Career Resources

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

James P. Sampson, Jr.

Organization of the Presentation

- The CIP Approach

- The Career Resource Room

- Web Sites

- Information Handouts
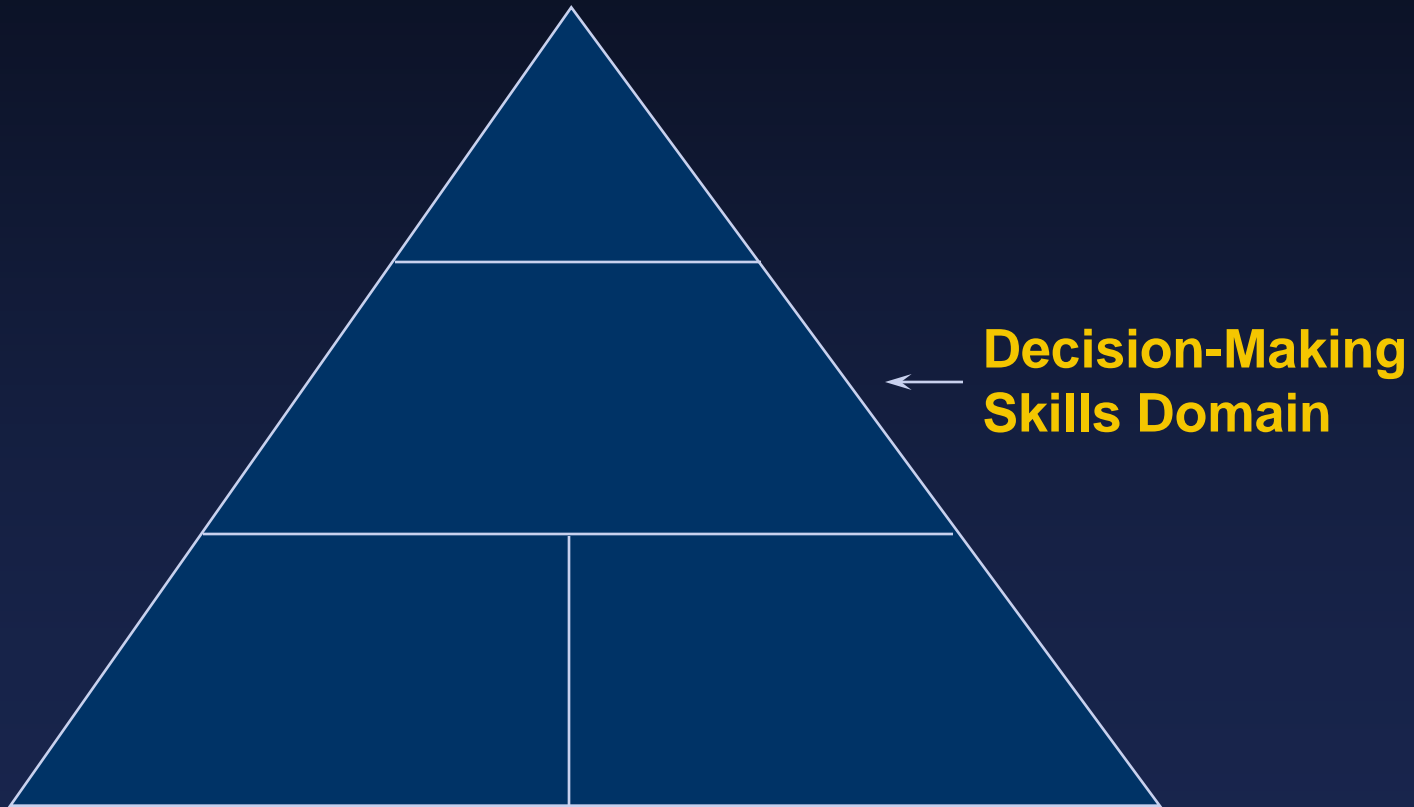
Translating Concepts for Client Use

- Pyramid

  – What's involved in career choice

  – The <u>content</u> of career choice

  – What you need to <u>know</u>

- The CASVE Cycle

  – A guide to good decision making

  – The <u>process</u> of career choice
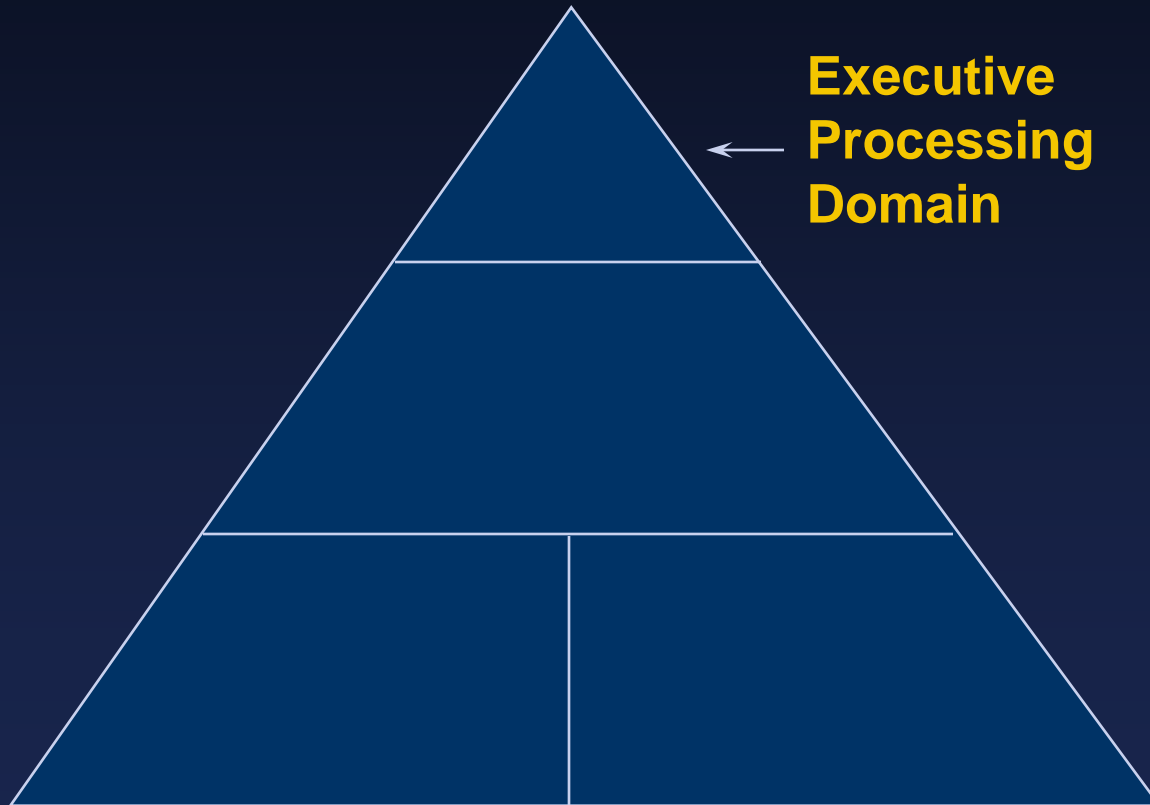
  – What you need to <u>do</u>

Pyramid of Information Processing Domains
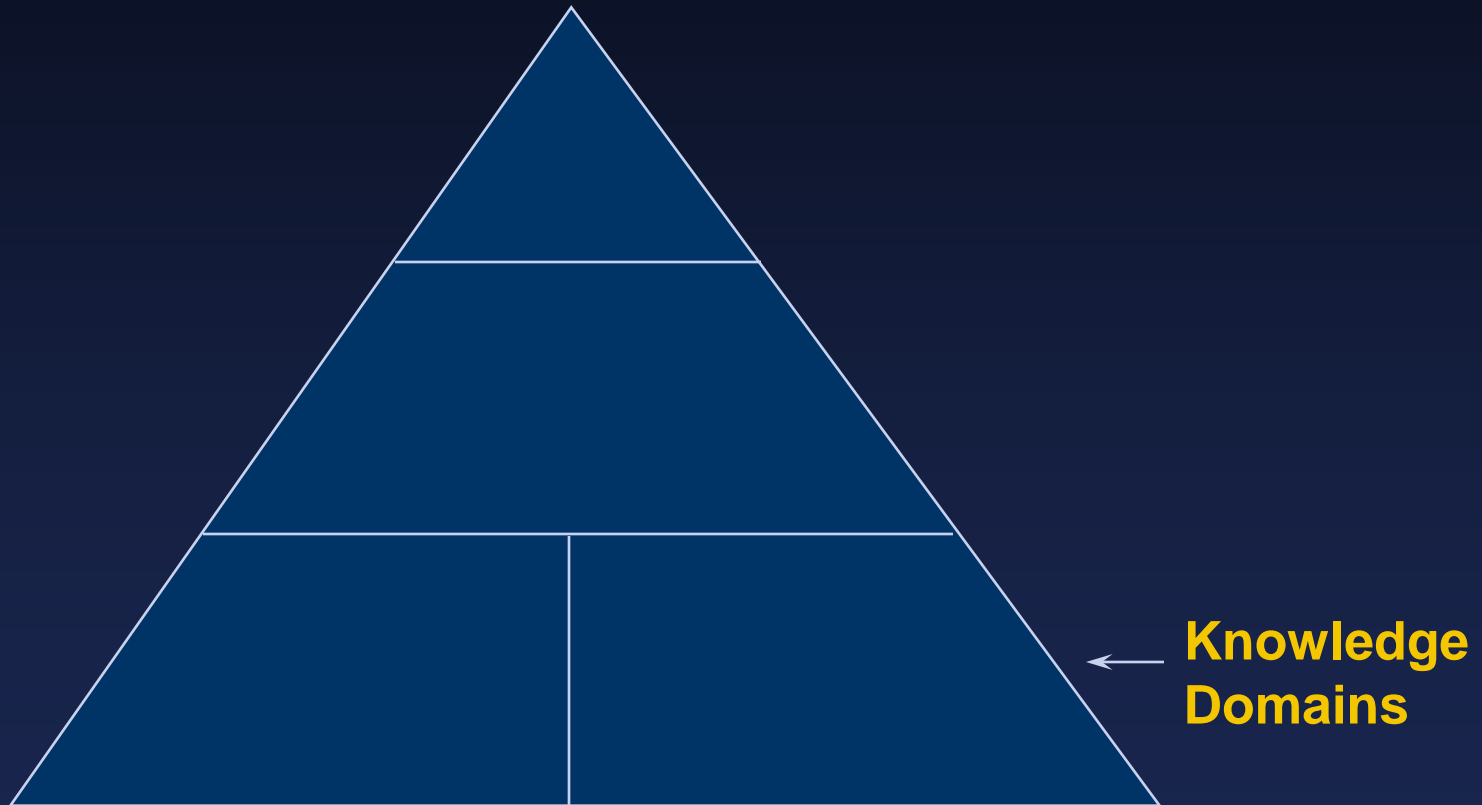
**Knowledge
Domains**

