

# Career Counseling and Services: A Cognitive Information Processing Approach

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

Florida State University

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# Chapter Two

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## Helping Persons Make Occupational, Educational, and Training Choices

# Chapter Organization

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- [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

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- 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

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- Potential benefits of theory for practitioners
- Potential benefits of theory for persons seeking career assistance

# Potential Benefits of Theory for Practitioners

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- 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

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- 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

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- 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

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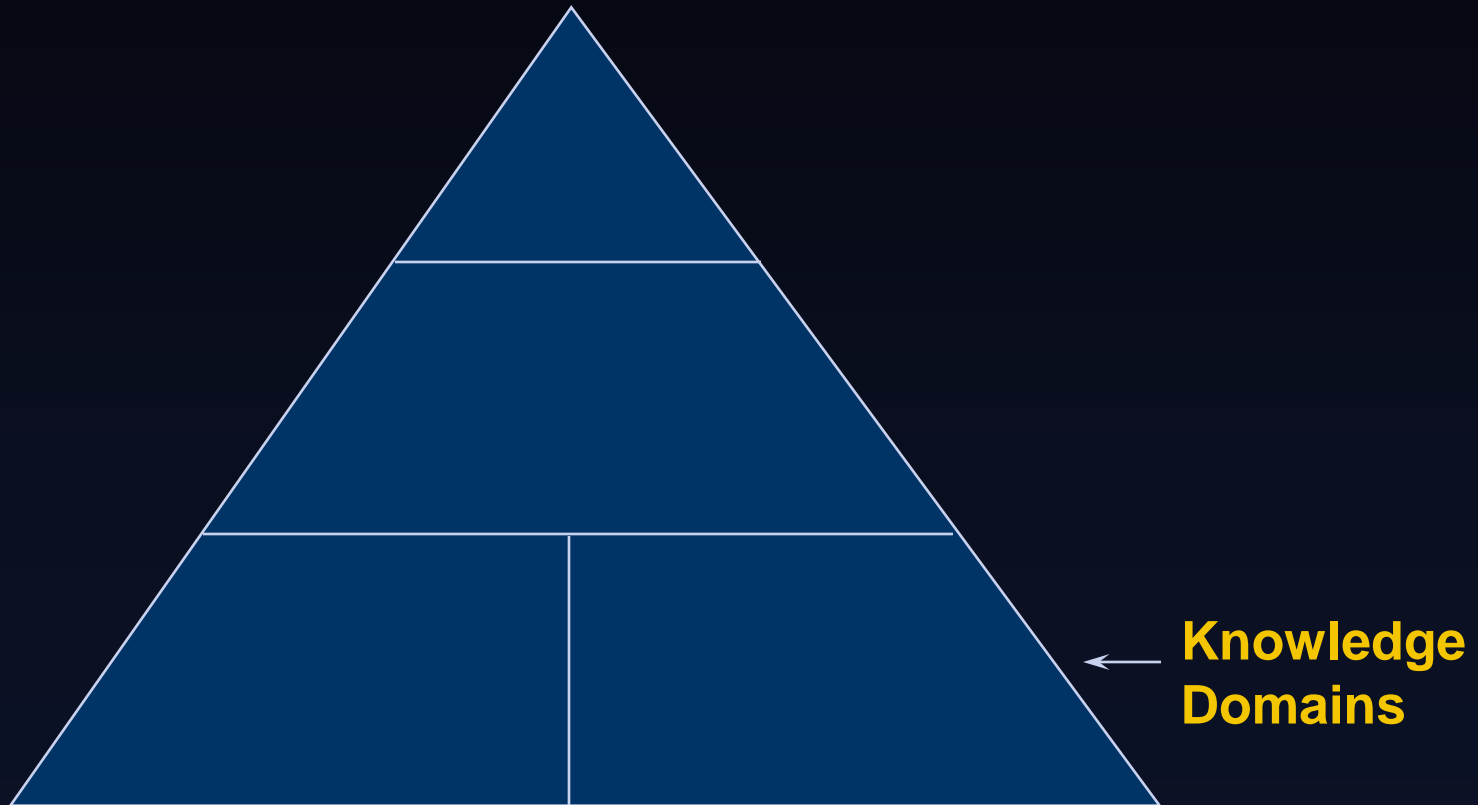
- Self-knowledge domain
  - Knowing about myself
- Occupational knowledge domain
  - Knowing about my options
- Decision-making skills domain
  - Knowing how I make decisions
- Executive processing domain
  - Thinking about my decision making

