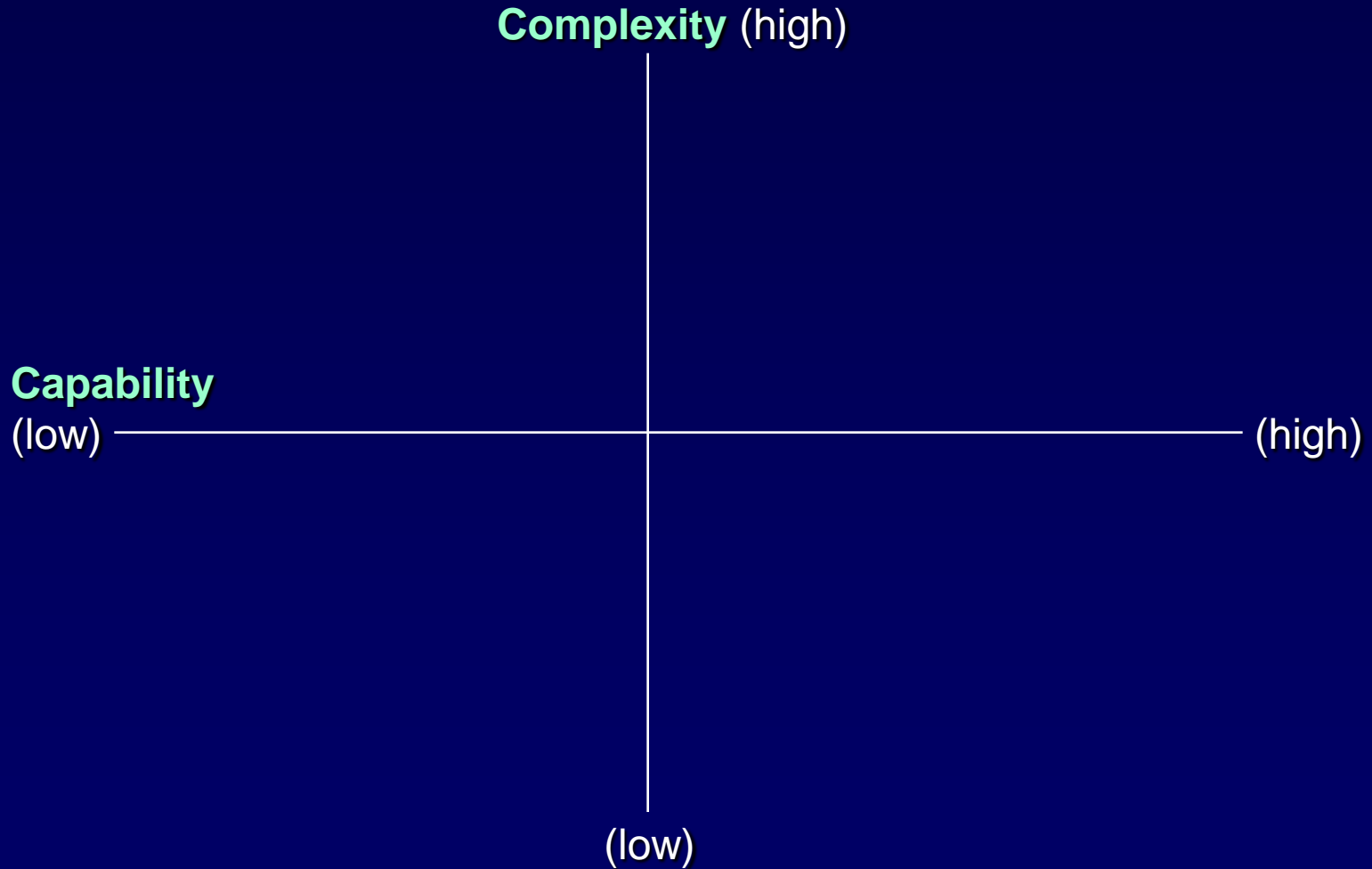
# Economic Factors

- **General**, e.g. rate of change in the labor market - influences stability of occupational knowledge
- **Personal**, e.g.
  - influence of poverty on housing, health care, and childcare
  - difficulty in funding education and training

# Organizational Factors

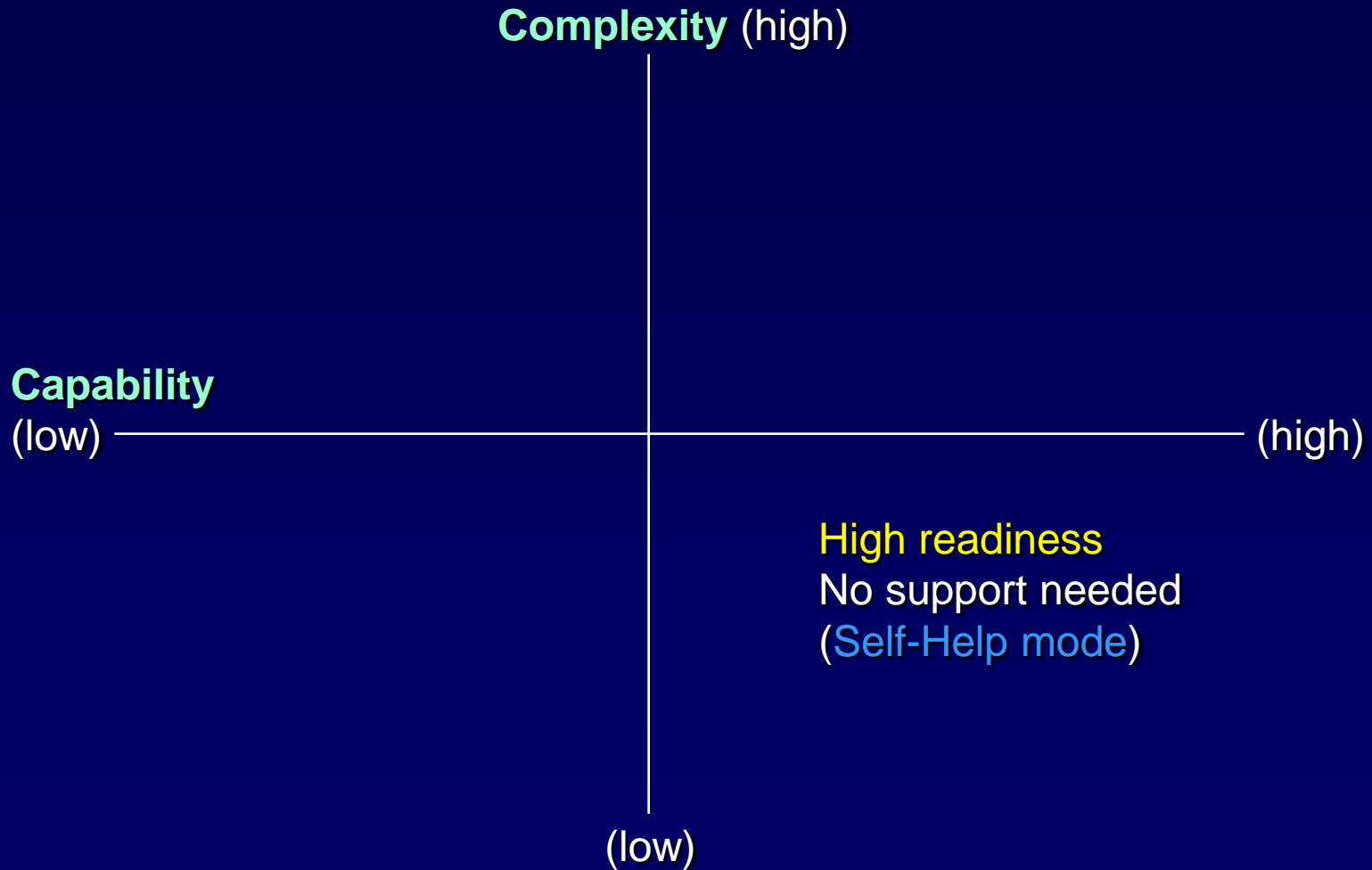
- **Size**, e.g., large organizations with an internal employment market
  - more options, more complexity
- **Organizational culture**, e.g., amount of support provided for career development -
  - less support, more complexity
- **Stability**, e.g., less predictable opportunity structure, more complexity

