Career Counseling and Services:
A Cognitive Information Processing Approach

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

Florida State University

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Chapter 11

Developing a Career Service Program

Chapter Overview

- Multiple Roles of the Counselor in Service Delivery
- Scope of the Problem
- Policy Issues
- Systems Approach To Program Development
- Applying CIP to Career Program Design
- Instructional Systems Design
- ISD Model for Career Guidance Services
- Summary

Counselor Roles in Service Delivery

- Typical image of career counselors
  - Working in an office
  - Face-to-face with clients
  - Listening, talking, making suggestions
  - Clarifying feelings
  - Exploring ideas

Counselor Roles in Service Delivery

- Planning group guidance programs

- Consulting with teachers, parents

- Collecting and analyzing evaluation and research studies

- Reviewing reports on tests, computer-based guidance systems

- Training & supervising paraprofessionals

Counselor Roles in Service Delivery

- Marketing career services

- Writing reports on effectiveness of programs

- Meeting with administrators and other stakeholders

- Visiting with employers

Counselor Roles in Service Delivery

- Survey by Sampson, Vacc, & Loesch (1998) of National Certified Counselors & National Certified Career Counselors

- Behaviors unique to career counseling and those found in general counseling practice

Scope of the Problem

- Defining the goals of the career service center

- Range of career development interventions

- Typical client needs/questions

Key Question

- "What can I do as a prospective counselor to help individuals, with diverse needs and motivations, to use appropriate information in a timely and efficient manner so as to enhance their career problem-solving and decision-making skills?"

Key Points

- Counselors have many roles that extend beyond one-to-one counseling

- Organizations and individuals have diverse needs for career assistance

- Range and number of career interventions and products is vast

Key Tasks in Developing Career Programs

- Become aware of organizational, philosophical, or policy issues

- Learn how to use a systems approach

Policy Issues

- Idealized values or goals vs. practical limits and constraints

- Limitations in staff, physical space, dollars, and knowledge about the effectiveness of interventions

- Requires that choice be made and priorities must be set

Three Dimensional Cube

- Consider level of
  - clients needs: simple to complex
  - intervention complexity: less to more complexity
  - staff competencies: basic to advanced

Policy Development in Career Service Programs

- Direction

- Scope

- Level of Programs

- Role of Personal and Professional Values

Systems Approach to Program Development

- Early influence of Frank Parsons' Vocations Bureau

- Importance of social and environmental factors in the development and operation of career service programs

- Career services operate within an organizational and social system

Important Systems Concepts

- Career program
- Social system
- Objectives
  - program outcome
  - behavioral
  - learner-oriented

Important Systems Concepts

- Analysis
- Synthesis
- Feedback
- Flowchart
- Open vs. Closed Systems
- Control functions
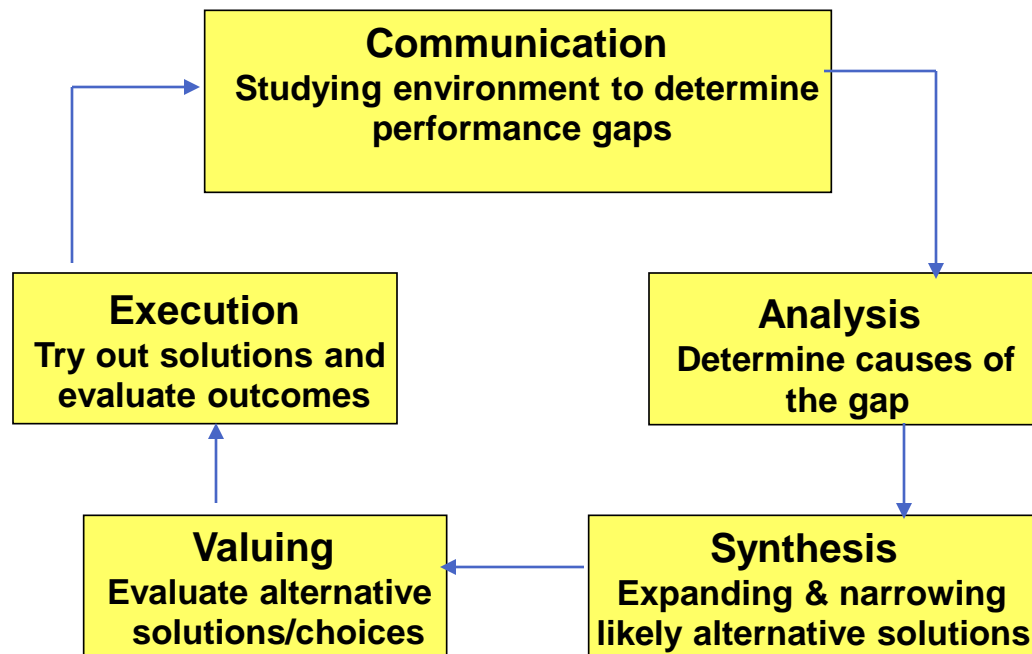- Hierarchy