# Translating Concepts for Client Use

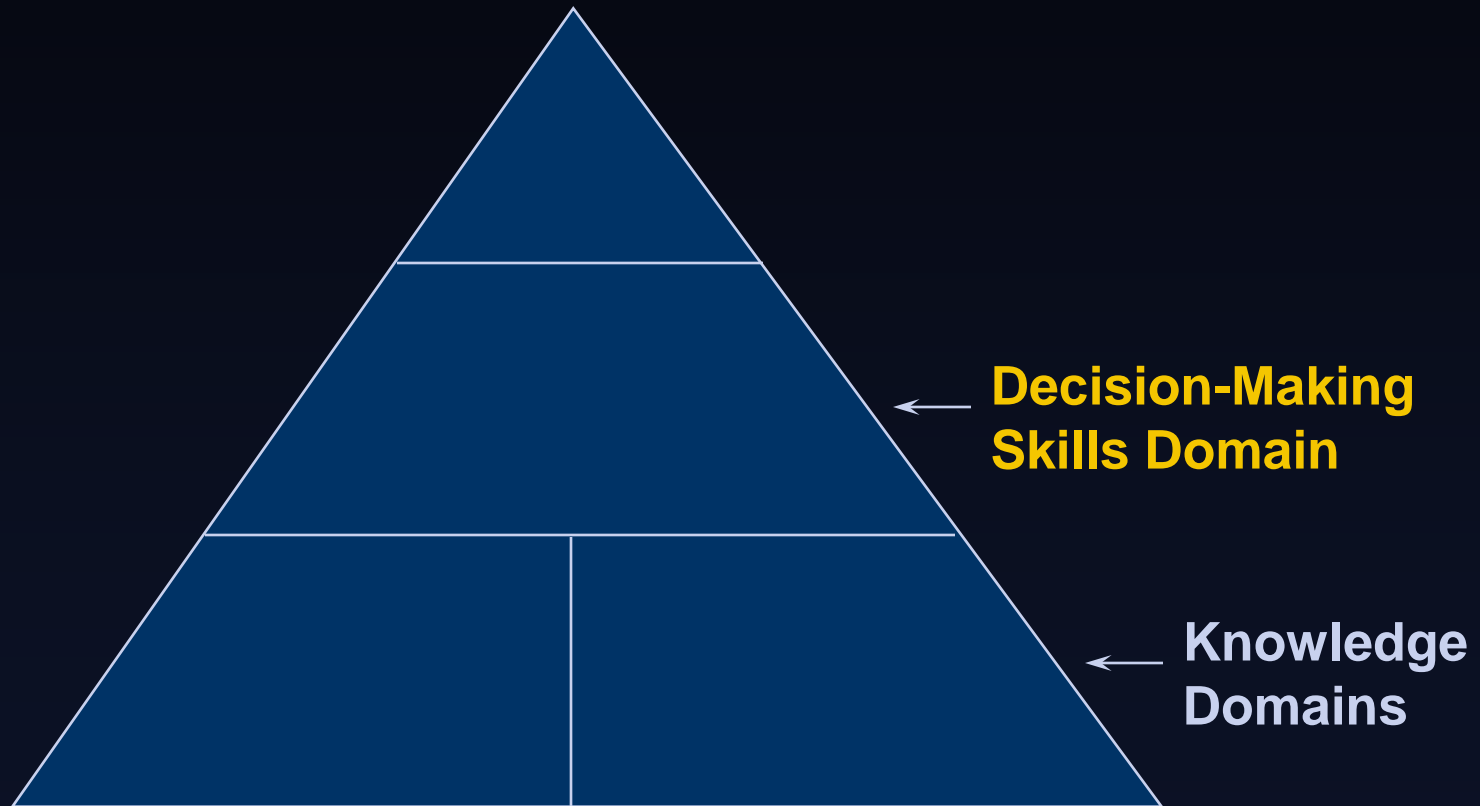
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- Communication (Knowing I Need to make a choice)
- Analysis (Understanding myself and my options)
- Synthesis (Expanding and narrowing my list of options)
- Valuing (Choosing an occupation, program of study, or job)
- Execution (Implementing my choice)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

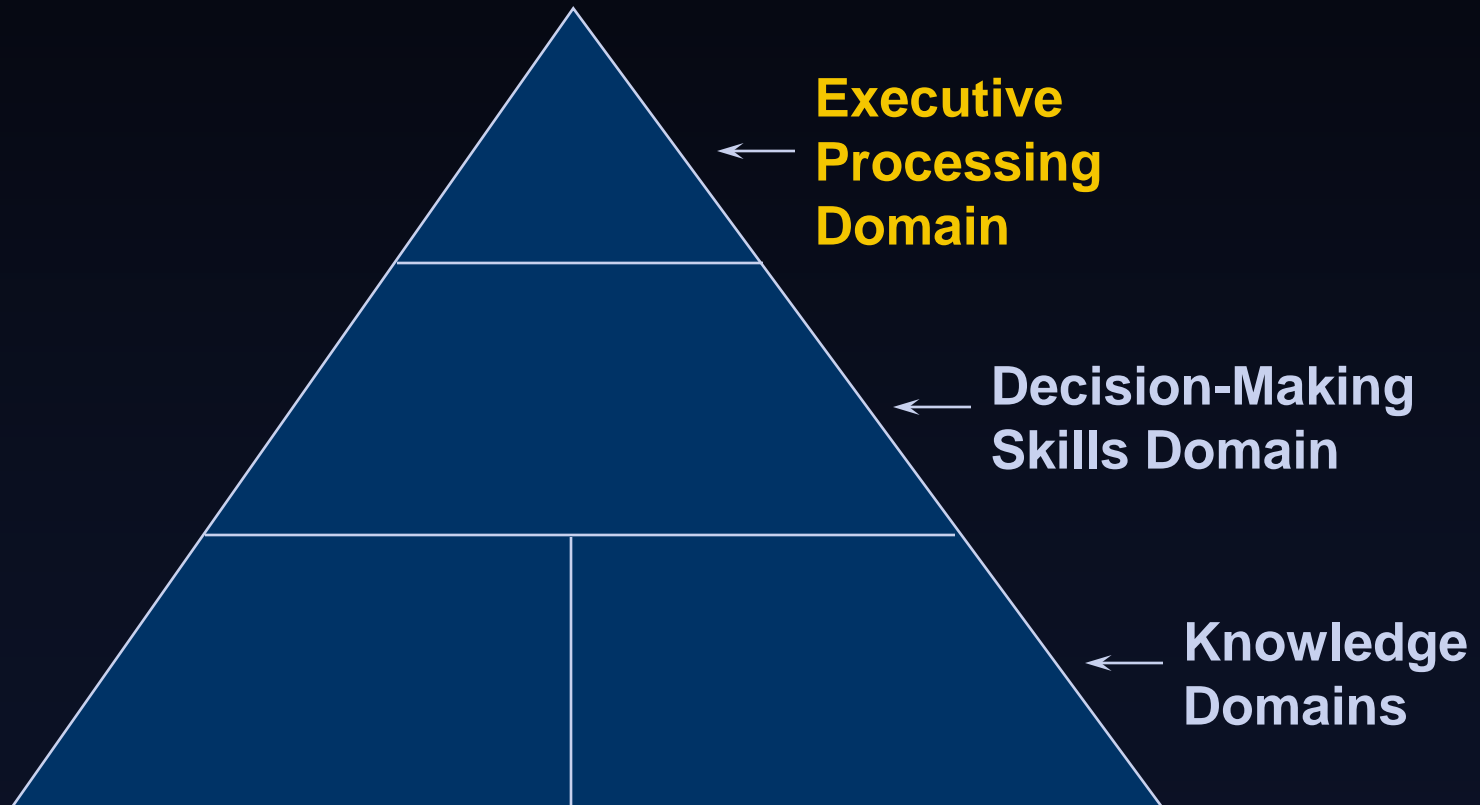
# Pyramid of Information Processing Domains