Pyramid of Information Processing Domains

Decision-Making Skills Domain

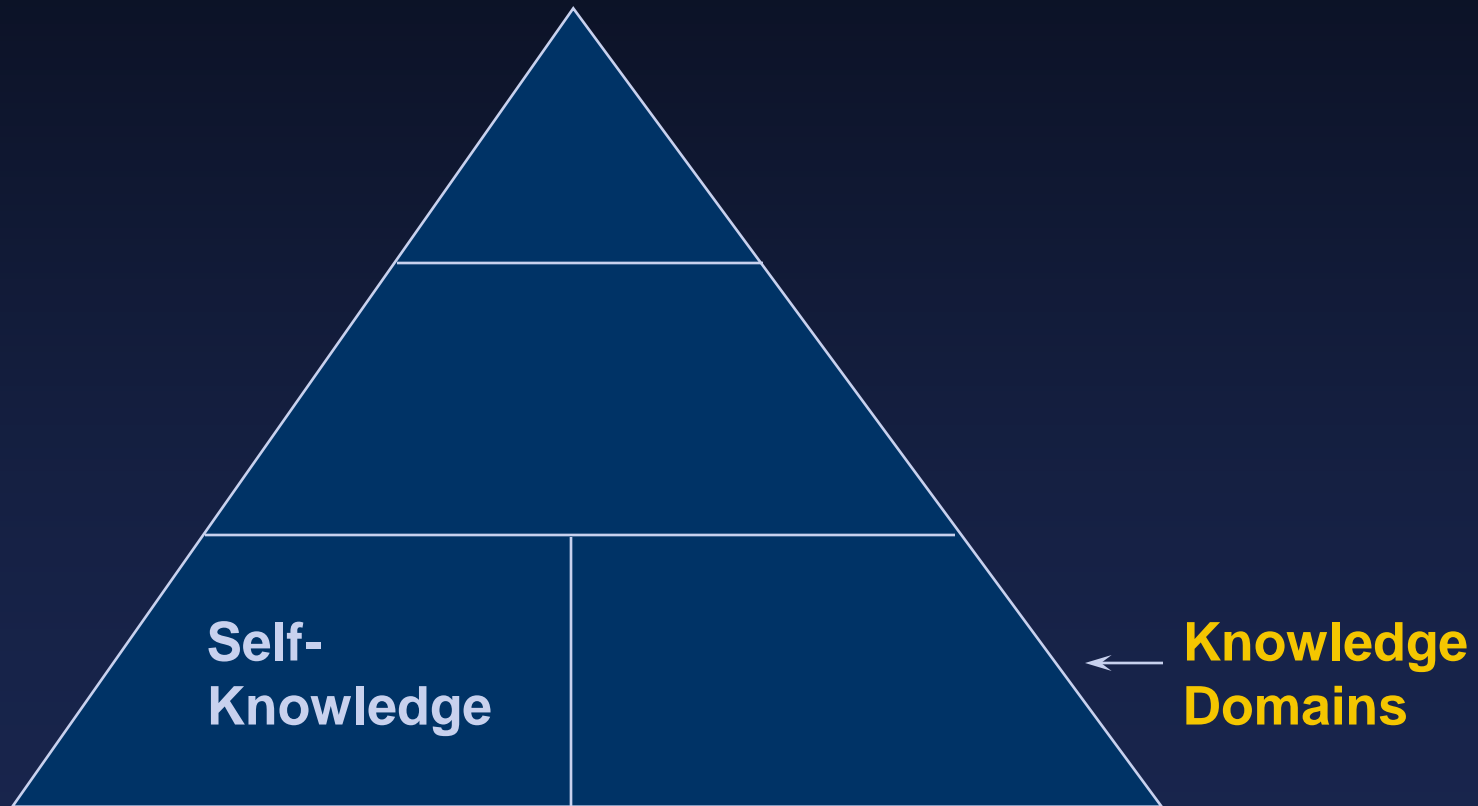# Pyramid of Information Processing Domains

Executive Processing Domain

Pyramid of Information Processing Domains
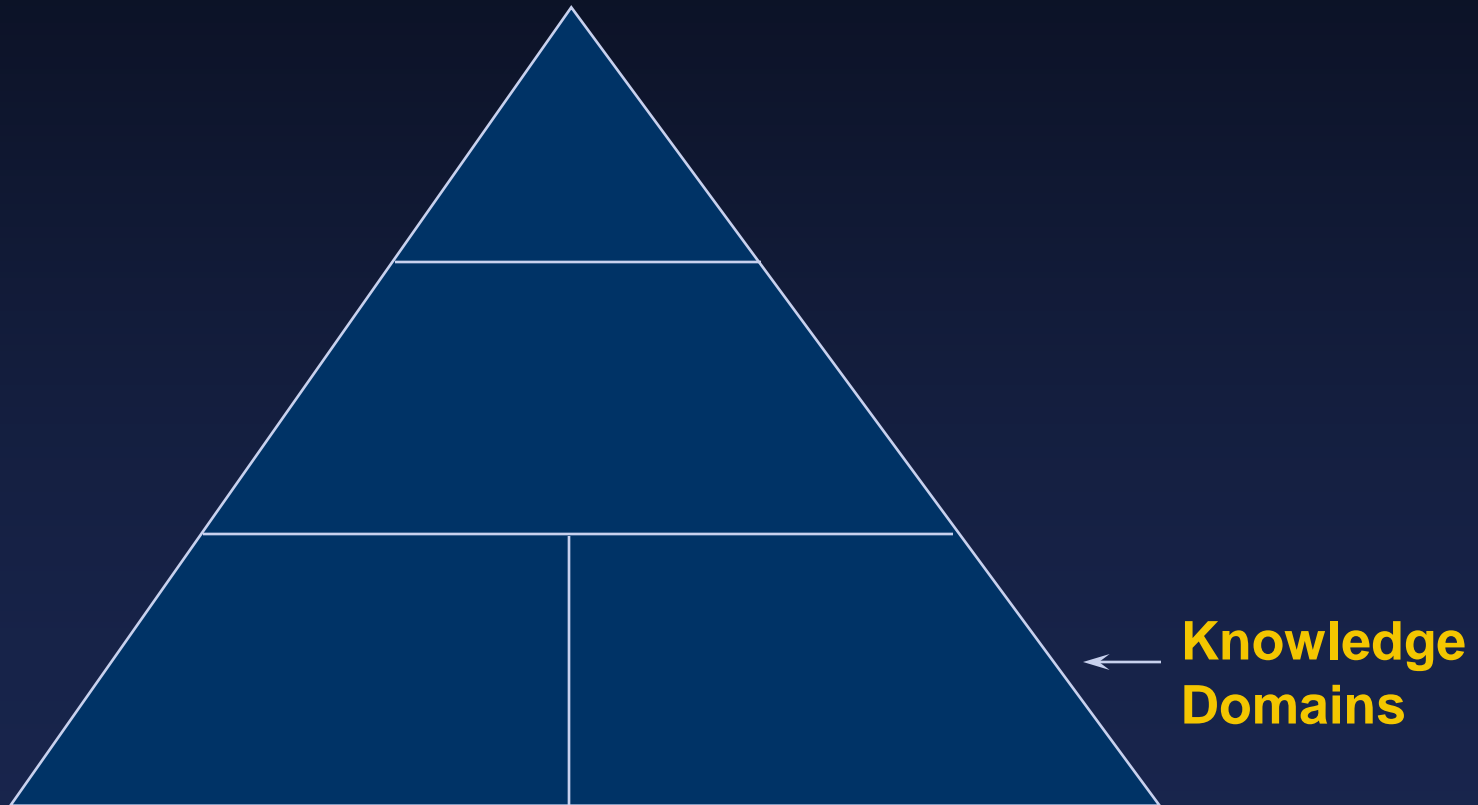
Knowledge Domains

Pyramid of Information Processing Domains

Self-Knowledge

- What are my values, interests, skills, and employment preferences?

- Values – motivators for work

- Interests – activities people enjoy

- Skills – activities people can perform well

- Employment preferences – what people choose to seek or avoid in work (e.g., inside vs. outside)

Self-Knowledge

- Values, interests, and skills are influenced by:
  - Personal characteristics
  - Life experience
- Values, interests, and skills may be influenced by:
  - Religious or spiritual beliefs