# Readiness Model

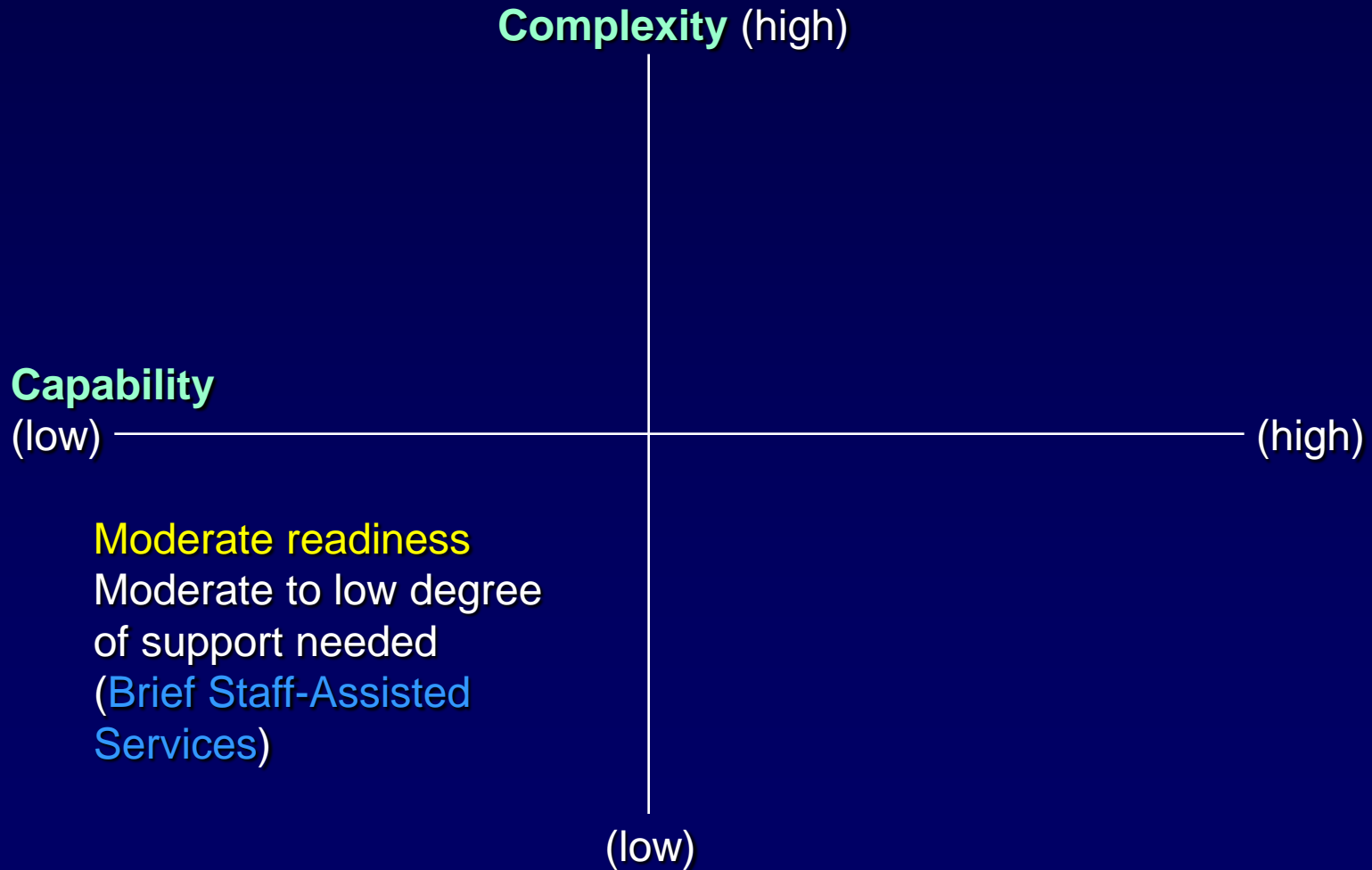




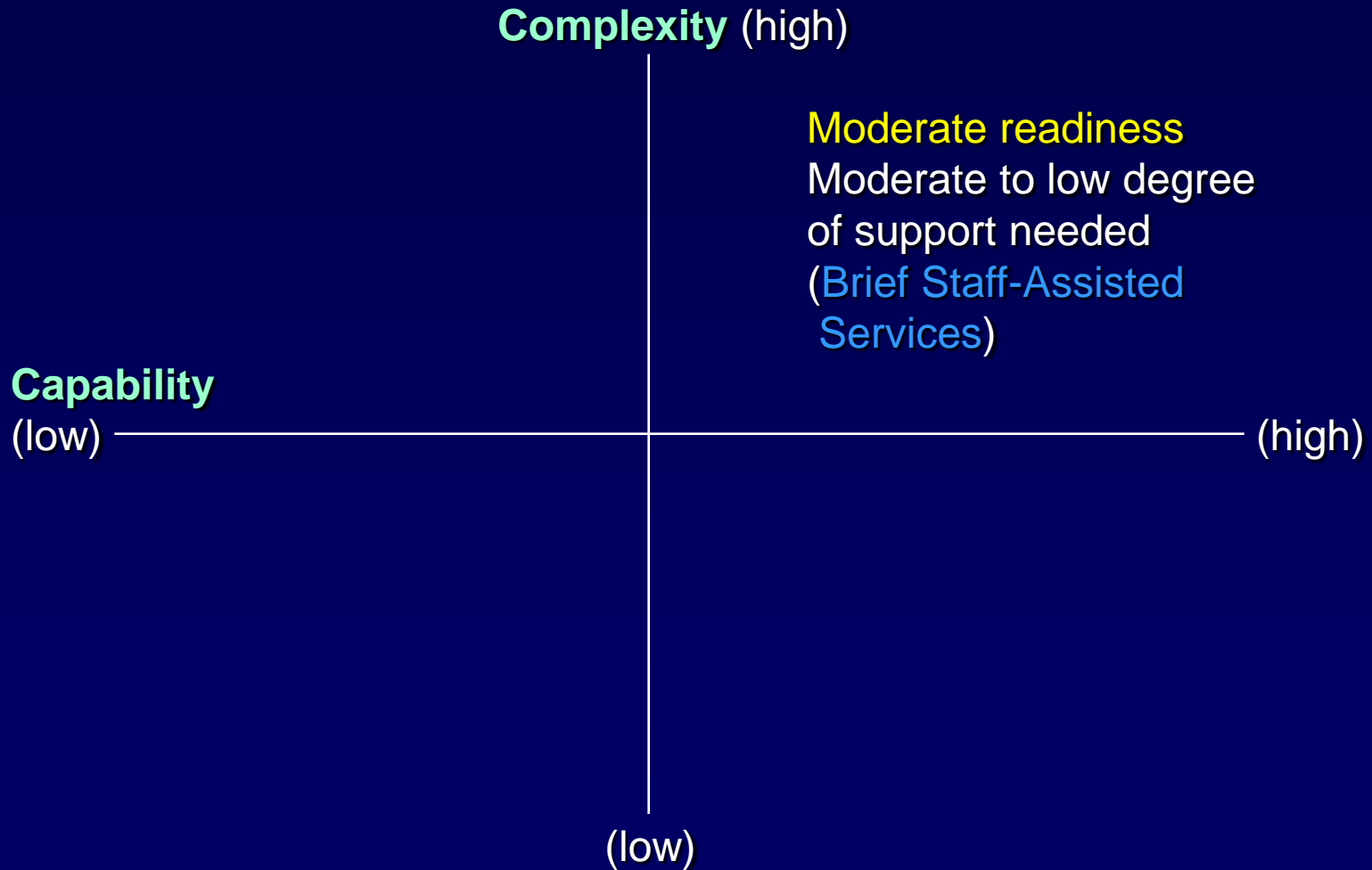
# Readiness Model



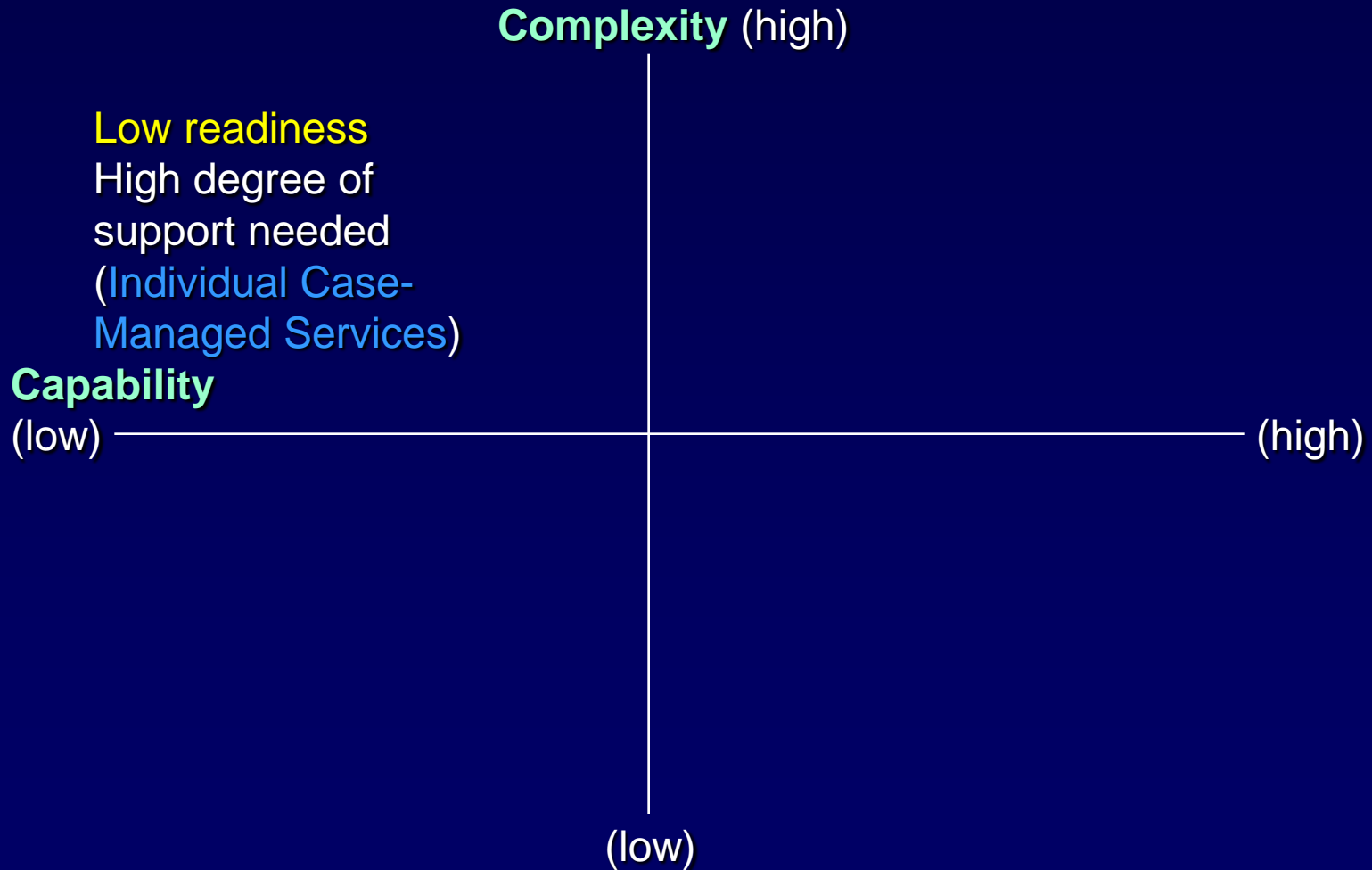
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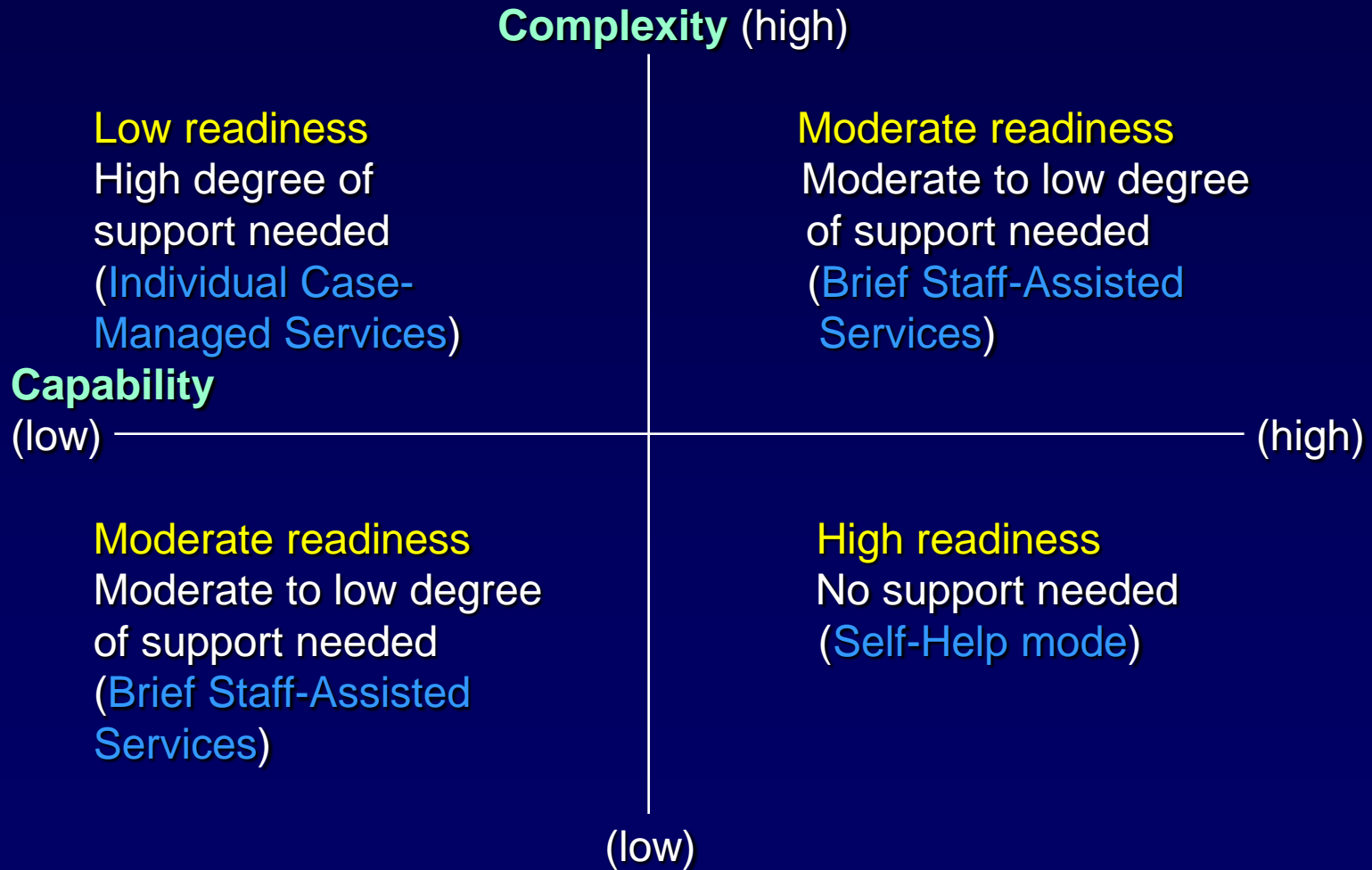
# Readiness Model



# Readiness Model



# Readiness Model



# A Generic Sequence for Services

1. Initial interview
2. Preliminary assessment
3. Define problem and analyze causes
4. Formulate goals
5. Develop individual learning plan (ILP)
6. Execute individual learning plan
7. Summative review and generalization

# Initial Interview

Gain qualitative information about the person's career problem

Screening also occurs at this step

# Initial Interview

The process of screening can be simple or involved



# Initial Interview

*“What brings you here today?”*

“I would like to find information comparing the starting salaries of accountants and auditors.”