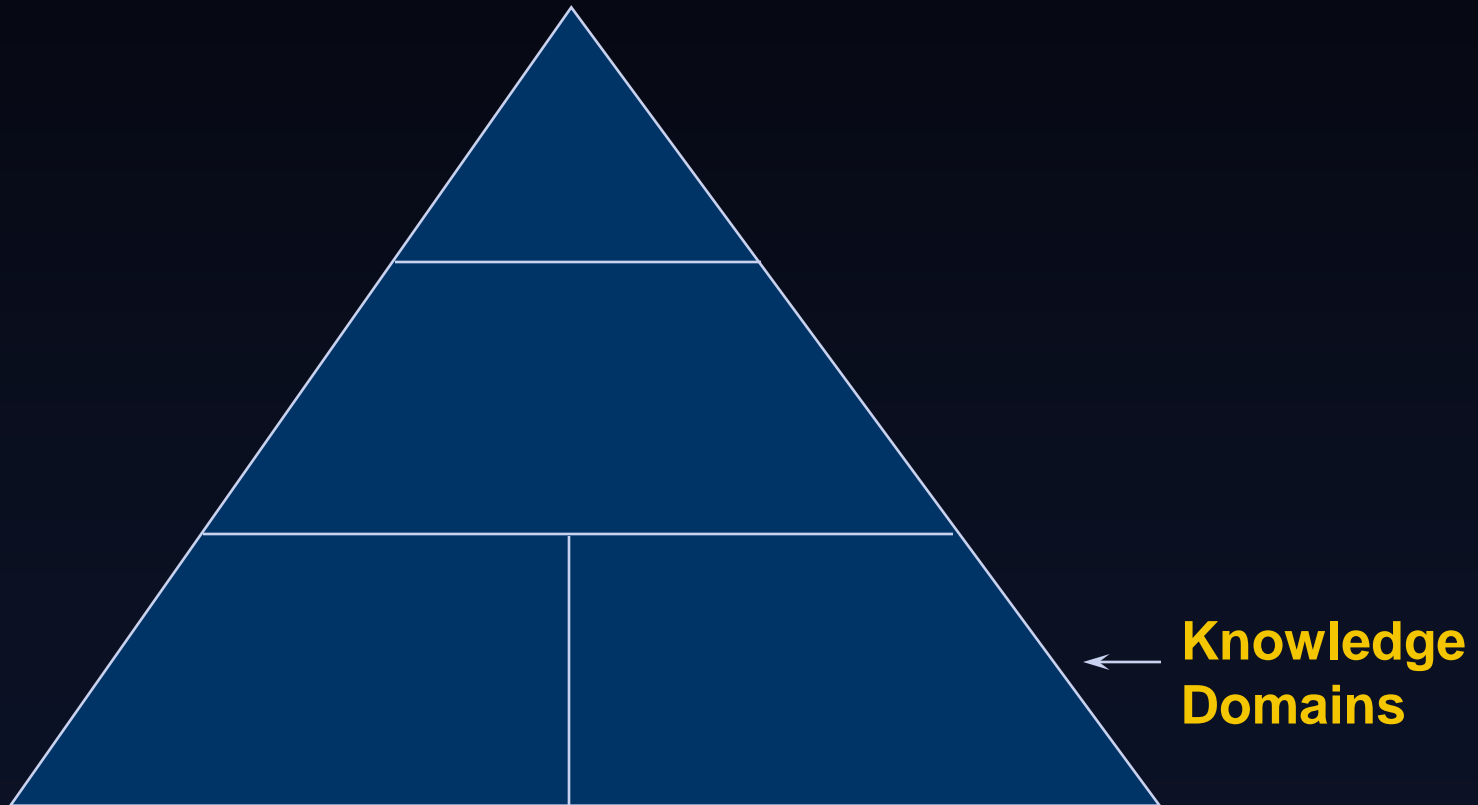
# Pyramid of Information Processing Domains



