Chapter Two

Helping Persons Make Occupational, Educational, and Training Choices
Chapter Organization

- Making Occupational, Educational, and Training Choices
- Using Theory to Improve Practice
- The Pyramid of Information Processing Domains
- The CASVE Cycle
- Using the CIP Approach With Other Career Theories
- Issues of Diversity and the CIP Approach
- Potential Misconceptions About the CIP Approach
Making Occupational, Educational, and Training Choices

• Occupational decisions
  – Choosing an occupation or group of related occupations
  – Provides a focal point for decisions about education, training, and employment

• Educational and training decisions
  – Choosing a college major, program of study, or training
  – Provides an opportunity to gain competencies, knowledge, and credentials

• Employment decisions
  – Examined in chapter 3
Using Theory to Improve Practice

- Potential benefits of theory for practitioners
- Potential benefits of theory for persons seeking career assistance
Potential Benefits of Theory for Practitioners

• Better understand their own vocational behavior in order to help others
• Better understand the vocational behavior of their clients – helping client understanding
• Better understand the content and process of career choice and when to make recommendations to clients
• Be more confident that they can understand their client and that they can be helpful
Potential Benefits of Theory for Persons Seeking Assistance

- By focusing on a limited number of constructs, clients better understand what they need to know and do
- Provides a common language for clients and practitioners
- Provides constructs to help clients monitor their progress
Translating Concepts for Client Use

• Pyramid
  – What’s involved in career choice
  – The content of career choice
  – What you need to know

• The CASVE Cycle
  – A guide to good decision making
  – The process of career choice
  – What you need to do
Translating Concepts for Client Use

• Self-knowledge domain  
  – Knowing about myself

• Occupational knowledge domain  
  – Knowing about my options

• Decision-making skills domain  
  – Knowing how I make decisions

• Executive processing domain  
  – Thinking about my decision making
Translating Concepts for Client Use

- Communication (Knowing I Need to make a choice)
- Analysis (Understanding myself and my options)
- Synthesis (Expanding and narrowing my list of options)
- Valuing (Choosing an occupation, program of study, or job)
- Execution (Implementing my choice)
- Communication (Knowing I made a good choice)
Pyramid of Information Processing Domains
Pyramid of Information Processing 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
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

- Knowledge 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

Self Knowledge

Occupational Knowledge

Decision-Making Skills Domain

Knowledge Domains
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?
Pyramid of Information Processing Domains

- Knowledge Domains
  - Occupational Knowledge
  - Self Knowledge

- Decision-Making Skills Domain
  - CASVE Cycle

- Executive Processing Domain
  - Meta-cognitions
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
  – **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

Meta-cognitions

Executive Processing Domain

CASVE Cycle

Decision-Making Skills Domain

Knowledge Domains

Self Knowledge

Occupational Knowledge
Pyramid of Information Processing Domains

- Thinking about my decision making
- Knowing how I make decisions
- Knowing about myself
- 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
- **Synthesis**: Generating likely alternatives
- **Valuing**: Prioritizing alternatives
- **Execution**: Taking action to narrow the gap
CASVE Cycle

Communication

Execution

Analysis

Valuing

Synthesis
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

Communication

Execution

Valuing

Synthesis

Analysis
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
• 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

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**
  - Narrow potential options by eliminating inappropriate options
  - 3-5 options are best for proceeding on to Valuing
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
- Analysis
- Synthesis
- Valuing
- 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

Execution

Analysis

Valuing

Synthesis
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?
Knowing I Need to Make a Choice
Knowing I Made a Good Choice
Implementing My Choice
Understanding Myself and My Options
Choosing An Occupation, Program of Study, or Job
Expanding and Narrowing My List of Options
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
Use of Other Career Theories

- Use CIP as an organizing theory
- Add other theories to meet specific needs
Use of CIP With Other Theories

• John Holland
  – Interests, occupational schema, decision-making barriers, vocational identity

• John Krumboltz
  – Self-observation and world-view generalizations, task approach skills, and career beliefs

• Donald Super
  – Values, work salience, life roles, developmental stages, and various aspects of career maturity
Issues of Diversity and CIP

• Self-knowledge
  – Potential bias in personality and ability measures

• Occupational knowledge
  – Restricted life experiences may limit knowledge
  – Stereotyping may encourage negative thinking about potential options or success
Issues of Diversity and CIP

- Career decision-making skills
  - Communication – emotions related to bias, racism, and oppression may limit career exploration
  - Analysis – externalizing a career problem may cause persons to give up career exploration
  - Synthesis – may be limited to familiar or glamorous occupations
  - Valuing – need to consider input from significant others and their cultural group
  - Execution – bias and prejudice may limit reality testing
Issues of Diversity and CIP

- **Executive processing**
  - Negative self-talk resulting from stereotyping, prejudice, and racism can negatively impact problem solving
  - Persons need to be aware of the impact of negative thinking and how others have successfully coped with barriers that exist
  - Cognitive restructuring, advocacy, networking, and support groups may be helpful
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
Summary

• Making Occupational, Educational, and Training Choices
• Using Theory to Improve Practice
• The Pyramid of Information Processing Domains
• The CASVE Cycle
• Using the CIP Approach With Other Career Theories
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Getting the Most Benefit from Reading

• Describe the benefits of using theory
• Write out the terms used in the tables
• Draw and label figures
• Identify how diversity issues may have influenced your career choice
• Consider if you have had any misconceptions about the CIP approach
For Additional Information

www.career.fsu.edu/techcenter/

Thank You