Concrete request with no problems apparent

No further screening needed - refer to self-help services

# Initial Interview

Problematic use of resources detected by staff,

*"Are you finding the information you need?"*

If problems are apparent, more careful screening then occurs.

# Initial Interview

“I have changed programs of study several times and I am uncertain about the future.”

Vague request - potential problems

More careful screening needed prior to delivering services

# Initial Interview

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

Would not require comprehensive screening

*"I am having difficulty in my field of study and I need to learn about my options"*

Would require comprehensive screening

# Preliminary Assessment

Screening instrument used to provide information about the individual's career problem and readiness for career choice

# Screening (Comprehensive)

Characteristics of effective screening instruments

- being relatively **quickly administered**
- being **hand scorable**
- having appropriate **norms**
- relatively **inexpensive**

# Preliminary Assessment

## Selected Hand-Scoring Screening Measures

Career Decision Scale

My Vocational Situation

Career Decision Profile

Career Factors Inventory

Career Beliefs Inventory

Career Attitudes and Strategies Inventory

Career Maturity Inventory-Revised

Career Thoughts Inventory

# Define Problem & Analyze 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 counselor and the individual develop goals to narrow the gap

# Develop an Individual Learning Plan

Help the person to identify a sequence of resources and activities to meet the person's goals

Individual Learning Plan or Individual Activity Plan is Not a Personal Career Plan or an Individual Career Plan

# Potential Advantages of ILP Use

- Link resources to goals
- Promote client-practitioner collaboration
- Model brainstorming in problem solving
- Monitor progress of the individual

# Potential Advantages of ILP Use

- Enhance staff training and supervision
- Provide evaluation and accountability data
- Promote creativity in choosing resources

# Potential Advantages of ILP Use

- Promote the individual's self-esteem by
  - actively involving the individual in planning
  - briefly explaining the potential outcomes of resource use
- Reduce the anxiety of the individual by providing a concrete plan for services

# Execute Individual Learning Plan

Follow-through with the ILP

The practitioner provides

- encouragement,
- information,
- clarification,
- reinforcement, and
- planning for future experiences

# Summative Review & Generalization

Discuss progress toward achieving goals

Make plans for future use of career services

Discuss future use of problem-solving skills

# Effective Career Interventions

- Since individual needs vary, effective career interventions should vary among individuals
- Similar services for each individual is not likely to effectively meet needs



# Intervention Options

- Self-Help Services
- Brief Staff-Assisted Services
- Individual Case-Managed Services

# Self-Help Services

- High decision making readiness
- Little or no assistance needed
- Guided by the user
- Served in library-like or remote setting
- Selection and sequencing by resource guides
- Records kept - Aggregate data for program evaluation and accountability

# Self-Help Services

- Self-help career services

# Brief Staff-Assisted Services

- Moderate decision making readiness
- Minimal assistance needed
- Guided by a practitioner
- Served in library-like, classroom, or group setting
- Selection and sequencing by ILP
- Records kept - Aggregate data for program evaluation and accountability

# Brief Staff-Assisted Services

- Self-directed career decision making
- Career course  
(with **large** group interaction)
- Group counseling (**short** term)
- Workshop

# Self-Directed Career Decision Making

Use of information and self-assessment resources by an individual in a library-like setting with staff support

# Self-Directed Career Decision Making

**Client-focused flexibility** is a key characteristic

- An individual can decide to see the same staff member by returning the next time the staff member is on duty
- Or, an individual can return any time the center is open and see a staff member on duty

# Self-Directed Career Decision Making

## Client-focused flexibility

- Individuals are not required to conform to scheduled appointments each week
- Individuals (with staff input) decide how much time is needed to use resources and to seek staff assistance.



# Self-Directed Career Decision Making

## Advantages:

- High volume of individuals served
- Staff with varying skill levels can be used
- Responsiveness to high and low demand
- Accommodates individuals working together
- Lower service delivery cost
- Emphasizes the responsibility of the individual

# Self-Directed Career Decision Making

**Success** depends on:

- Moderate level of client readiness
- Good instructional design of assessment and information resources
- Common staff training
- Staff teamwork
- Staff self-confidence

# Misconceptions about Self-Directed Career Decision Making

- Individuals will not self-disclose in an open library-like setting
- It will be very disruptive if an individual becomes emotional
- Helping relationships need to be developed with one individual at a time

# Individual Case-Managed Services

- Low decision making readiness
- Substantial assistance needed
- Guided by a practitioner
- Served in an individual office, classroom, or group setting
- Selection and sequencing by ILP
- Individual records kept

# Individual Case-Managed Services

- Individual counseling
- Career course  
(with **small** group interaction)
- Group counseling (**long** term)

# Screening & Selecting Options

Figure 1

Individual Choice

# Screening & Selecting Options

Figure 1

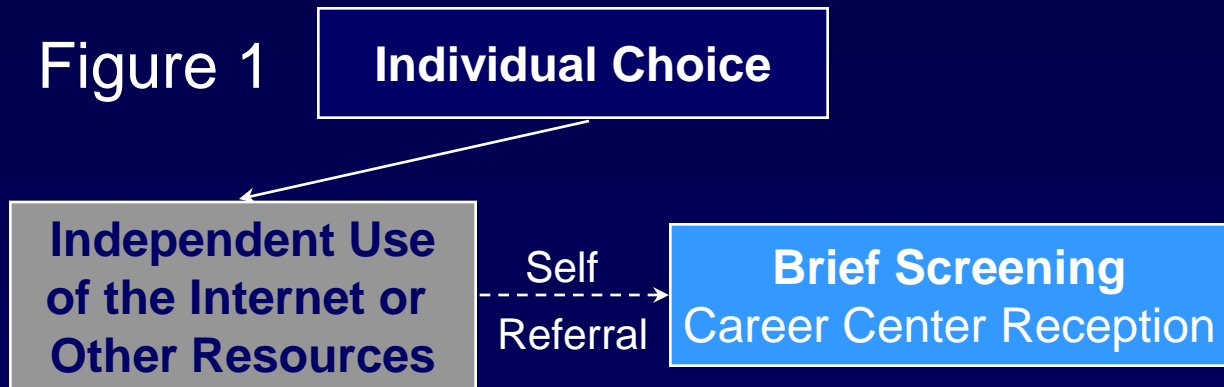
**Individual Choice**

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**Independent Use  
of the Internet or  
Other Resources**

