Organizing Occupational Information through the use of Customized Occupational Schemas

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From Frank Parsons to C.I.P...

True Reasoning

Occupational Knowledge

Self Knowledge

So we're on the same page...

"Some people mix the terms career, occupation, job, and position when they each have distinct and separate meanings that are important to use in career services, e.g., positions and jobs are changing more than occupations."

-Robert Reardon, PhD

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Part I: What to know….

Activity 1: "Who Am I?"

Objective: Identify different components   of occupational information   called content guidelines

Activity 1: "Who am I?"

- Find a partner
  - Don't peek at the back of your card
  - Each pair will receive two cards

- Read the three statements to one another and write down which content guideline the statement illustrates

- Guess the occupation   p. 2

Part I: What to know….

Activity 1:   "Who Am I?"

Example:
   "I assess, evaluate, and treat those with hearing or speech disorders."

NCDA Content Guideline:
   Duties and nature of work

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Part I: What to know….

NCDA Occupational Content Guidelines:

- Additional information
- Advancement possibilities
- Duties & nature of work
- Earnings & other benefits
- Employment outlook
- Entry methods

- Opportunities for exploration & experience
- Preparation required
- Working conditions & settings
- Related Information
- Special requirements & considerations

National Career Development Association, 2009

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Part I: What to know….

Where can we find this information?

- <u>Types of Resources:</u>
  Articles, Books, Flyers, Brochures, Interviews, Job Notices, Movies, Photographs & Pictures, Reports, Speeches, Websites

- <u>Formats:</u>
  Audio, Electronic, Video, Print, Online
  Others?

(Epstein & Lenz, 2008)   p. 3

Part I: What to know...

- Who produces this information?

  - Academic departments
  - Commercial publishers
  - Government agencies
  - Nonprofit organizations
  - Professional associations
  - Others?

(Epstein & Lenz, 2008)   p. 3

Part I: What to know....

Target Clientele

"To be most effective, the information system should be based on a classification scheme that meets the needs of the library's targeted clientele."

(Sampson, 2004)

Part I: What to know....

- Target Clientele:

  - Who am I?

  - Where am I going?

  - How do I get there?

(Schutt & Finkle, 2008)

Customized Schema in Practice…

F.S.U. Career Center Clientele

- Who am I?
  - Students & Community members

- Where am I going?
  - Internship Search & Job Search
  - Major Change & Career Change

- What do I need to get there?
  - Education & training, etc.
  - Entry Methods
  - Employment Outlook

Group Brainstorm…

- What information would you want to know about your population?

- How would you obtain this information?
  - Survey
  - Other Ideas?

Part I: What to know....

Additional Considerations

"Determining which specific scheme to use might be based on factors such as the needs of the local setting, the philosophical principles of those in charge of the career information system, and the size of the library collection."

(Sampson, 2004)

Part I: What to know….

Additional Considerations

- Setting…
  - Type of Organization
  - Location
- Philosophy or Counseling Theory
- Other considerations…
  - What items are heavily used and frequently requested?
  - How large is your collection?

Customized Schema in Practice...

Example: F.S.U. Career Center

- Setting...
  - Academic focus
  - Tallahassee: Florida State Capital

- Philosophy or Counseling Theory...
  - Cognitive Information Processing
  - "Teach a man to fish..."

- Size of Collection
  - +3,000 resources

Part II: What to do....

Previous experience with schemas:

- Holland Codes
- Majors
- SOC-O*net

- NAICS
- GOE
- Other?

Part II: What to do…

Quick quiz

Part II: What to do...

Activity 2:   "Which schema?"

Objective: Identify schema that are most suited for organizing occupational information

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Part II: What to do...

Activity 2:   "Which schema?"

- Find your group

- Identify the pros and cons of using your selected schema to organize occupational information

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Part II: What to do….

Level of Hierarchy

- Holland Codes Example
  - 3 pieces of information for each of 45 RIE occupations, 135 pieces of information vs. 3 pieces of information for 45 specific categories for each RIE occupation.