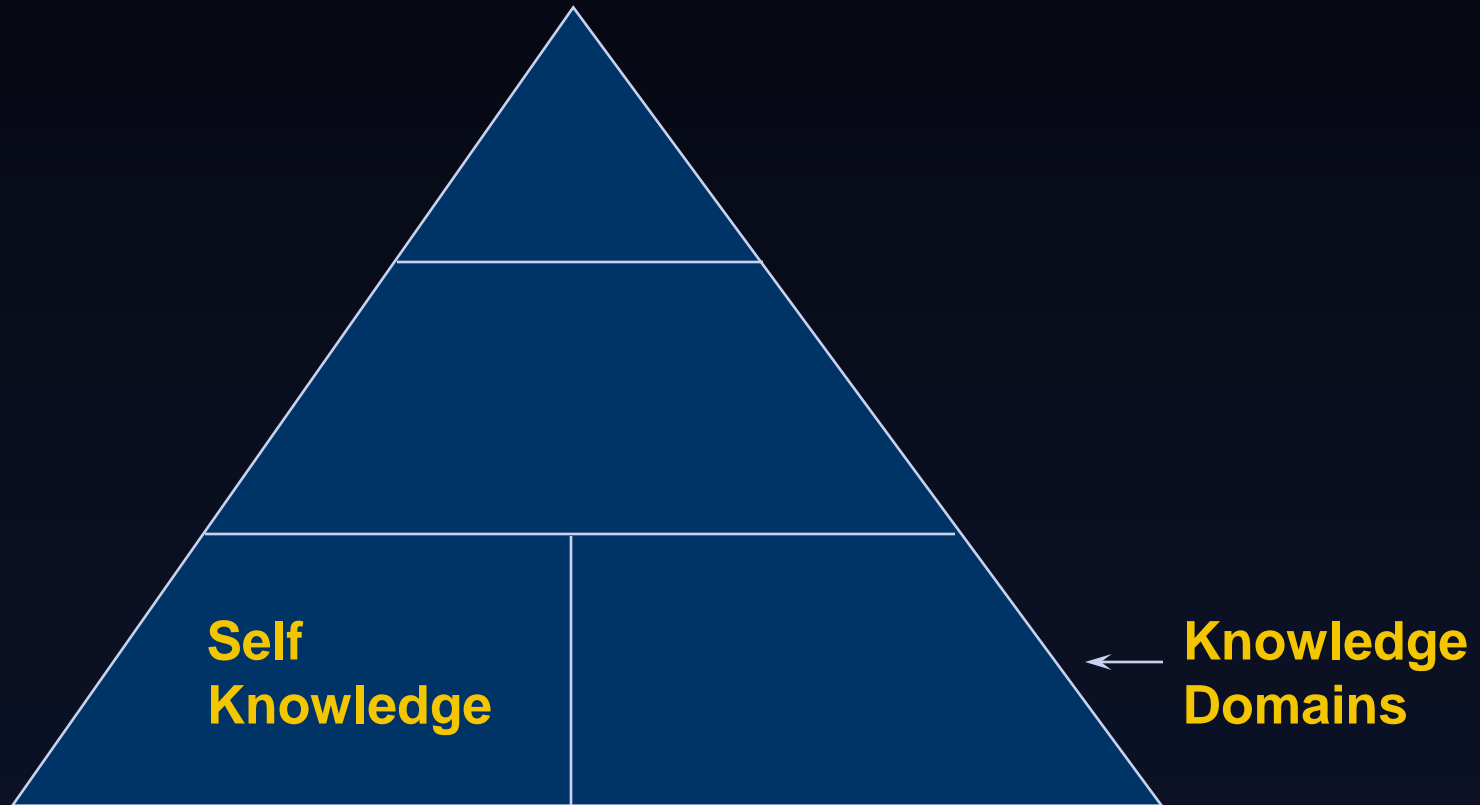
# Pyramid of Information Processing Domains



# Pyramid of Information Processing Domains



# Pyramid of Information Processing Domains



# Self-Knowledge

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- 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