# Screening & Selecting Options

Figure 1





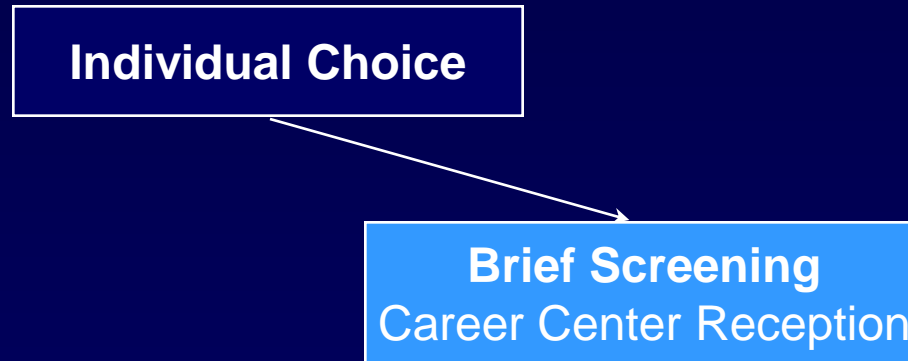
# Screening & Selecting Options

Figure 1

Individual Choice

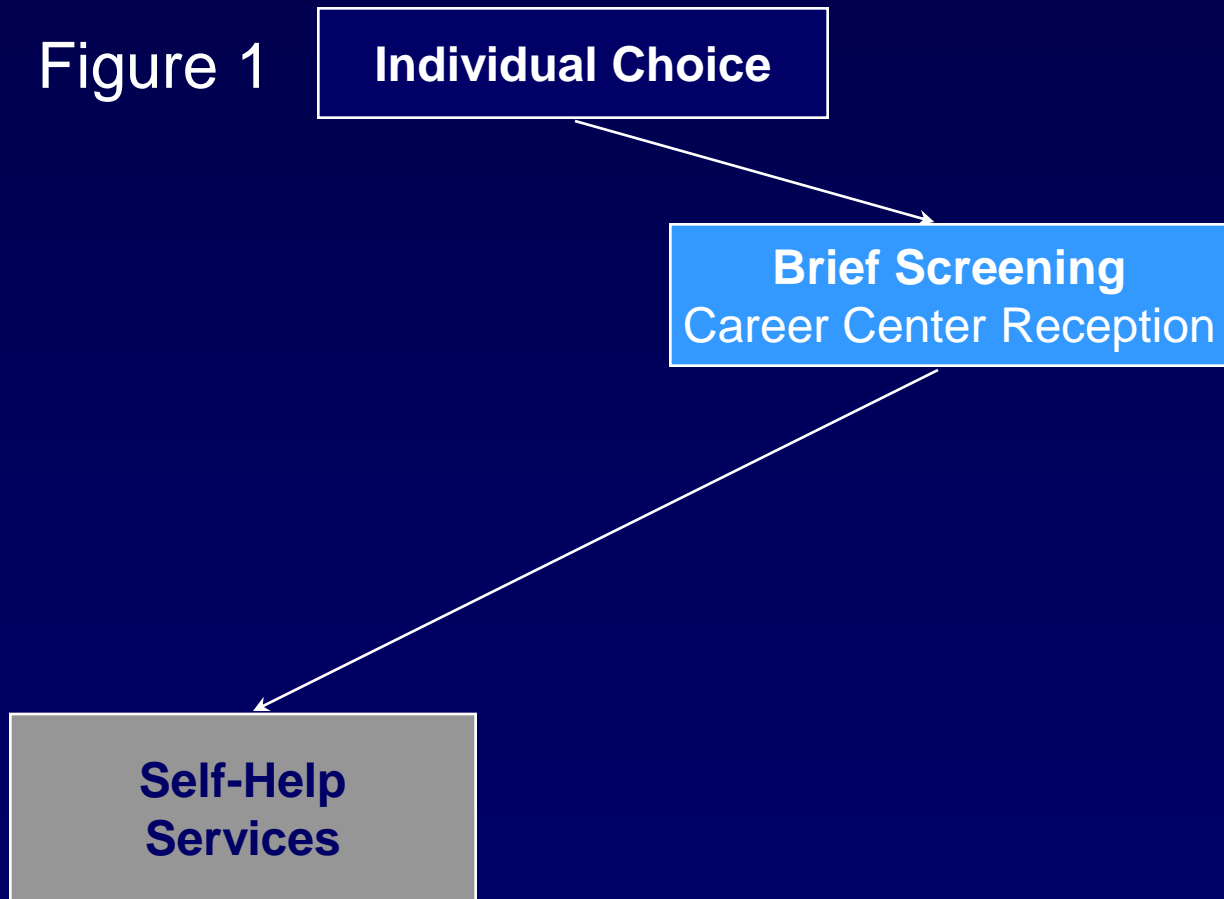
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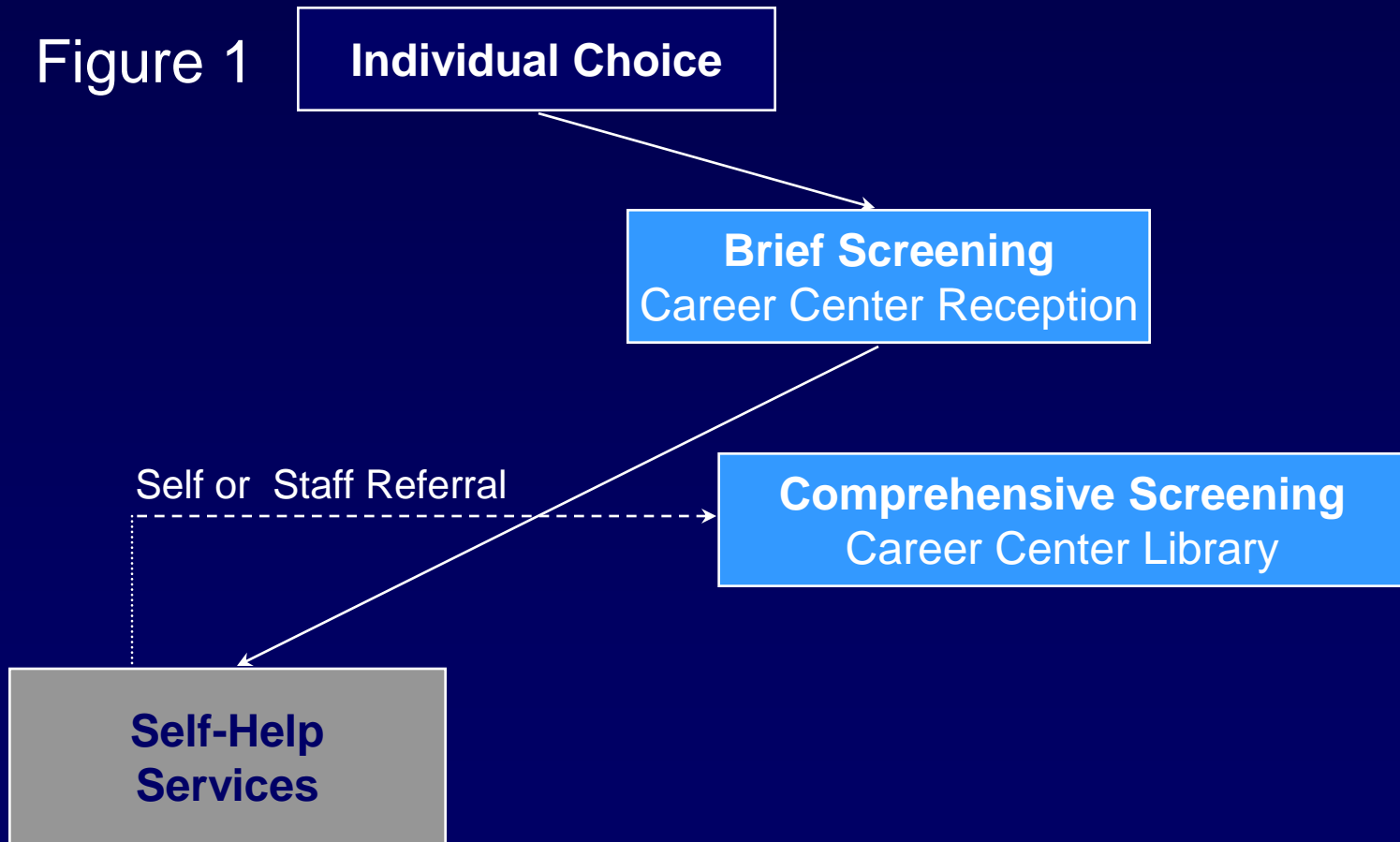