Self-Knowledge

- Stored in episodic memory

- Perceptions rather than facts

- Influenced by interpretation of past events

- Influenced by present emotions

Pyramid of Information Processing Domains
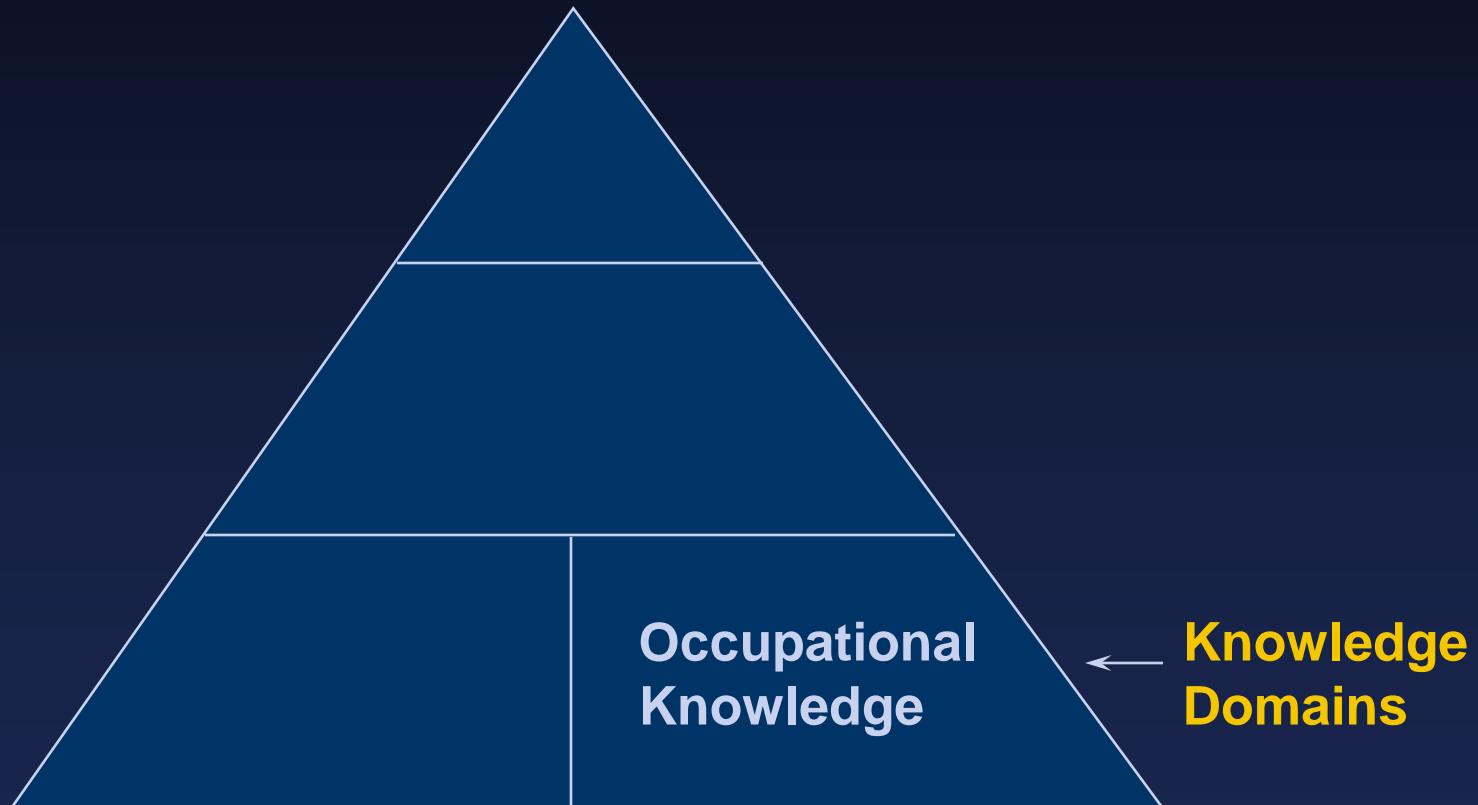
Occupational Knowledge

- Also known as "options knowledge"

- Knowledge of specific options

  – Direct experience or observing others

  – Expands over time

- Schema for organizing the world-of-work

  – Example - the Holland Hexagon

Occupational Knowledge

- Stored in semantic memory

- Verifiable facts rather than perceptions

- Not influenced by interpretation of past events

- Not influenced by present emotions

Pyramid of Information Processing Domains

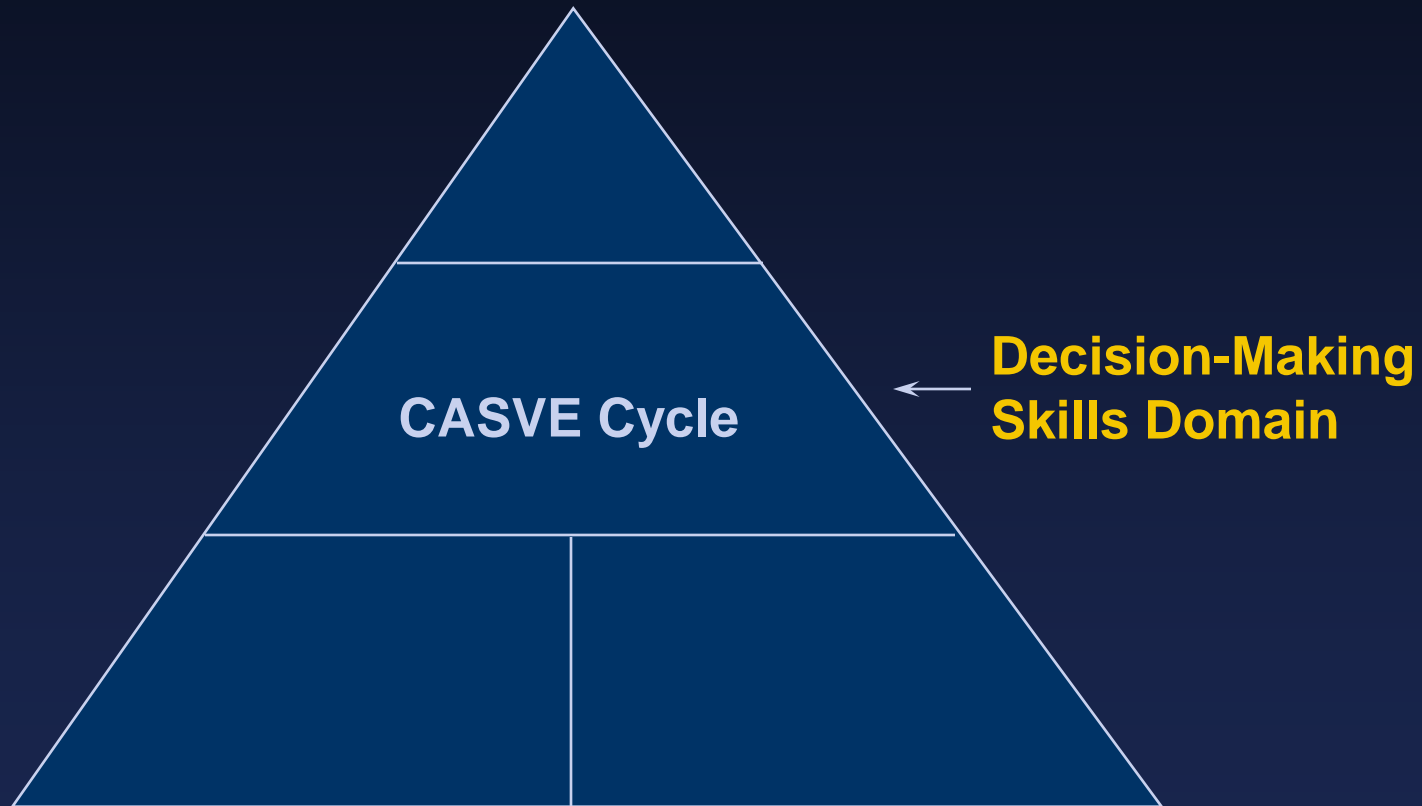**CASVE Cycle**

← **Decision-Making Skills Domain**

Decision-Making Skills Domain

- Generic information processing skills that individuals use to solve important problems and make decisions

- The CASVE cycle is one model

- Other models exist

- Diagnostic question – "How do I usually make important decisions?"

Pyramid of Information Processing Domains

Meta-cognitions

Executive Processing Domain ←
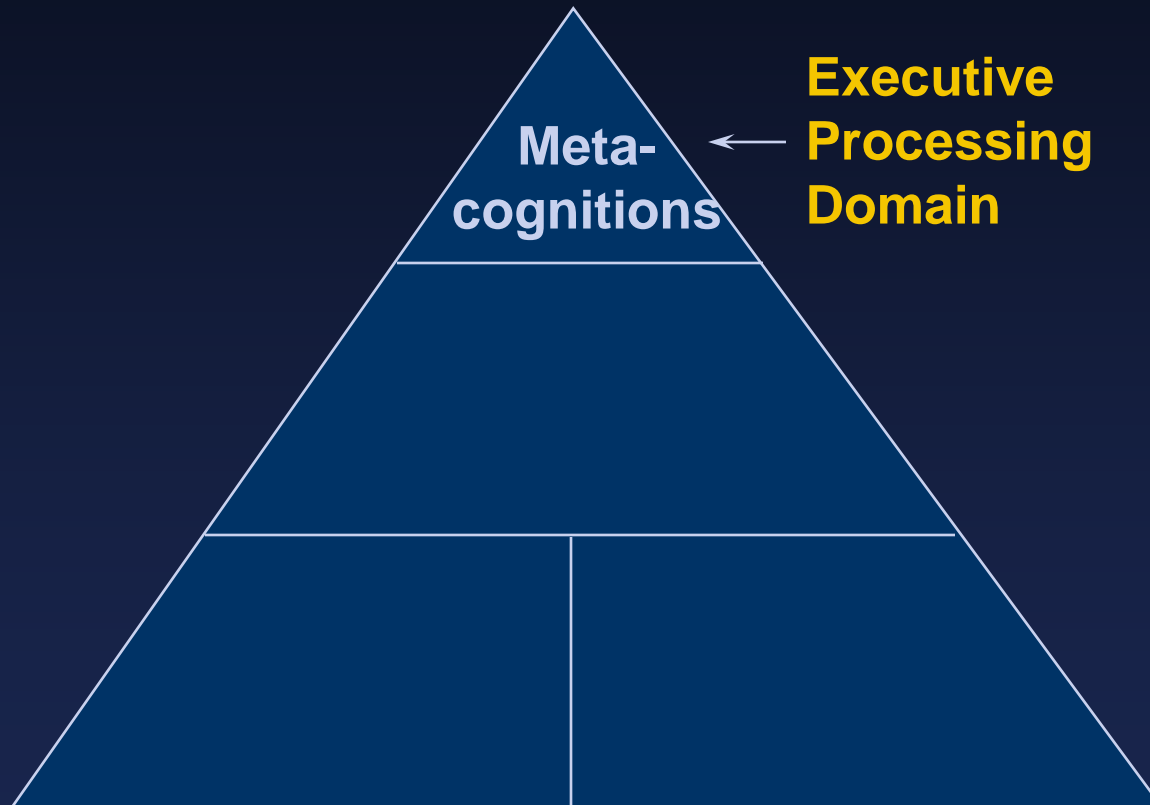
Executive Processing Domain

- Metacognitions

  - Self-talk: a conversation people have with themselves about their performance; self-talk can be positive or negative

  - Self-awareness: awareness of themselves as they solve problems and make decisions

Executive Processing Domain

– Monitoring and control – ability to monitor where they are in the problem solving process and control the amount of attention and information needed for problem solving

Executive Processing Domain

- Influence of negative self-talk on:

  – decision-making skills

  – occupational knowledge

  – self-knowledge

- Persons can reframe negative self-talk into positive self-talk

Pyramid of Information Processing Domains

Pyramid of Information Processing Domains

Client Version

Thinking about my decision making

Knowing how **I** make decisions

Knowing about myself
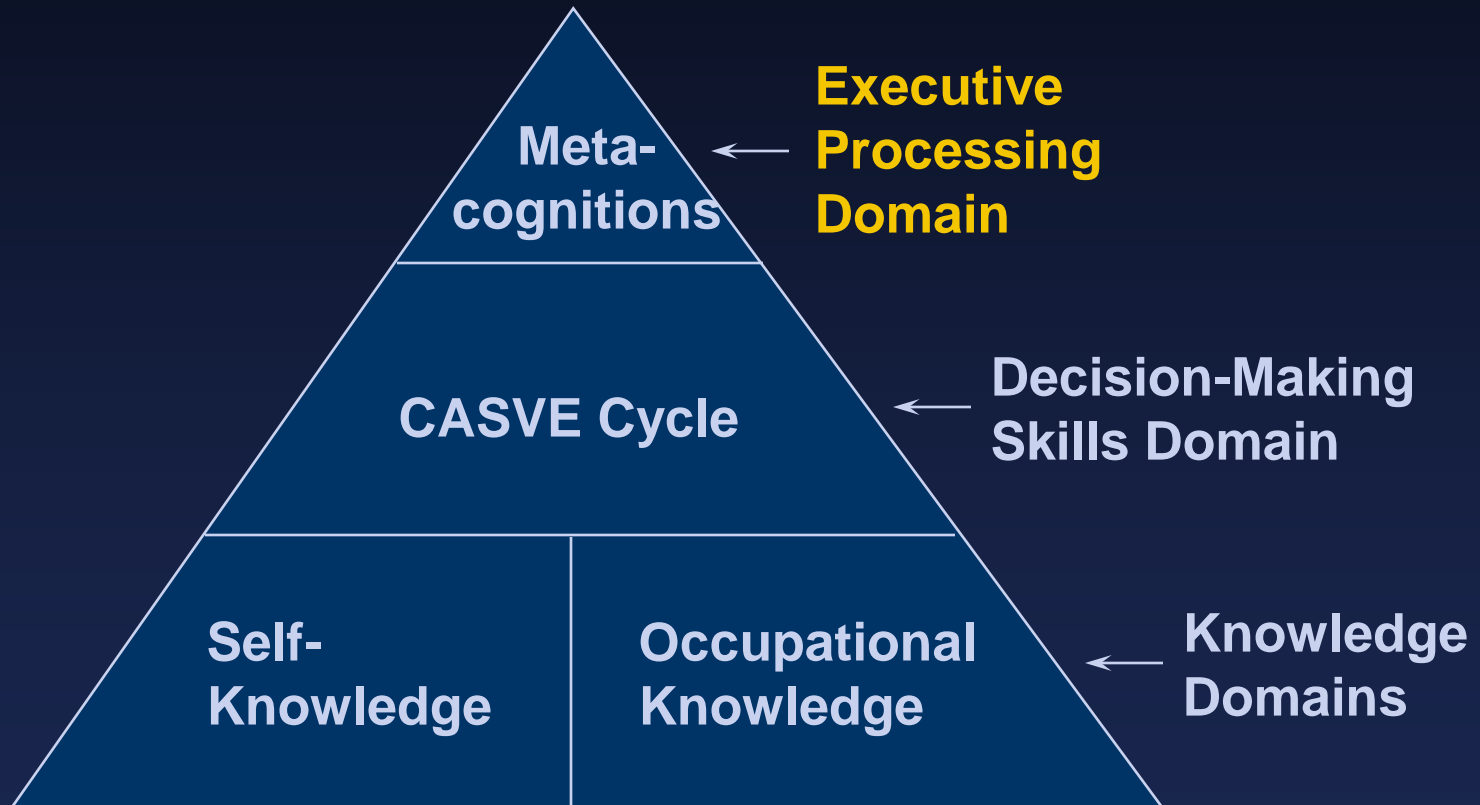
Knowing about my options

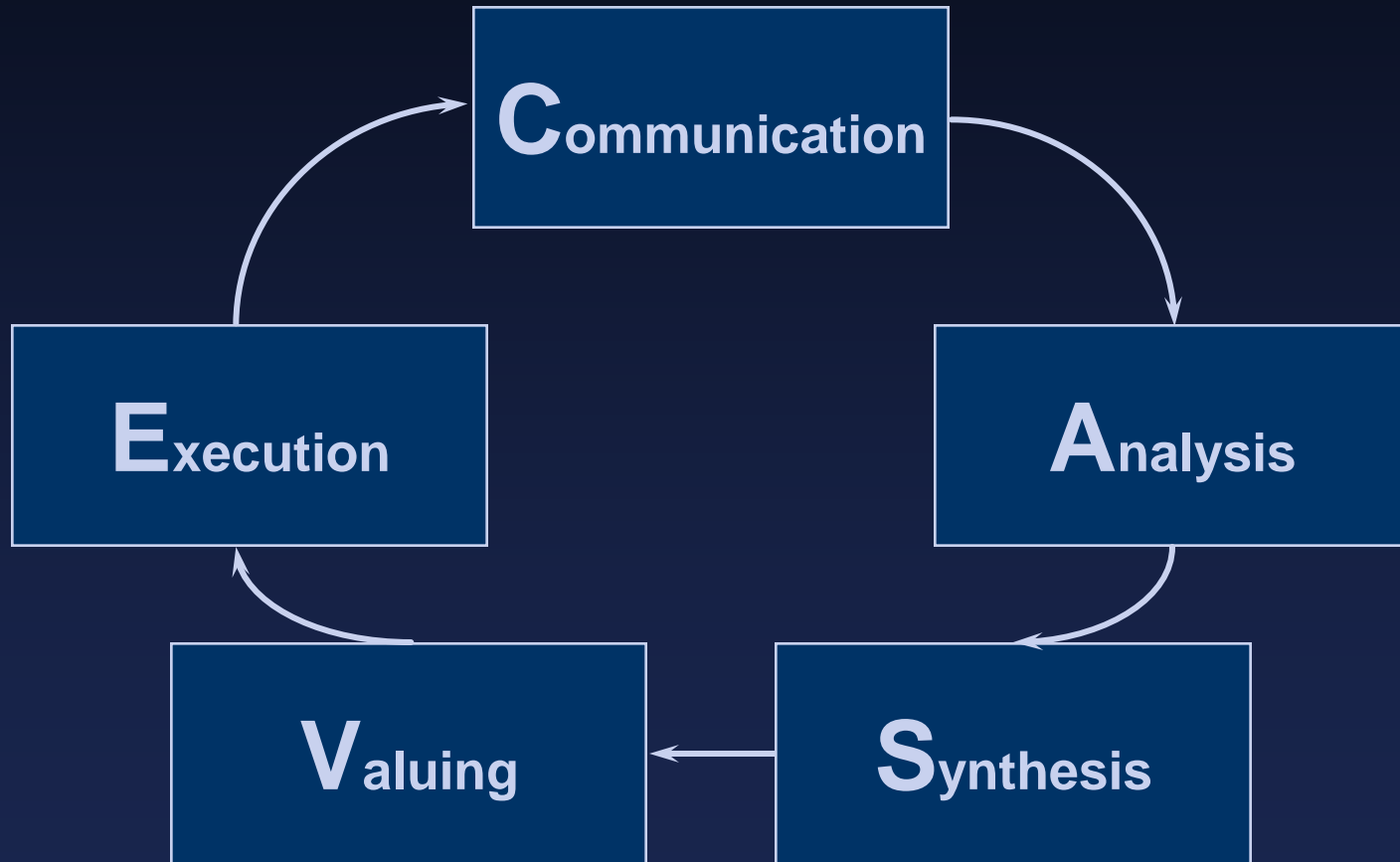# The CASVE Cycle

Understanding -
"How to make a career choice"
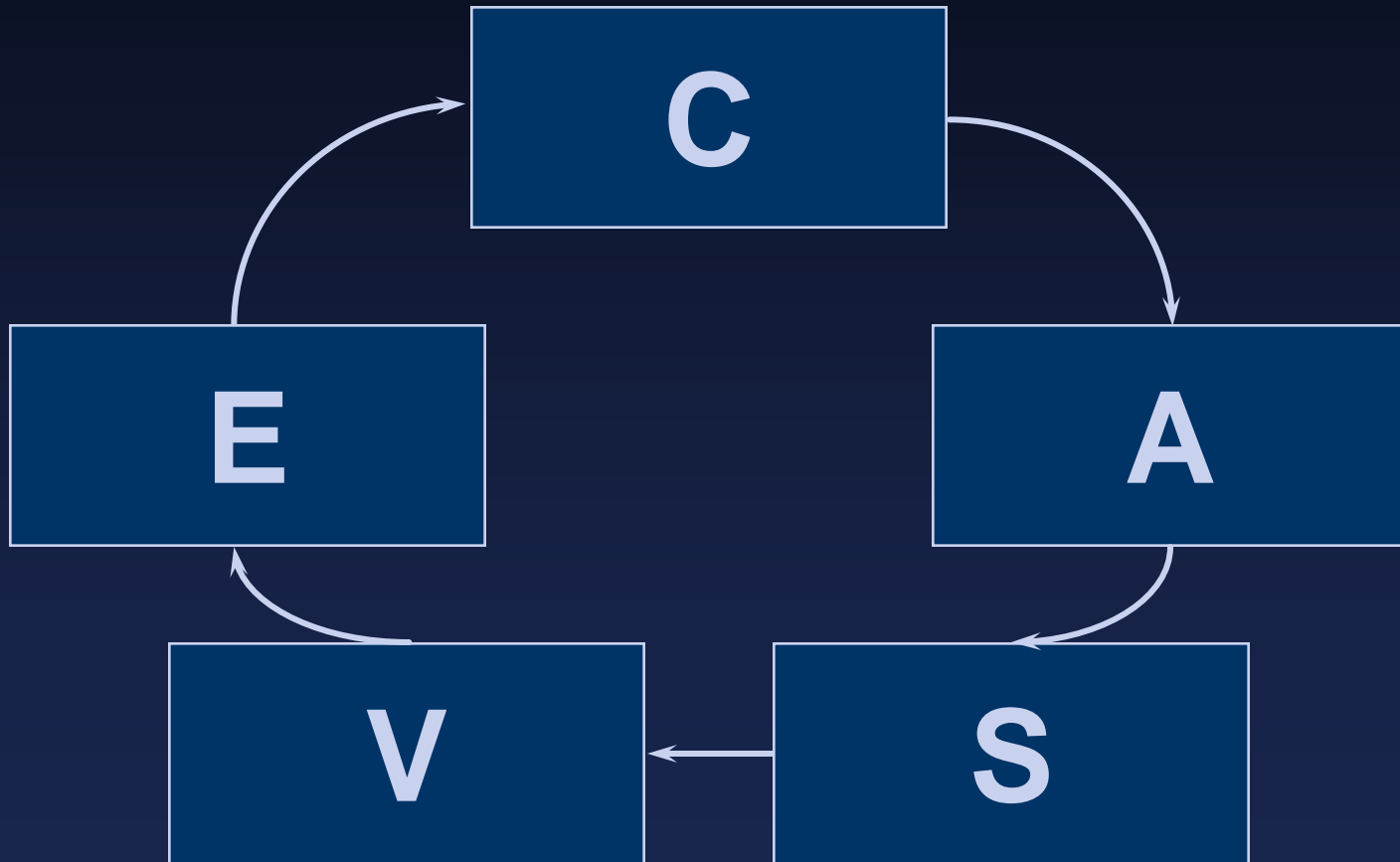
CASVE Cycle