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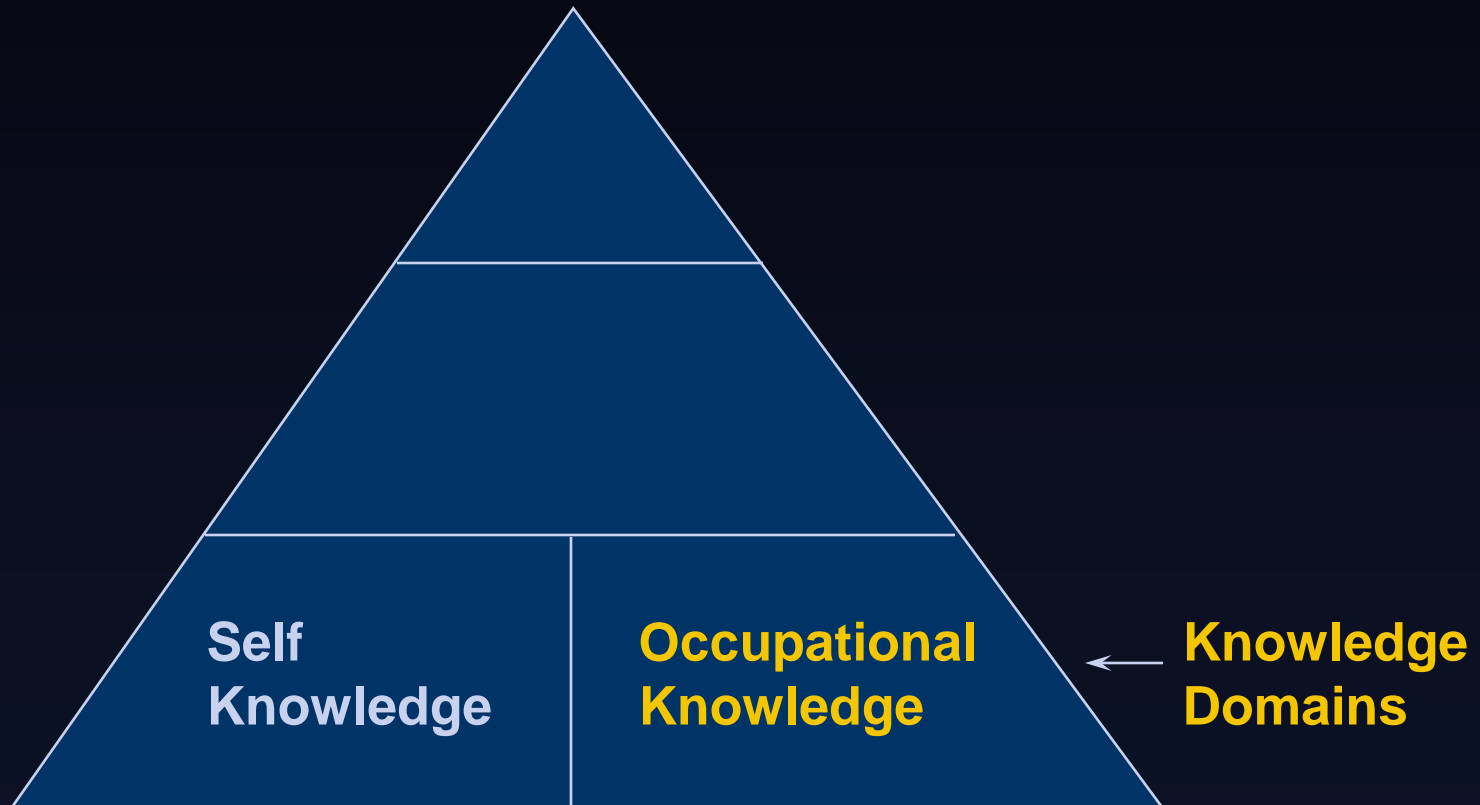
- Values, interests, and skills are influenced by
  - Personal characteristics
  - Life experience
- Values, interests, and skills may be influenced by
  - Religious or spiritual beliefs

# Self-Knowledge

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- 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

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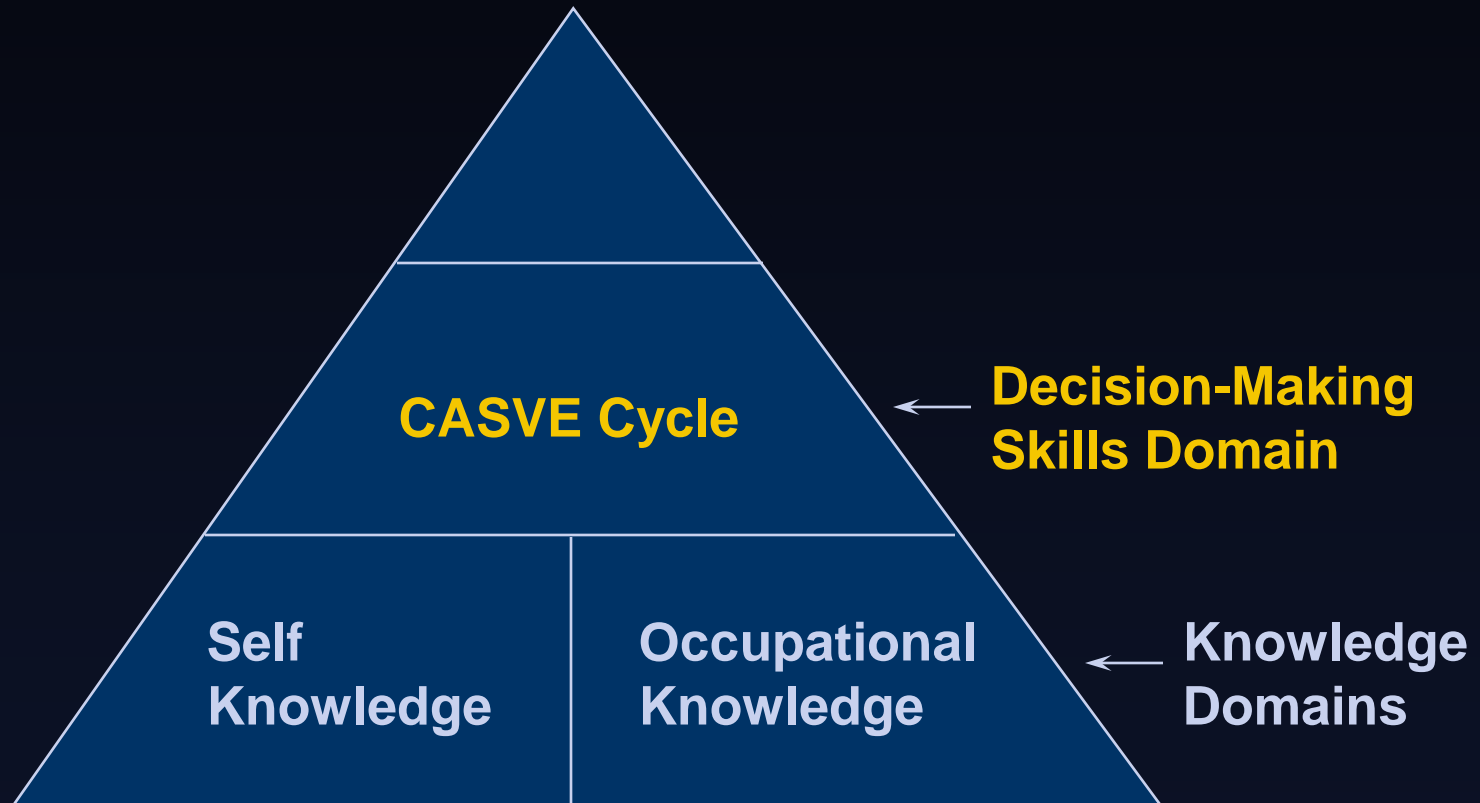
- Also known as “options knowledge”
- Knowledge of specific options
  - Direct experience or observing others
  - Expands over time
- Schema for organizing the world-of-work
  - Example - the Holland Hexagon