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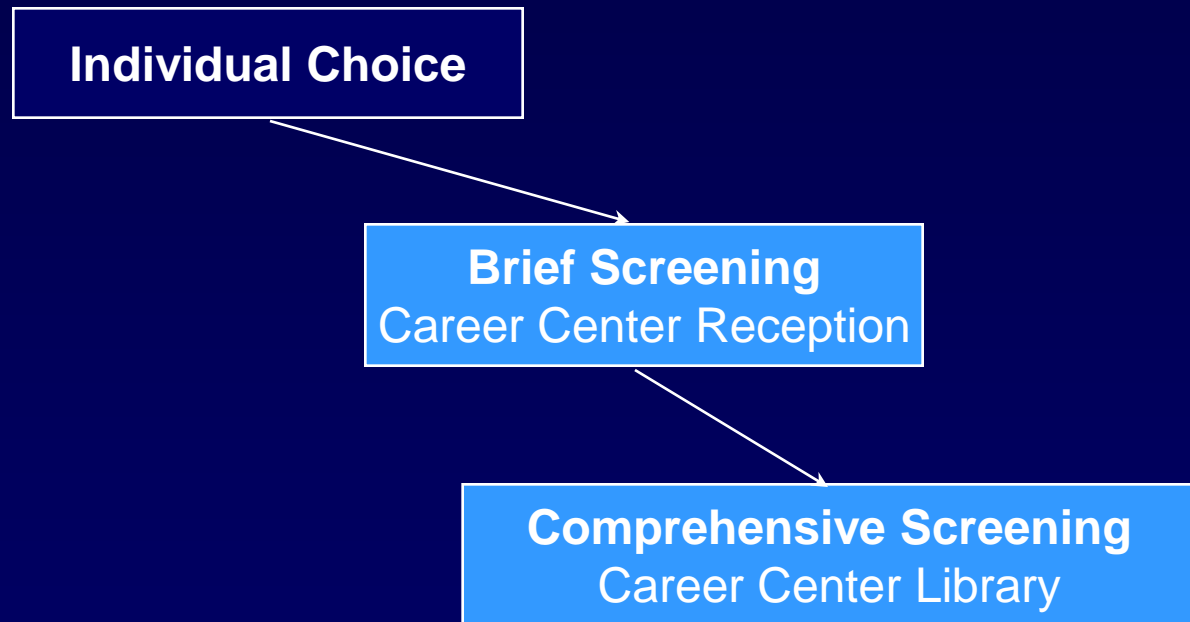
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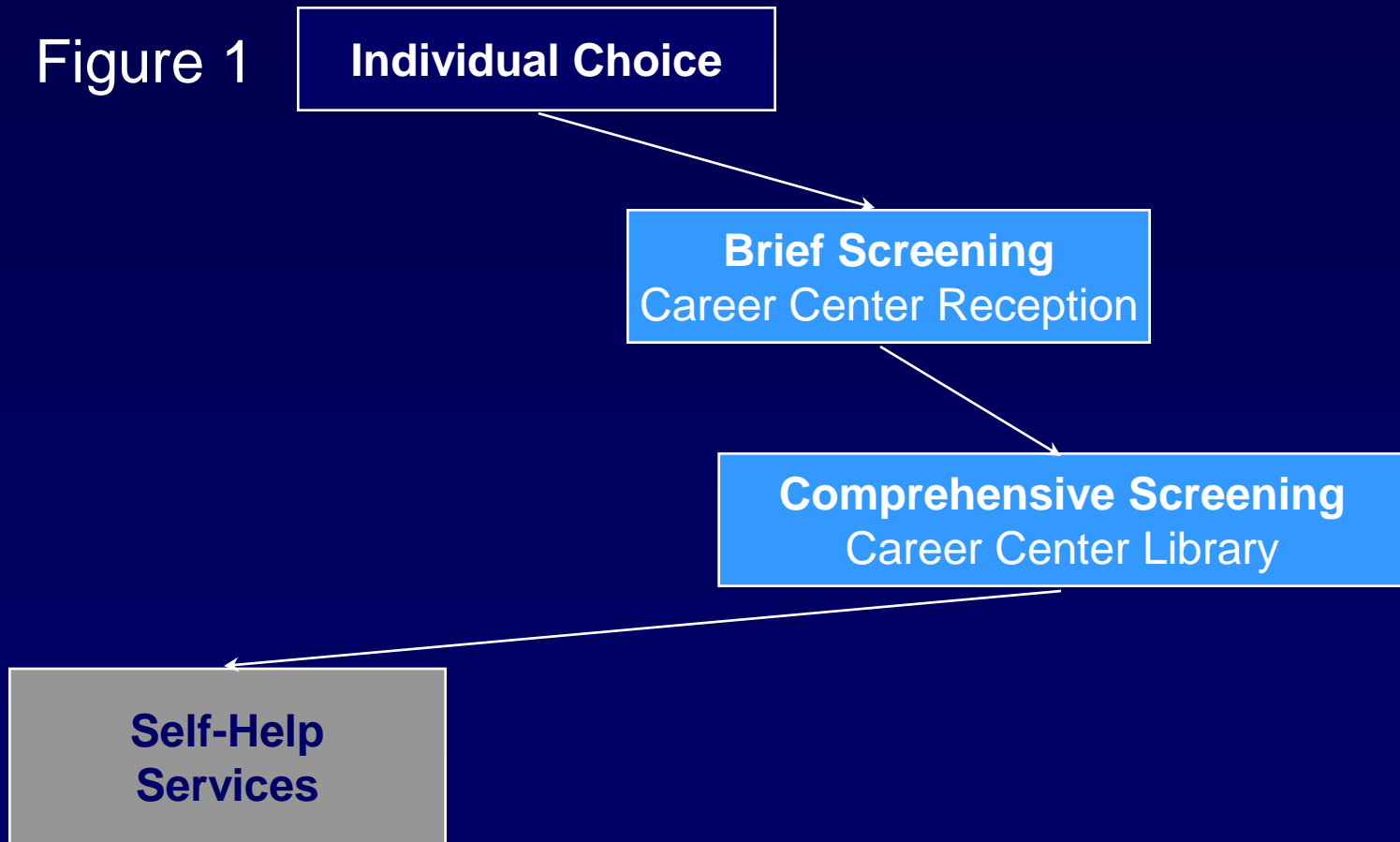
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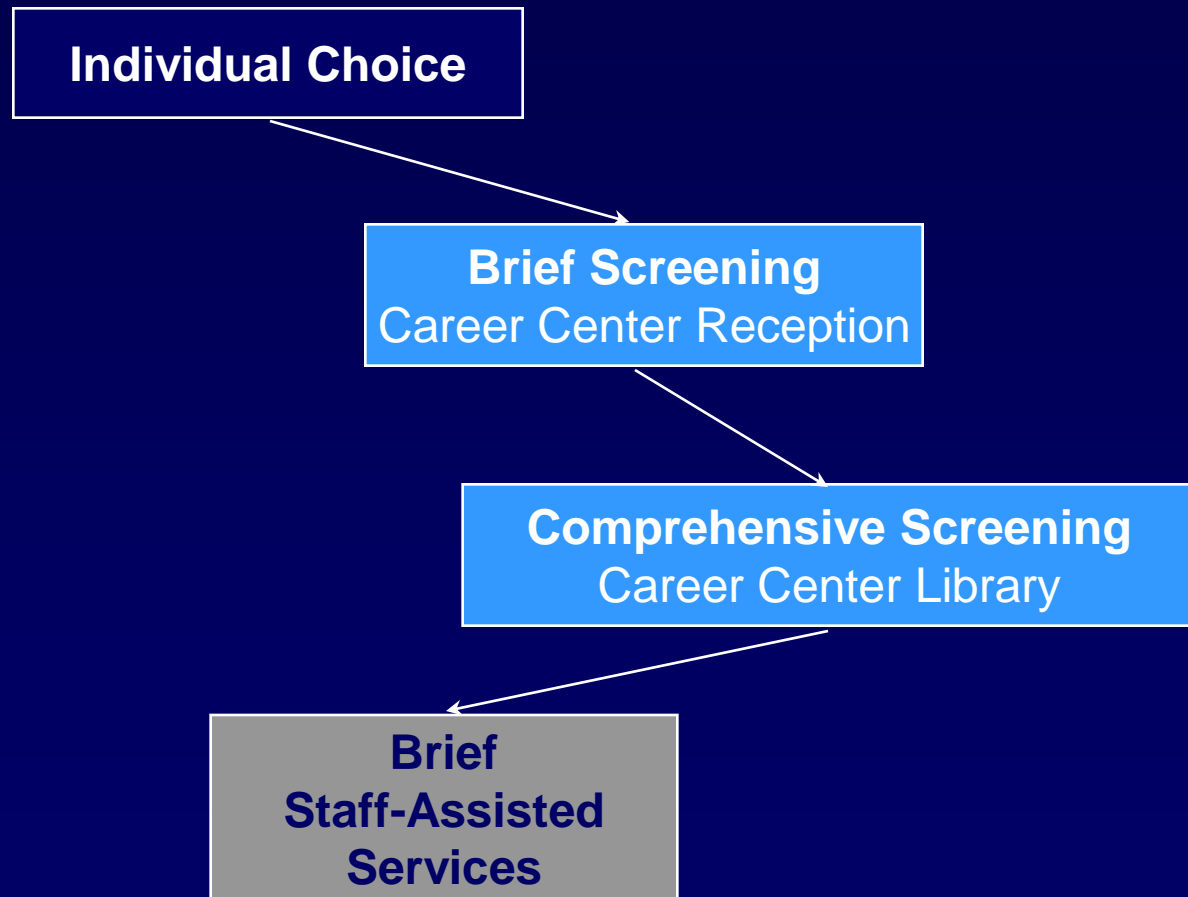