CASVE Cycle

CASVE Cycle

Communication
Identifying the problem - the gap

Analysis
Thinking about alternatives

Synthesis
Generating likely alternatives

Valuing
Prioritizing alternatives

Execution
Taking action to narrow the gap
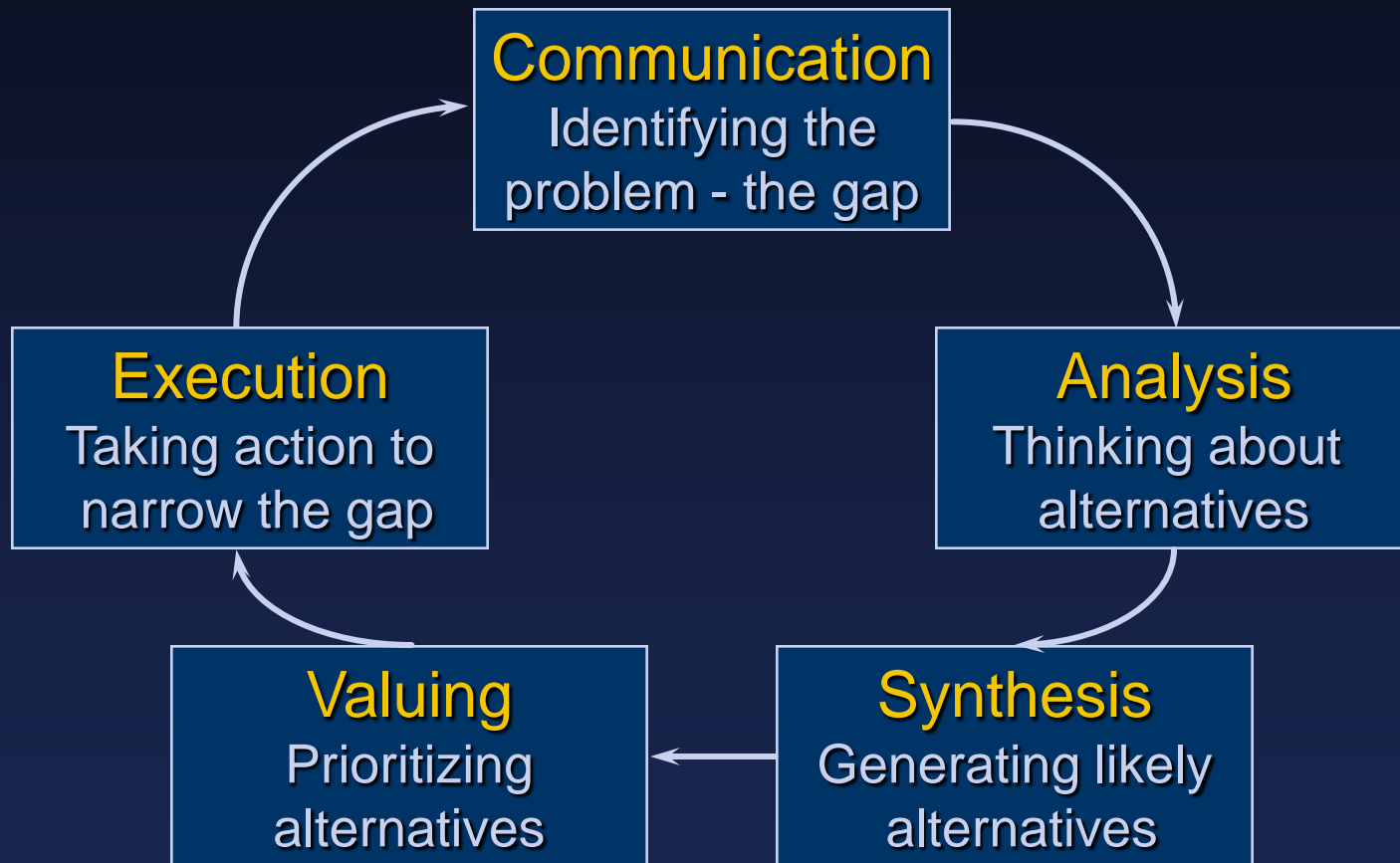
CASVE Cycle
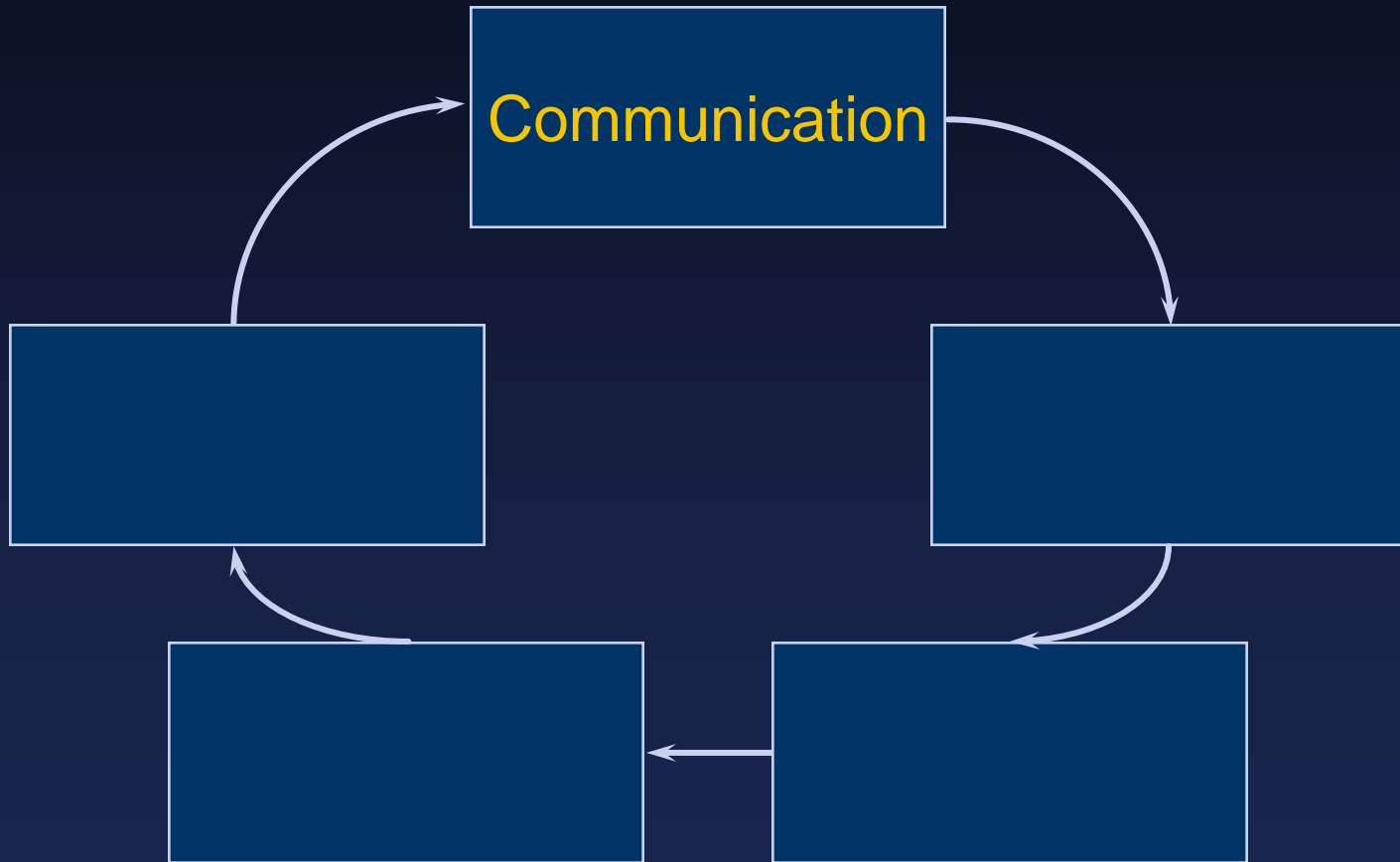
Communication

Communication

- Becoming aware of the gap – the difference between an existing and a desired state of affairs (or where they are and where they want to be)

- Discomfort becomes greater than fear of change

- Assistance sought when resources are inadequate

Communication

- External cues
  - Positive or negative events
  - Input from significant others

- Internal cues
  - Negative emotions
  - Avoidance behavior
  - Physiological cues