# Occupational Knowledge

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- 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

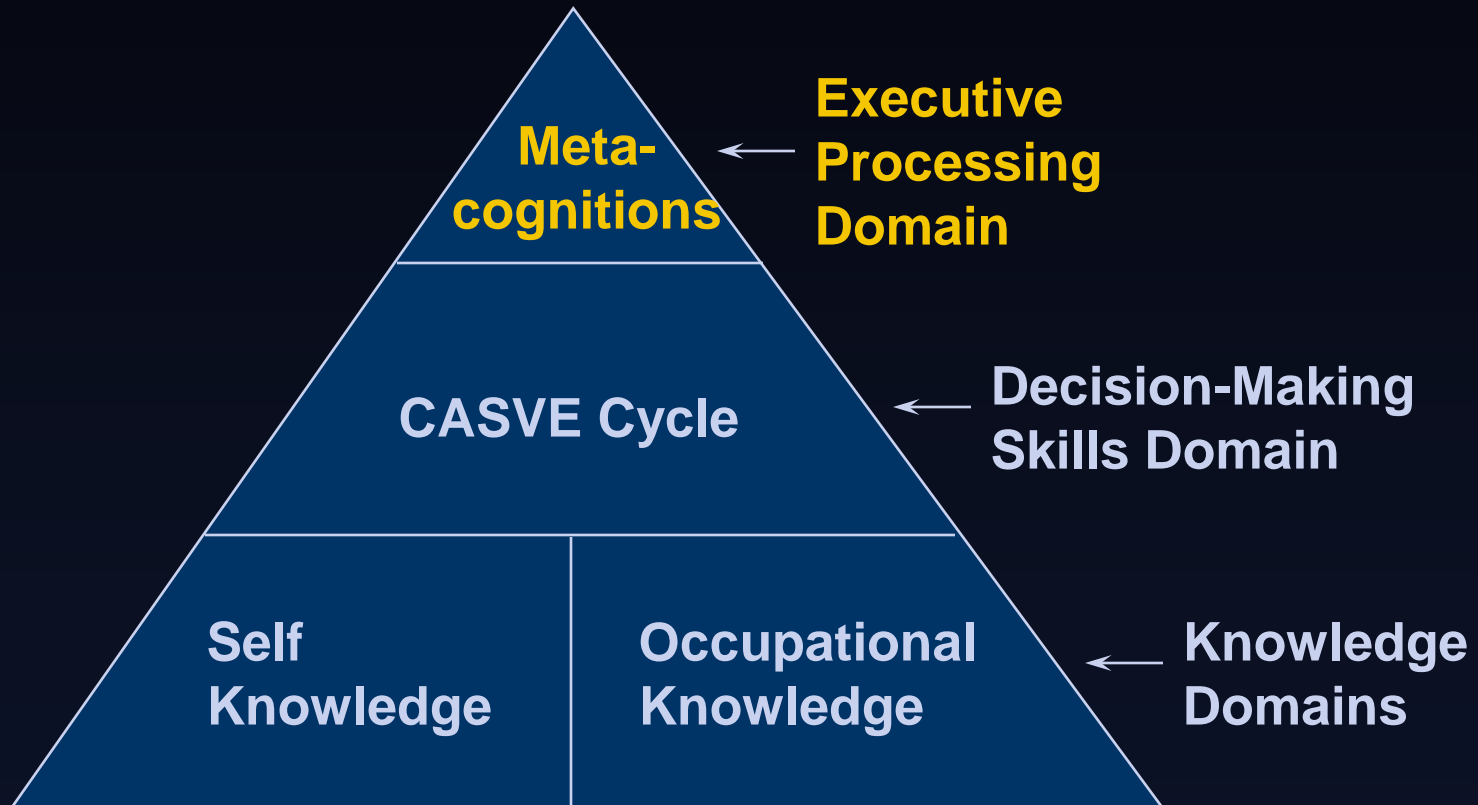


# Decision-Making Skills Domain

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- 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