  (Sampson et al, 2004)

Part II: What to do…

Activity 3: "Hierarchy"

Objective: Understand the hierarchical manner in which occupational information is organized

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Activity 3:   "Hierarchy"

- Write your   "Who am I?"   occupation in the
  allotted space in your workbook

- Write down what broader occupation or category that your   "Who am I"   card falls under

- Write down a narrower (specialty) occupation that would fall under your   "Who am I"   card occupation

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Activity 3:   "Level of Hierarchy"

Example:

Community & Social Services

↓

Counselors

↓

Marriage & Family Therapist

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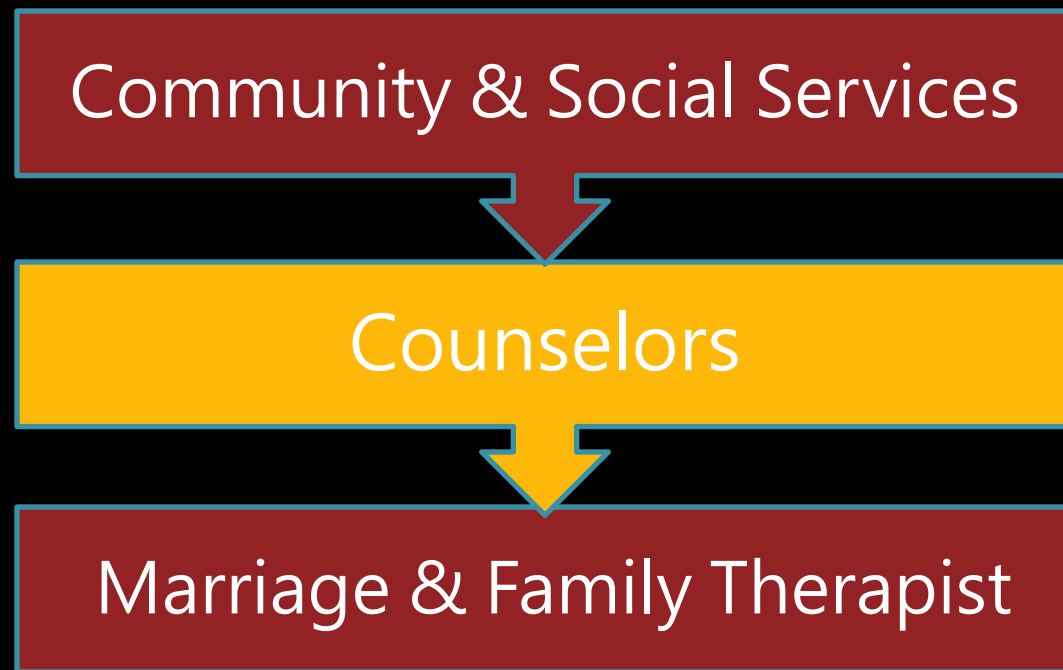
Part II: What to do....

Standard Occupational Classification

- Skill-based & objective
- Hierarchical in nature
- Standard terminology
  "Where key words or standard phrases indicate a subject matter domain."

(Sampson et al, 2004)

Part II: What to do...

Activity 4:   "Synonyms"

Objective: To understand how alternative terminology can affect search behavior

Part II: What to do...

Activity 4:   "Synonyms"

- Refer back to the occupation you guessed on your   "Who am I?"   card

- Write down synonyms or alternative terminology your clientele may use for this occupation

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Part II: What to do...

SOC's four levels of classification:

- Major group: (21)
  - Minor group:(21-1000)
    - Broad occupation: (21-1010)
      - Detailed occupation:(21-1011)

- What would 21-1012 fall under?

Part II: What to do...

Example:

Major Group :21 – Community and Social Service
                               Occupations

Minor Group: 21-1000 - Counselors, Social Workers,
   &   Other Community & Social
 Service   Specialists

Broad Occupations:21-1010 - Counselors

                  21-1020 - Social Workers

Detailed Occupations:

                  21-1011- Substance Abuse
Counselors

Part II: What to do…

Activity 5:   "SOC Practice"

<u>Objective</u>: Understand how to expand and   narrow SOC major groups

Workbook Example...

- <u>Major Group:</u> Healthcare Practitioners & Technical Occupations

- <u>Minor Group:</u> Health Diagnosing and Treating Practitioners

- <u>Broad Occupation:</u> Dentists

- <u>Detailed Occupation:</u> Dentists (General)

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Part III: Customization….

Part I: What to know

- Target Clientele
- Setting
- Heavily used information, formats, and producers

Part II: What to do

- Hierarchy
- Standardized Terminology
- Standardized Classification

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Part III: Customization in Practice...

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