CASVE Cycle
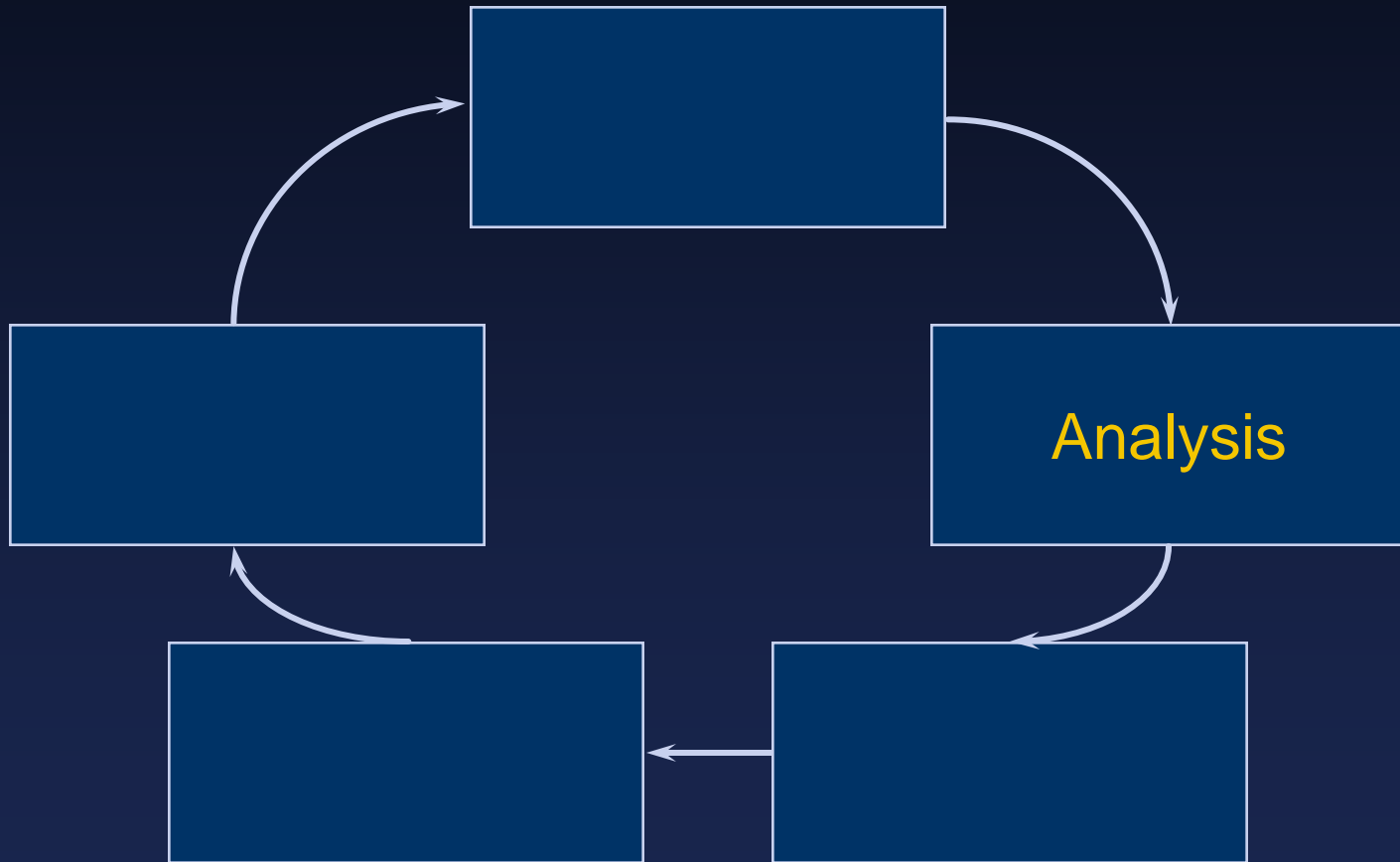
Analysis

Analysis

- Clarify self-knowledge

- Enhance options knowledge

- Understand how important decisions are typically made

- Understand how thinking influences choices

Analysis

- A recurring process of learning, reflection, and developing a more complex view of themselves and their options

- All people have some information at the start of this process

Analysis

- Clarify self-knowledge

  – What are their values, interests, skills, and employment preferences?

  – What have people learned from their past experience, their family, assessments, or information?

Analysis

- Enhance options knowledge
  - What do individuals know about the options they are considering?

  - Do individuals have an effective schema for the world-of-work?

  - Relate self-knowledge with options knowledge to better understand personal characteristics in relation to options being considered

Analysis

- Understanding how important decisions are typically made
  - What was an important decision you made recently and how you made that decision?

Analysis

- Understanding how positive and negative thinking influences career choices
  - Self-awareness of how thoughts influence feelings and behavior in career problem solving

CASVE Cycle
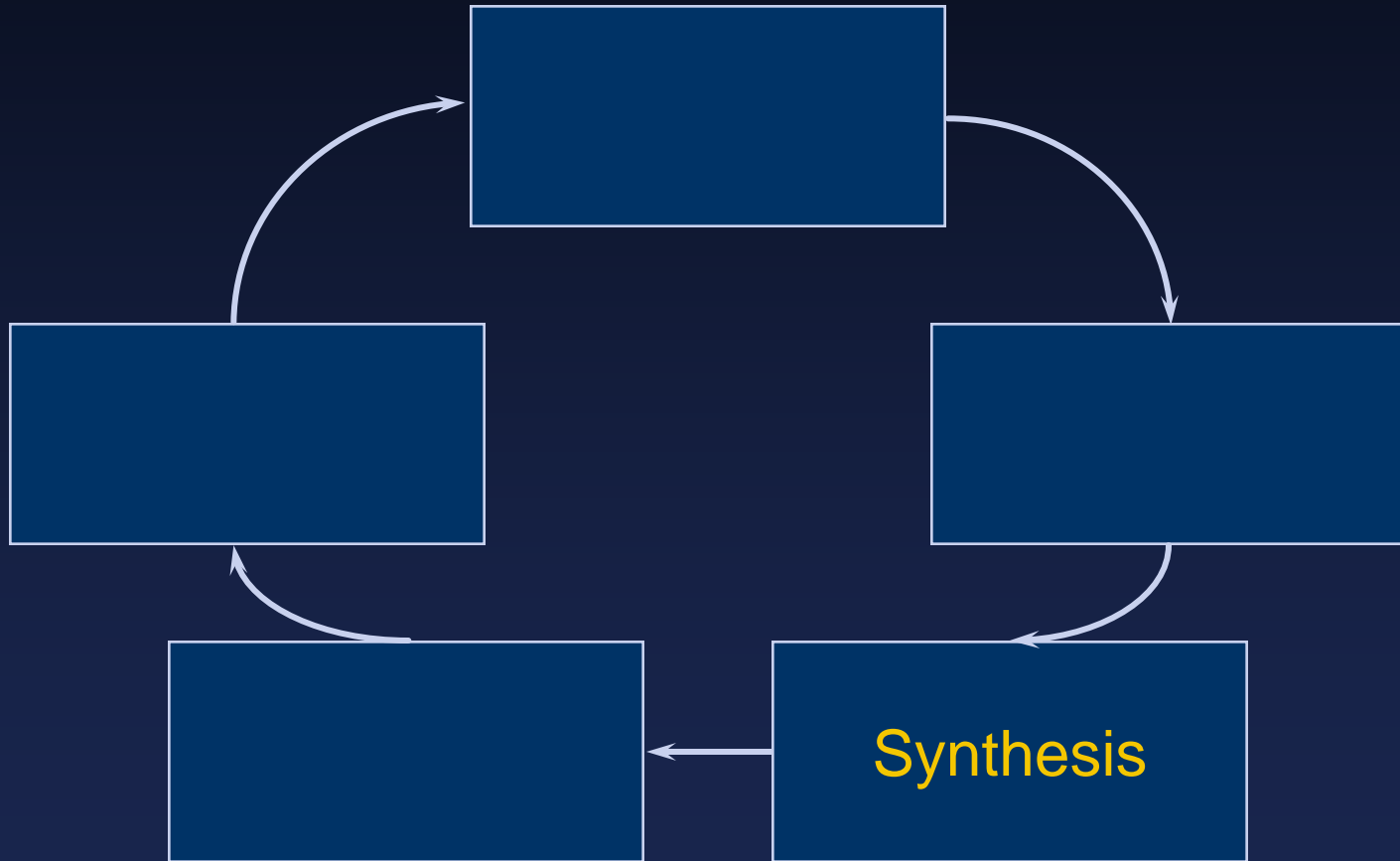
Synthesis

Synthesis

Avoid missing alternatives, while not becoming overwhelmed with options

Synthesis

- Elaboration

  - Expand possible options

  - Use career assessments and discussions to generate options

Synthesis

- Crystallization
  - Narrow potential options by eliminating inappropriate options

  - Use occupational, educational, training, and employment information to narrow options

  - 2 or 3 options are best for proceeding on to Valuing

CASVE Cycle
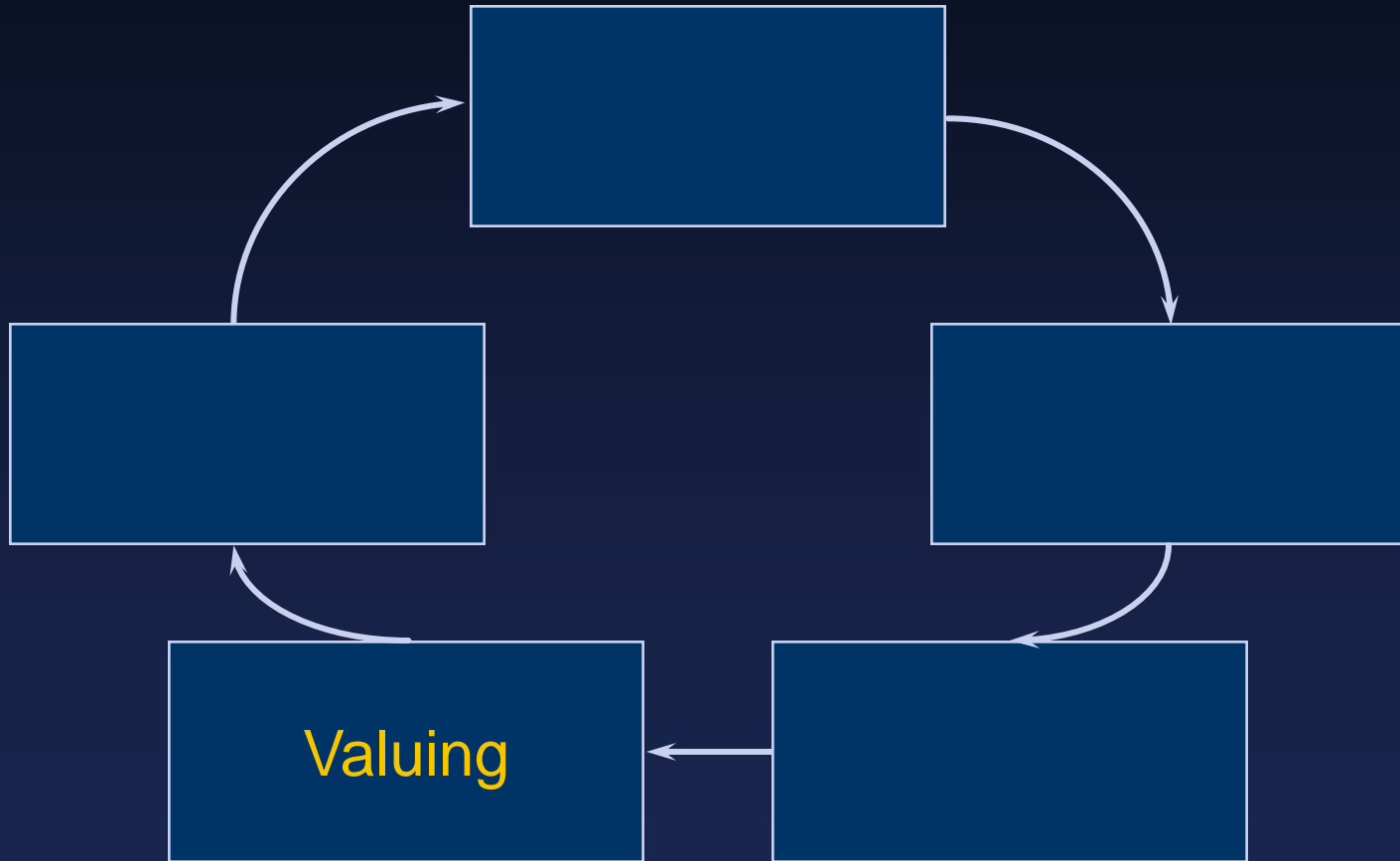
Valuing

Valuing

- A career decision is made
  - Narrowing the gap between where the individual is and where he or she wants to be