# Executive Processing Domain

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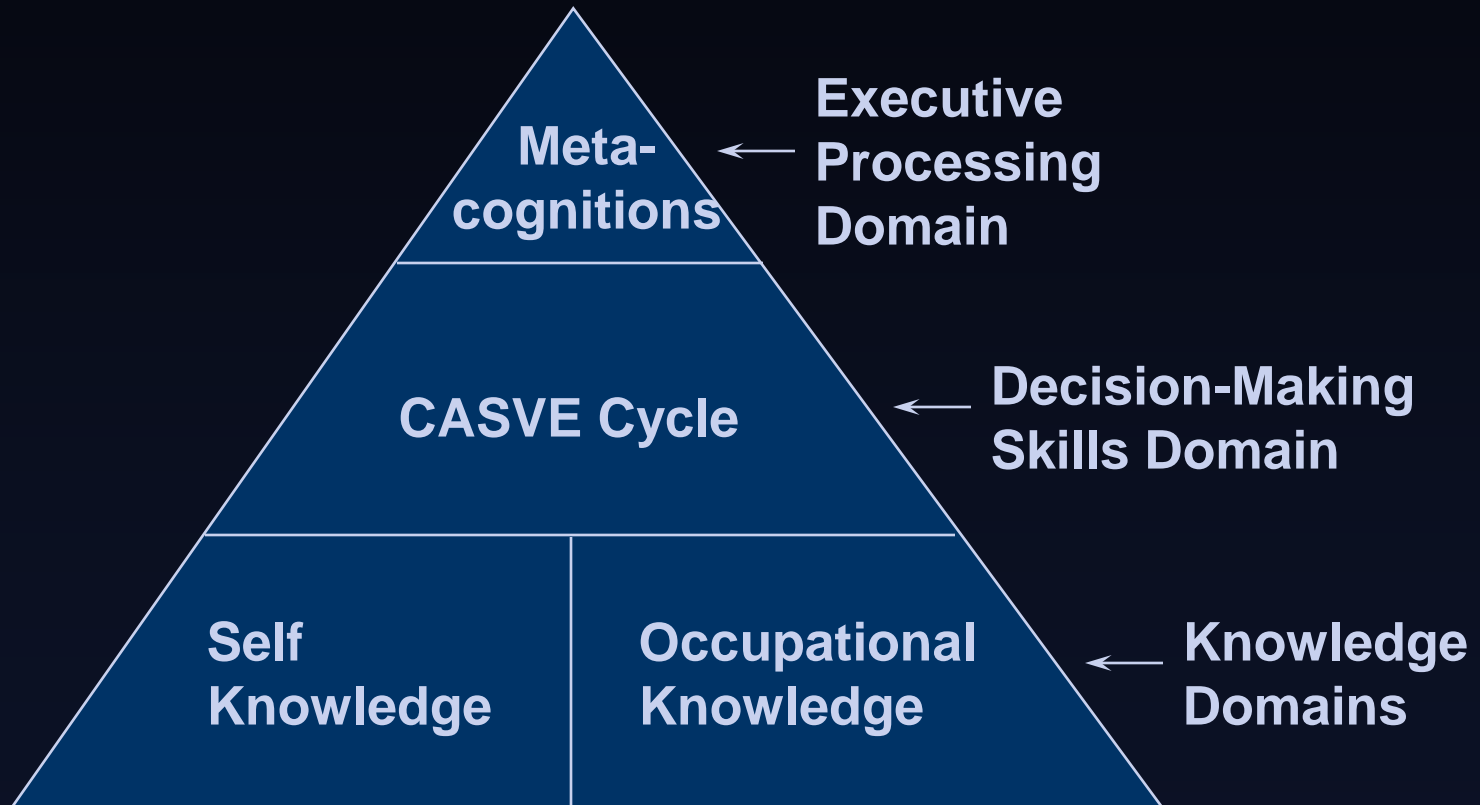
- Metacognitions
  - **Self-talk** – a conversation people have with themselves about their performance; self-talk can be positive or negative
  - **Self-awareness** – awareness of themselves as they solve problems and make decisions
  - **Monitoring and control** – ability to monitor where they are in the problem solving process and control the amount of attention and information needed for problem solving

# Executive Processing Domain

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- 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