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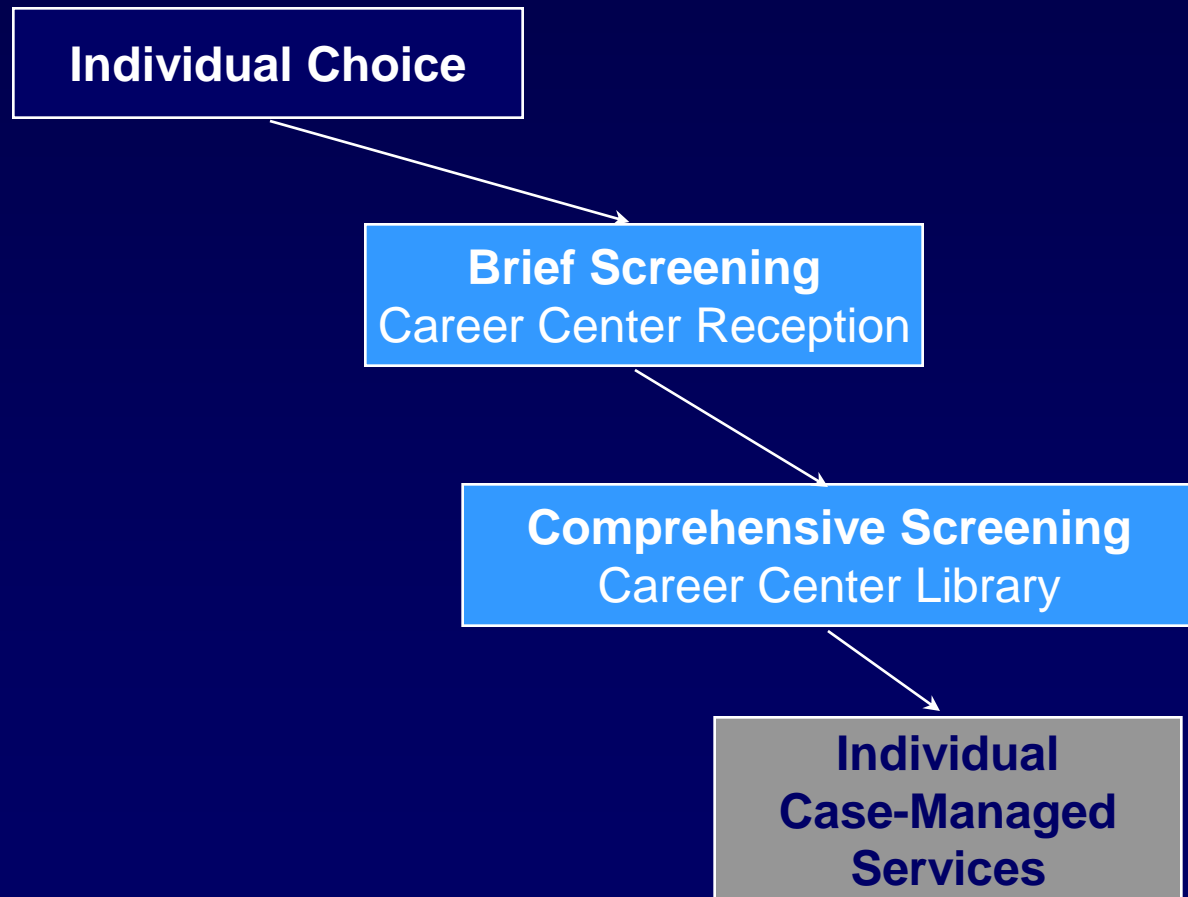
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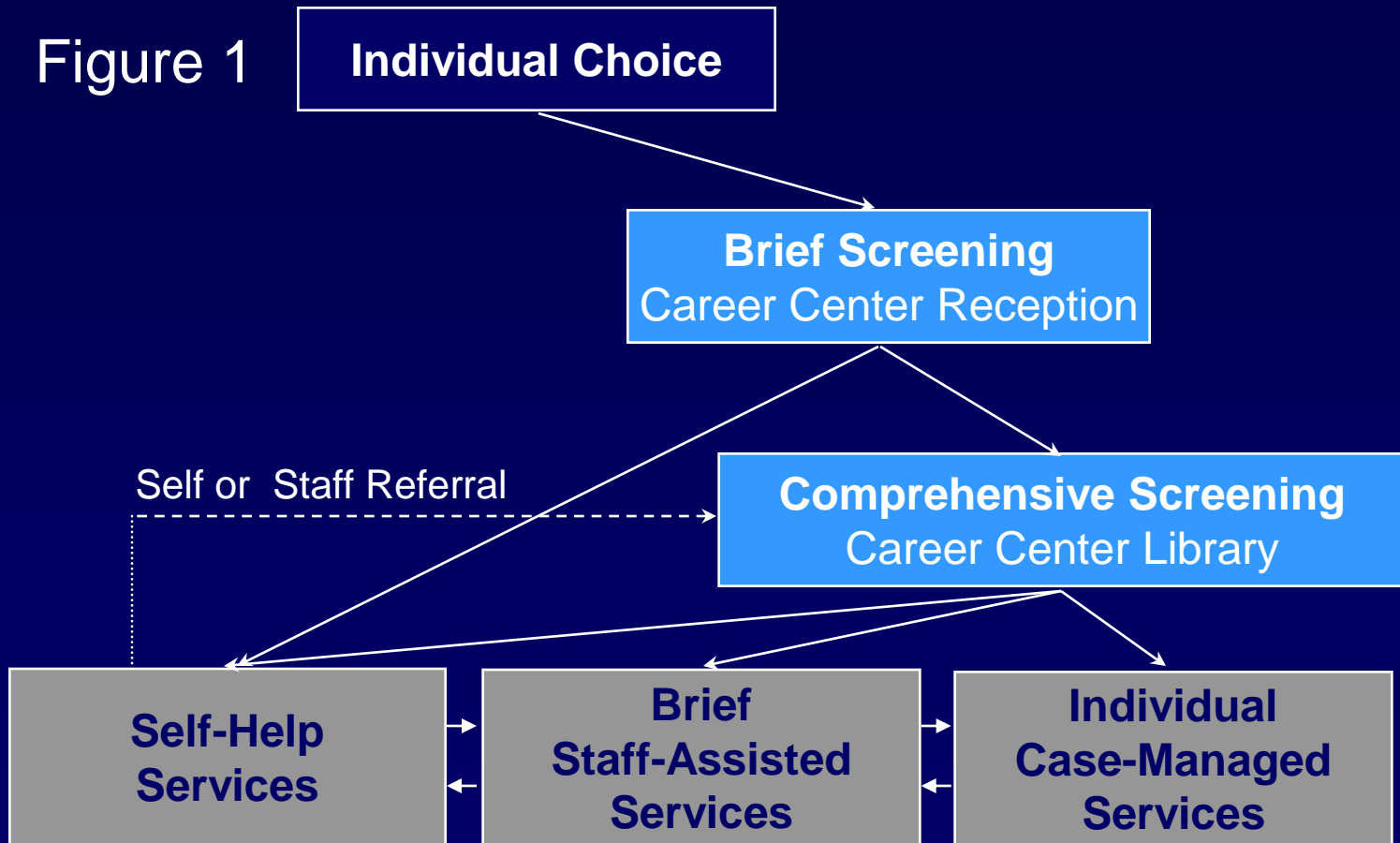
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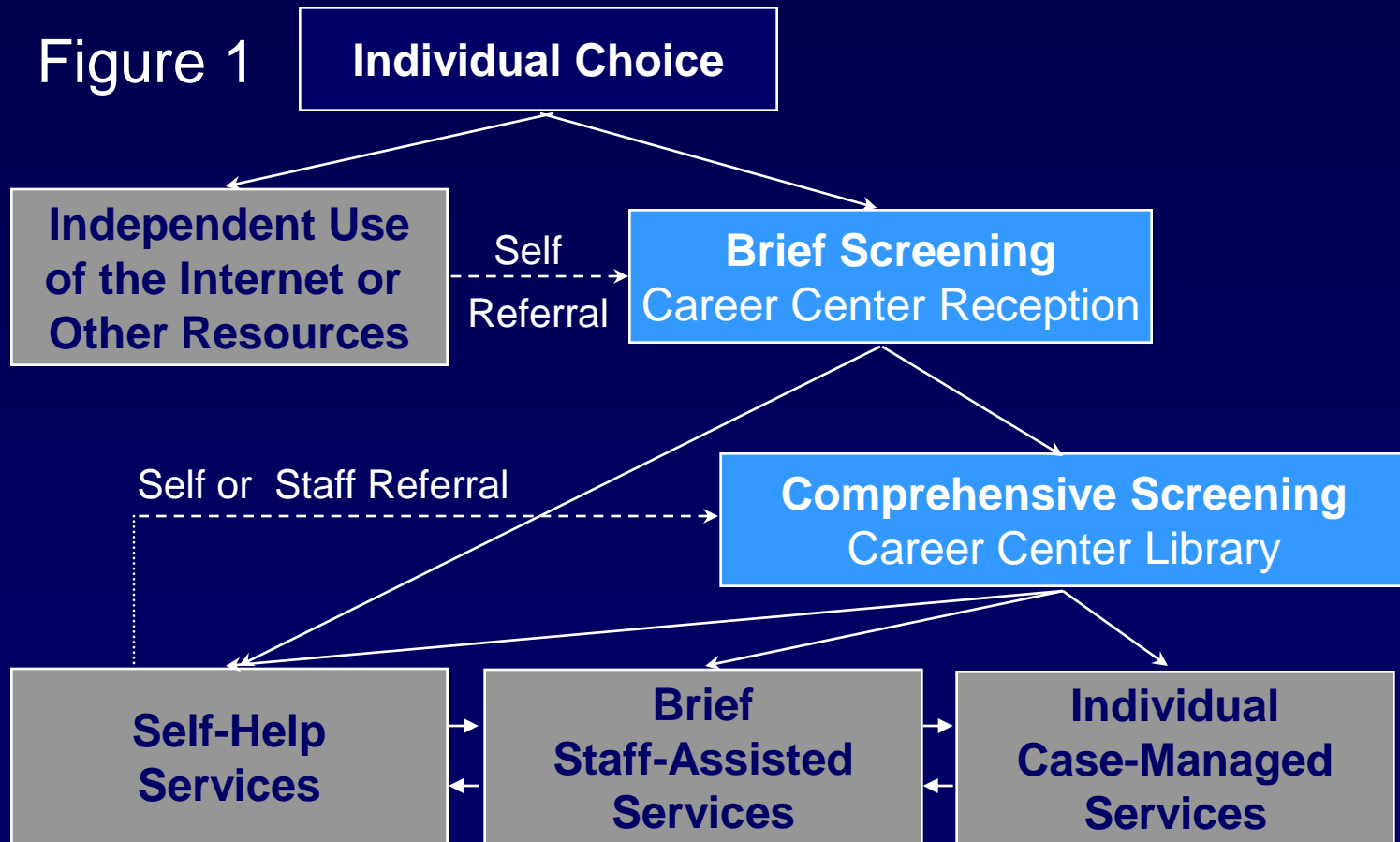
# Screening & Selecting Options