Valuing

- Judge the <u>costs</u> and <u>benefits</u> of each option to
  - Oneself
  - Significant others (friends and/or family)
  - Cultural group
  - Community and/or society at large

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Valuing

- Prioritize alternatives

- Make tentative primary and secondary choices

- Consider recreational activities and volunteer work to meet needs not addressed in paid employment

Valuing

- Culture has an important influence on valuing

- One example is the importance of family on decision making

  – Parents opinion on the career decisions of their children

  – Considering the needs of the family in making a career decision

CASVE Cycle
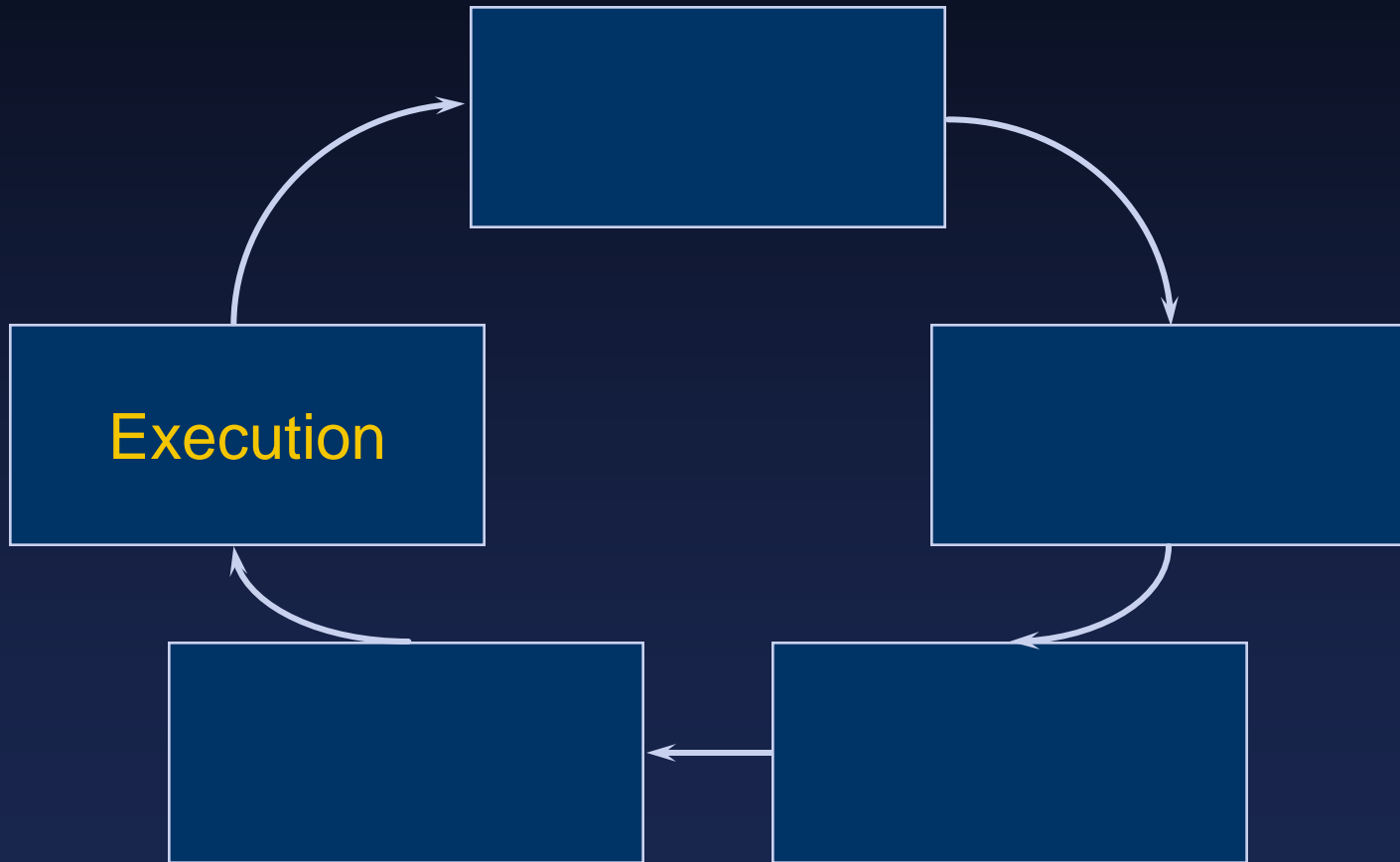
Execution

Execution

- Establish and commit to a plan of action for implementing a tentative choice

Execution

- Selecting a preparation program
  - Planning a program of study
  - Exploring financial aid options
  - Completing education or training
  - If training or education is not needed, job search begins

Execution

- Create a plan for reality testing
  - Full-time work
  - Part-time work
  - Volunteer work experience
  - Taking courses or training

- Seek employment
  - Identify, apply for, and get a job

CASVE Cycle
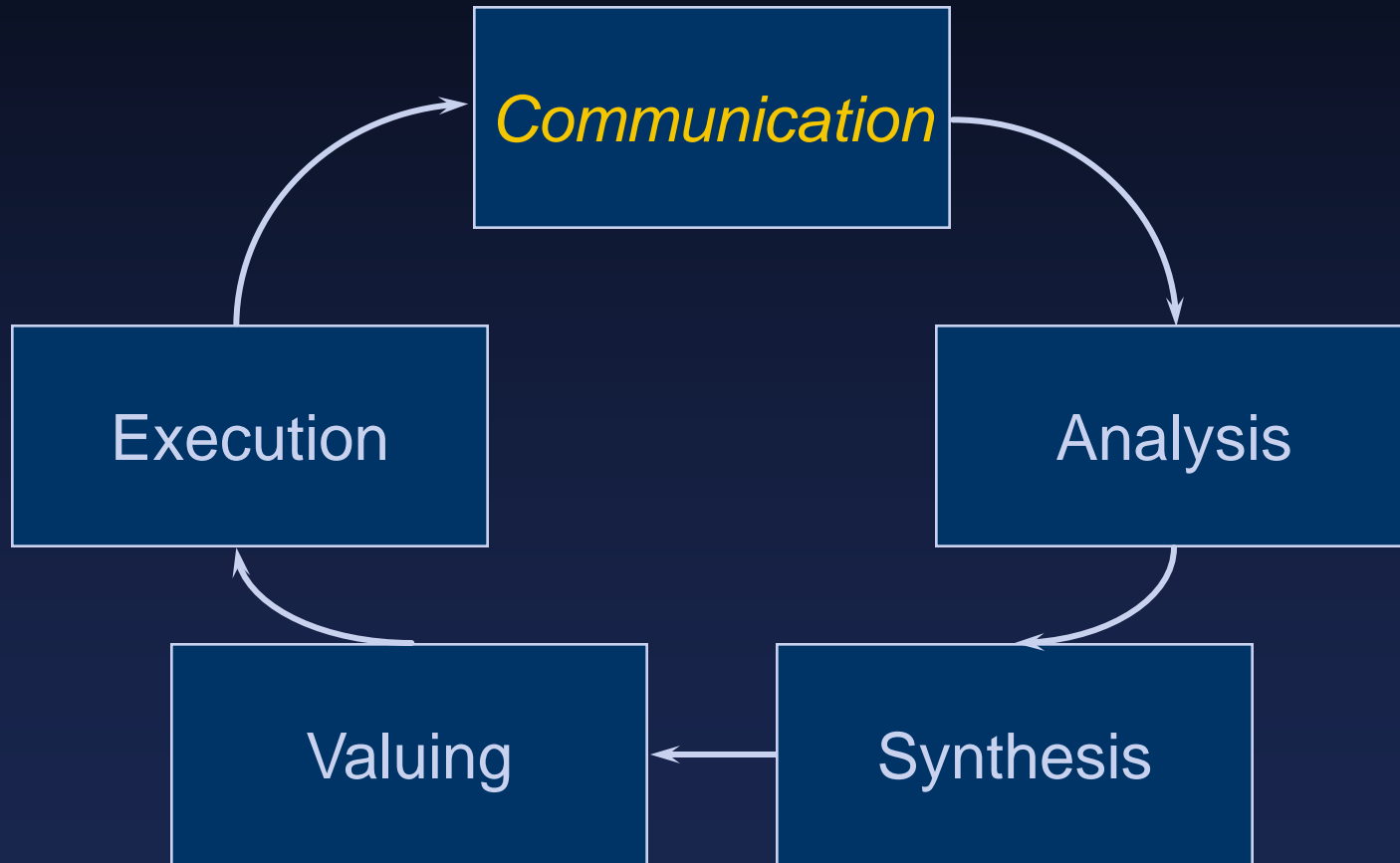
Communication

- Review external and internal cues

  – Has the gap been closed?

  – Have the negative emotions and physiological states improved?

  – Am I taking action to achieve my goal?

