Core Concepts of a Cognitive Information Processing Approach to Career Development and Services

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Goals

• Service cost-effectiveness
• Present career choices
• Future career choices
Definitions

- **Problem** - a gap between the existing and the ideal
- **Problem Solving** - choosing how to remove the gap
- **Decision making** - transform the choice into action
Nature of Career Problems

• Complex and Ambiguous Cues
• Interdependent Courses of Action
• Uncertainty of the Outcome
• Solutions Present New Problems
Individual Needs

• Individuals vary in circumstances and needs
Translating Theory to Practice

• Easy to understand concepts that describe fully
• Common language for clients and practitioners
Translating Theory to Practice

- Pyramid concept - what is involved in career choice (The content; “Knowing”)
- CASVE cycle - how to make career choices (The process; “Doing”)
- Use to monitor and evaluate progress
Pyramid of Information Processing Domains

Knowledge Domains
Pyramid of Information Processing Domains

- Knowledge Domains
- Decision-Making Skills Domain
- Knowledge Domains
Pyramid of Information Processing Domains

- Executive Processing Domain
- Decision-Making Skills Domain
- Knowledge Domains
Pyramid of Information Processing Domains

Knowledge Domains
Self-Knowledge

• Values, interests, skills, and employment preferences are influenced by
  – Personal characteristics
  – Life experience

• Values, interests, skills, and employment preferences 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

- Self Knowledge
- Occupational Knowledge

Knowledge 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
- Knowledge Domains

- Self Knowledge
- Occupational Knowledge
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

• How do I usually make important decisions?
Executive Processing Domain

• Metacognitions
  – Self-talk
  – Self-awareness
  – Monitoring and control
Executive Processing Domain

Influence of self-talk on:

- decision-making skills
- occupational knowledge
- self-knowledge
Pyramid of Information Processing Domains

- Executive Processing Domain
- Decision-Making Skills Domain
- Knowledge Domains
- CASVE Cycle
- Meta-cognitions
- Self Knowledge
- Occupational Knowledge
Pyramid of Information Processing Domains

- Knowing about myself
- Knowing how I make decisions
- Thinking about my decision making
- Knowing about my options

Client Version
The CASVE Cycle

Understanding -
“How to make a career choice”
CASVE Cycle

Communication

Execution

Analysis

Valuing

Synthesis
CASVE Cycle

Communication
Identifying the problem - the gap

Analysis
Thinking about alternatives

Execution
Taking action to narrow the gap

Valuing
Prioritizing alternatives

Synthesis
Generating likely alternatives
CASVE Cycle

- Communication
- Execution
- Analysis
- Valuing
- Synthesis
Communication

• Becoming aware of the gap

• 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

Communication

Execution

Analysis

Valuing

Synthesis
Analysis

- Clarify self-knowledge
- Enhance options knowledge
- Understand how important decisions are typically made
- Understand how thinking influences choices
- 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
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

Communication

Execution

Valuing

Synthesis

Analysis
Synthesis

Avoid missing alternatives, while not becoming overwhelmed with options
Synthesis

• **Elaboration**
  – Expand possible options
  – Provided by career assessments and computer-assisted career guidance systems

• **Crystallization**
  – Use information to narrow potential options by eliminating inappropriate options
  – 3-5 options are best for proceeding on to Valuing
CASVE Cycle

- Communication
- Execution
- Analysis
- Valuing
- Synthesis
Valuing

A decision made to narrow the gap identified in the Communication phase
Valuing

• Judge the **costs** and **benefits** of each option to
  – Oneself
  – Significant others (friends and/or family)
  – Cultural group
  – Community and/or society at large
Valuing

• Prioritize alternatives
• Make tentative primary and secondary choices
CASVE Cycle

- Communication
- Execution
- Valuing
- Synthesis
- Analysis
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

Execution

Analysis

Valuing

Synthesis
Communication

Review external demands and internal states

• Has the gap been closed?
• Have the negative emotions and physiological states improved?
• Am I taking action to achieve my goal?
CASVE Cycle - Client Version

Knowing I Need to Make a Choice

Knowing I Made a Good Choice

Implementing My Choice

Choosing An Occupation, Program of Study, or Job

Understanding Myself and My Options

Expanding and Narrowing My List of Options
Use of Other Career Theories

- Use CIP as an organizing theory
- Add other theories to meet specific needs
- Example - Holland Hexagon
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
  – 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
For Additional Information

www.career.fsu.edu/techcenter/

Thank You