Figure 1



# Screening & Selecting Options

Figure 1



# Matching Service Levels to Needs

- **High** readiness -  
self-help services
- **Moderate** readiness -  
brief staff-assisted services
- **Low** readiness -  
individual case-managed services

# Taxonomy of Decision States

- Decided
- Undecided
- Indecisive

# Decided Individuals

- Can specify a choice
- But may need help to clarify or implement

## Decided-Confirmation

- Able to specify a choice,
- But wish to **confirm** or **clarify** appropriateness

# Decided-Implementation

- Able to specify a choice
- But who need help with **implementation**

# Decided-Conflict Avoidance

- Present as decided to **reduce conflict** and **stress**, when undecided or indecisive



# Undecided Individuals

- Cannot specify a choice
- Need self, occupational, and decision-making information

# Undecided - Deferred Choice

- Unable to choose
- But have no need to make a choice

# Undecided - Developmental

- Need to choose
- Are unable to commit
- Lack self, occupational, and/or decision-making knowledge

# Undecided - Developmental

Rather than dysfunctional,  
these individuals do not have  
the knowledge or experience to  
make a choice

# Undecided - Multipotential

- Characteristics of undecided
- Along with an overabundance of talents, interests, and opportunities

# Undecided - Multipotential

- Often overwhelmed with available options
- May experience pressure from significant others for high levels of achievement

# Indecisive Individuals

- Cannot specify a choice
- Typically need information
- Also have a maladaptive approach to decision making in general

# Indecisive Individuals

- Similar to undecided individuals with knowledge gaps
- Differ with more negative self-talk, attentional deficits, or confused thoughts



# Indecisive Individuals

Executive processing limits the development of decision-making skills, occupational knowledge, and self-knowledge

# Taxonomy of Decision States

## **Decided Individuals**

- 1) Confirmation
- 2) Implementation
- 3) Conflict Avoidance

## **Undecided Individuals**

- 1) Deferred Choice
- 2) Developmental
- 3) Multipotential

## **Indecisive Individuals**

# Matching Service Levels to Decision Status

Decided and undecided individuals are best served by **self-help** and **brief staff-assisted** services

# Matching Service Levels to Decision Status

Indecisive individuals are best served  
by **individual case-managed** services

# Similarities Among Interventions

- Use of the Pyramid & CASVE cycle
- Practitioner use of helping skills
- Relationship development
- Use of assessment resources
- Use of information resources

# Similarities Among Interventions

- Awareness of external influences on career choice
- The value of taking time to reflect on learning
- Client follow-through continues after service delivery

# Selecting Career Interventions

The goal of this model is to avoid **overserving** or **underserving** individuals by using screening to match needs with services

# Cost-Effective Services

The right **resource**

used by the right **person**

with the right level of **support**

at the lowest possible **cost**



For Additional Information

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Thank You