CASVE Cycle
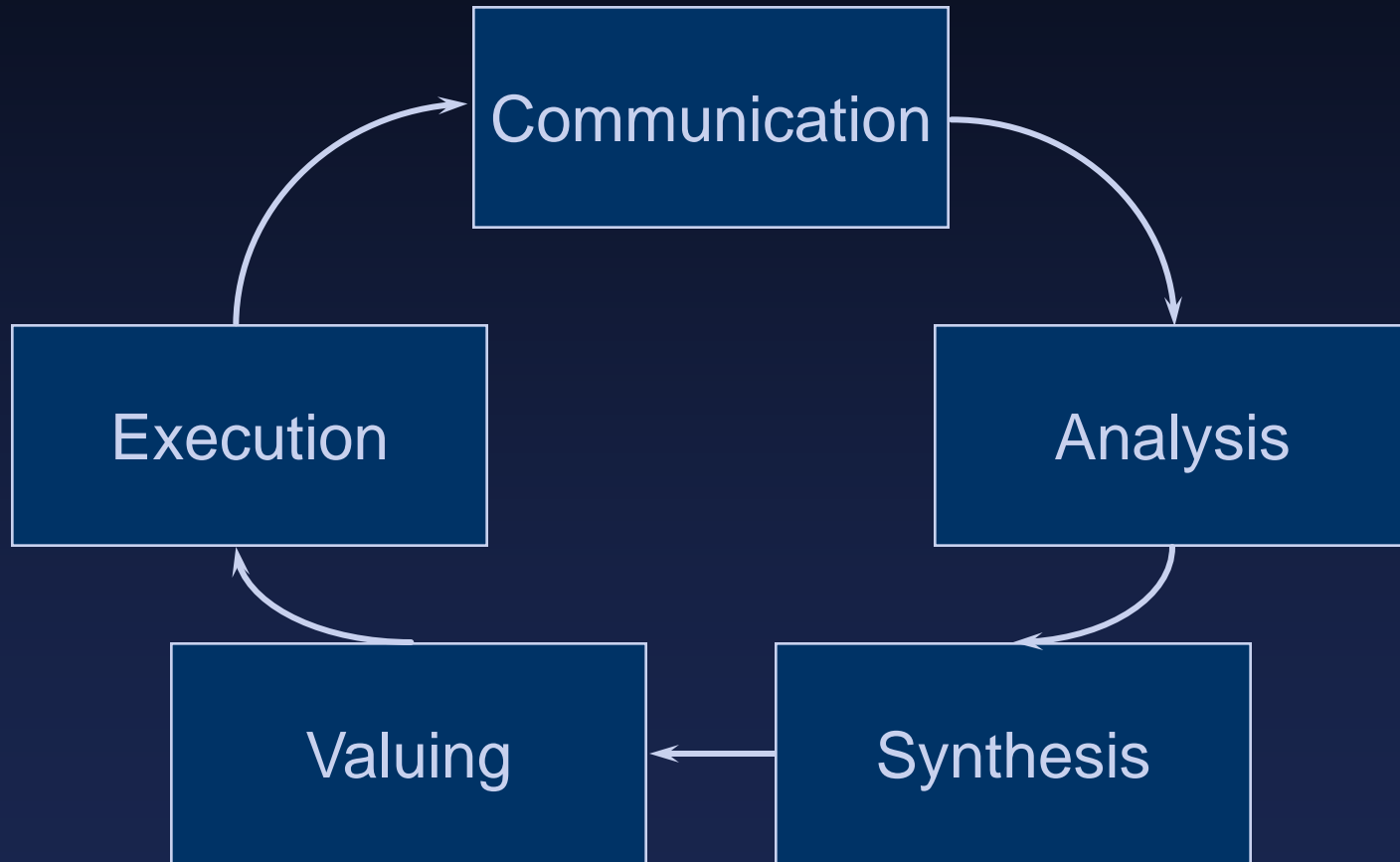
CASVE Cycle - Client Version
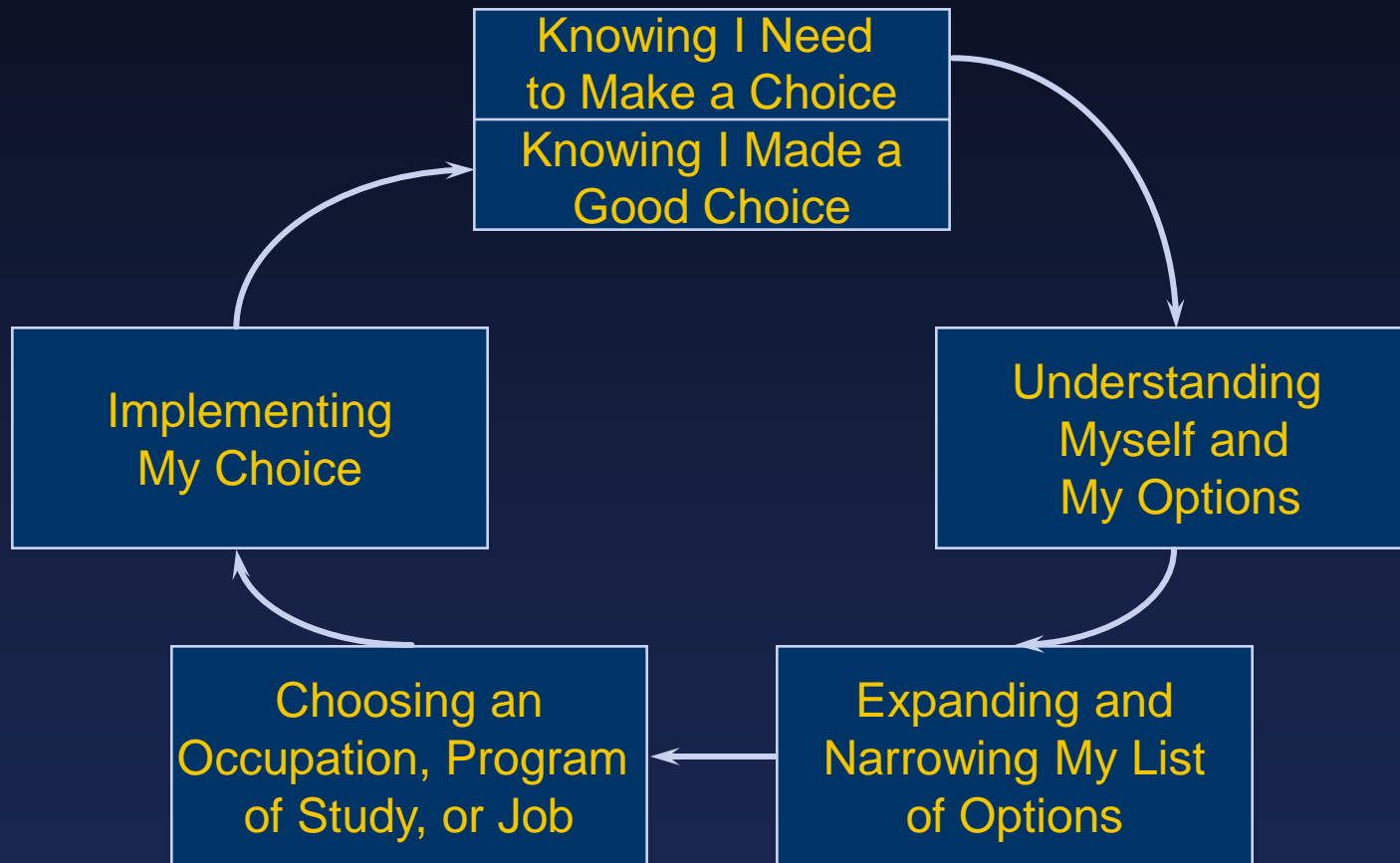
Cyclical Nature of the CASVE Cycle

- A single career choice evolves over time and may involve many iterations

- Experiencing difficulty at any one stage causes a person to cycle through to a previous stage to correct the problem

- The speed at which people progress depends on external events and personal variables

Serendipity and the CIP Approach

- During valuing or execution, chance factors, or serendipity

  - May help individuals to identify new options

  - Requires cycling back through analysis and valuing

Potential Misconceptions About CIP

- CIP is mostly concerned with cognition

  – Emotions may be just as important as cognitions in decision making

  – Negative self-talk can lead to depression and anxiety

  – Emotions are an important source of information about problem solving

  – Positive emotions should be reinforced

Potential Misconceptions About CIP

- In CIP rationality and logic are valued over intuition

  – Intuition is a different way of knowing

  – Intuition includes cognitions outside of our immediate consciousness

  – Intuitive insights are as important as rational insights

Potential Misconceptions About CIP

- In CIP rationality and logic are valued over intuition

  - Almost everyone uses both rationality and intuition

  - Rationality and intuition are complementary

  - Perceived discrepancies between rationality and intuition signals that more problem solving is needed

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Career Resources

- The resource room (or resource area)

- Web sites

- Information handouts

Resource Room

- Provides adolescents and adults with access to career resources with staff providing varying levels of assistance resources based on individual needs

- It is not possible to deliver differentiated services without having a career resource room

Resource Room

- Establish an optimum number of resources

- The number of resources should never exceed the amount of time available to train staff members on:

  - The potential positive outcomes of using the resource

  - The general content of the resource

  - How the resource can be effectively used

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Resource Room

- Signage, resource guides, and information handouts can be color coded to make it easier to locate resources on a specific topic

Resource Room

- Specific career resources for special populations:

  – Young people and adults with limited reading ability

  – Young people and adults with limited language skills

- Resources in alternate formats need to be available for persons with disabilities

Resource Room

- An area for greeting adolescents or adults when they enter is essential in providing a welcoming and supportive atmosphere that facilitates learning

Resource Room

- Furniture should include
  - computer work stations with headphones for auditory privacy
  - tables for using print resources (round tables with rolling chairs work best)
  - bookcases
  - lateral hanging files
  - televisions and DVD/videocassette players with headphones for auditory privacy

Web Sites

- All levels of service delivery can make use of Web sites that provide
  - remote access to career assessments and career information
  - links and referrals to career services

- In brief staff-assisted and individual case-managed services, specific content on a Web site can be assigned on the ILP

Web Sites

- A career center or school Web site can be used by young people and adults in the career resource room as well as at a distance

- Staff modeling of Web site use can stimulate the information-seeking behavior of young people and adults

Web Sites and Distance Counseling

- Practitioner can refer an adolescent or adult to specific content on a Web site that relates to a problem being discussed

- The "teachable moment" provides practitioners with an opportunity to help individuals immediately process and apply what they are learning

Web Site Ethical Issues

- Violation of confidentiality or security

- Links to invalid assessments and information

- Lack of practitioner support when needed

- Practitioner dependency on the Web site to compensate for a lack of competency

- Individuals with little access to the Internet due to a lack of financial resources

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Information Handouts

- Information handouts provide brief, consumable, and easy to use sources of information to help adolescents and adults make occupational, educational, training, and employment decisions

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Information Handouts

- All levels of service delivery make use of information handouts

- Topics and content will vary according to the needs of adolescents and adults served in a specific organization or geographic area

- Handouts should be included on related resource guides and vice versa

Elements of an Information Handout

- Title

- Learning Outcome

- Headings

- Content

- Other Resources and Services

Printing Information Handouts

- Stapled sheets of paper

- Brochures

- Booklets

- Document files that can be downloaded from a Web site

References

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

For more information

www.career.fsu.edu/techcenter