Applying CIP to Career Program Design

Communication
Studying environment to determine performance gaps

Execution
Try out solutions and evaluate outcomes

Analysis
Determine causes of the gap

Valuing
Evaluate alternative solutions/choices

Synthesis
Expanding & narrowing likely alternative solutions

Figure 11.4
The CASVE Process of Program Development

Applying CIP to Career Program Design

- Organizational self-knowledge
  - history and values
  - mission and goals
  - sense of organizational culture
- Organizational option knowledge

CASVE Cycle in
Program Development

- Communication
  - identifying the gap
  - internal or external forces
  - reduce the gap between the real and ideal

CASVE Cycle in Program Development

- Analysis
  - elements & circumstances that led to the gap
  - avoiding the "quick fix" approach
  - thoughtful review of relevant information

CASVE Cycle in Program Development

- Synthesis
  - Elaboration
    - Divergent thinking about options
    - Widest consideration of alternatives
    - Seeking a variety of input

CASVE Cycle in Program Development

- Synthesis
  - Crystallization
    - creation of a written document, e.g., report, proposal outlining proposed program, including need statement and goals
    - opportunity for discussion, input, criticism of the written proposal
    - <u>bottom line</u>: does the proposal address the causes of the gap identified in the Analysis phase?

CASVE Cycle in Program Development

- Valuing
  - Key Question:
    - Is the proposed program worth doing given the costs?

  - Results in commitment to a course of action designed to remove the gap

CASVE Cycle in Program Development

- Execution
  - Taking steps to implement the program
  - Establishing a timeline
  - Assigning responsibility for key tasks
  - Limited try out of program

CASVE Cycle in
Program Development

- Communication

  – determine if the gap has been removed

  – are goals being met in a cost-effective way?

Executive Processing

- Collective and individual thinking of staff

- Role of positive thinking in organizational success

- Impact of negative thinking on problem-solving and decision making

Instructional Systems Design (ISD)

- Modules

- Counselor as instructional designer

ISD Model for
Career Guidance Services

- Identify and prioritize instructional goals

- Conduct instructional analysis

- Identify entry characteristics

- Develop performance objectives

- Develop outcome standards

ISD Model for
Career Guidance Services

- Develop instructional strategies

- Developing and selecting strategies

- Design and conduct formative evaluation

- Revise instruction

- Design and conduct summative evaluation

Summary

- Roles of the counselor as program developer and instructional designer

- Career needs of individuals and organizations

- Need to set priorities and policies that will direct programs

- Three dimensional model of policy options

- Using a systems approach in program development

Summary

- Applying CIP & CASVE cycle to career program design

- Instructional systems design model for developing career guidance programs

- Career information delivery as a series of learning events to foster career problem solving & decision making

Getting the Most Benefit from Reading

- Study the 50 client information questions

- Select an occupation and conduct an information interview

- Study the flowchart and visit a setting to see how services are provided

- Prepare a six-step outline for developing a program

- Create a module to solve a client's problem

For Additional Information

www.career.fsu.edu/techcenter/

Thank You