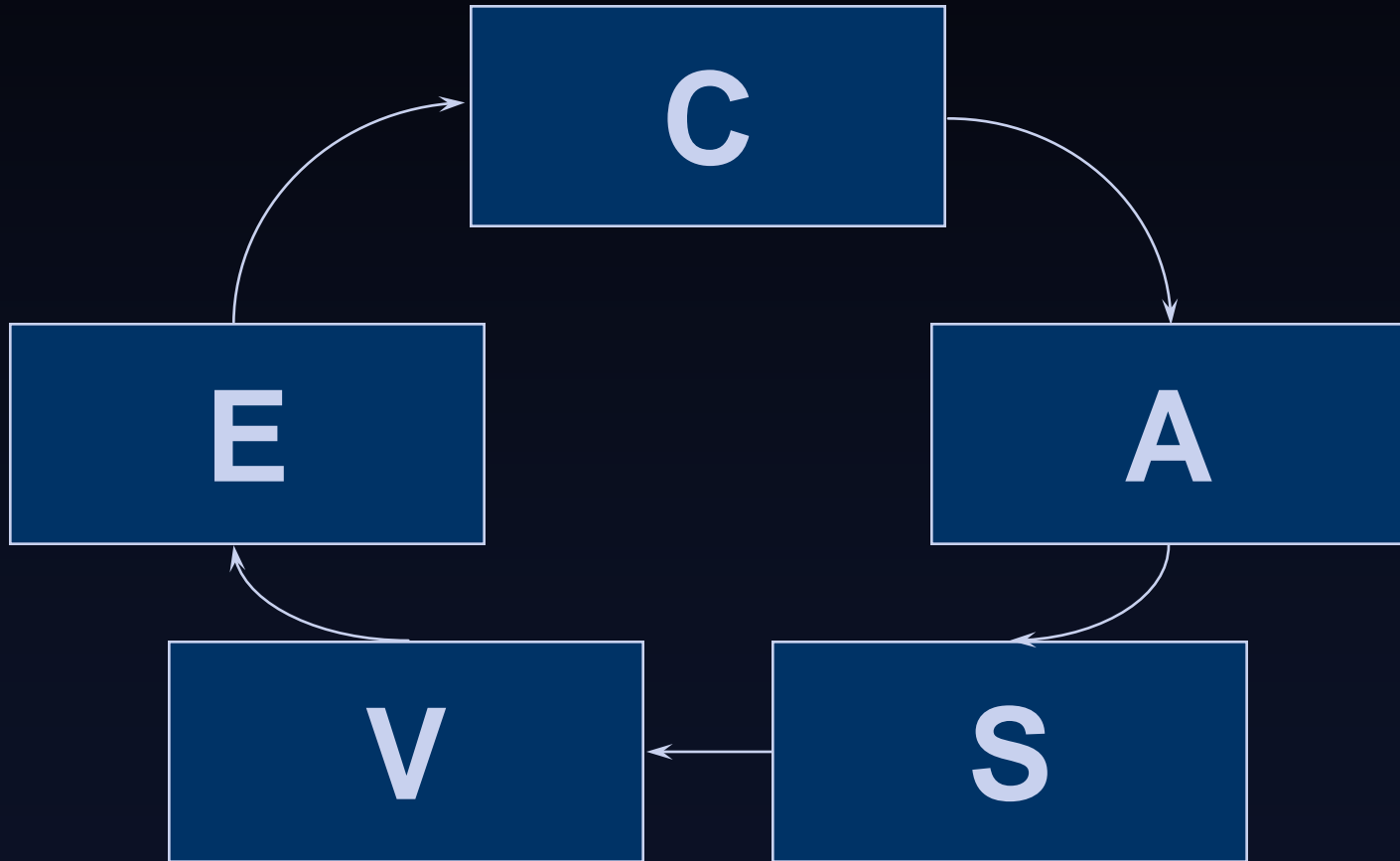


# The CASVE Cycle

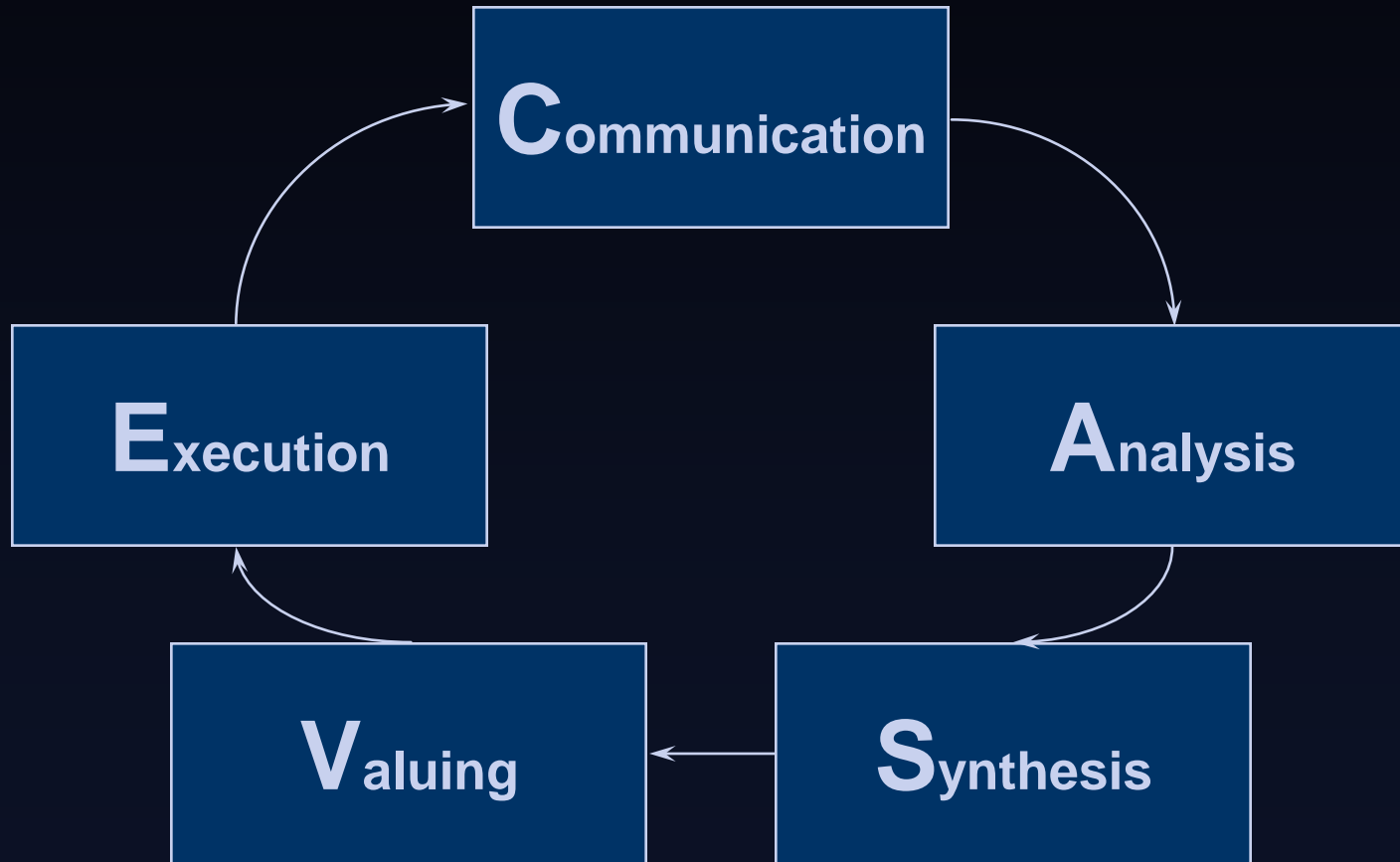
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Understanding -  
“How to make a career choice”

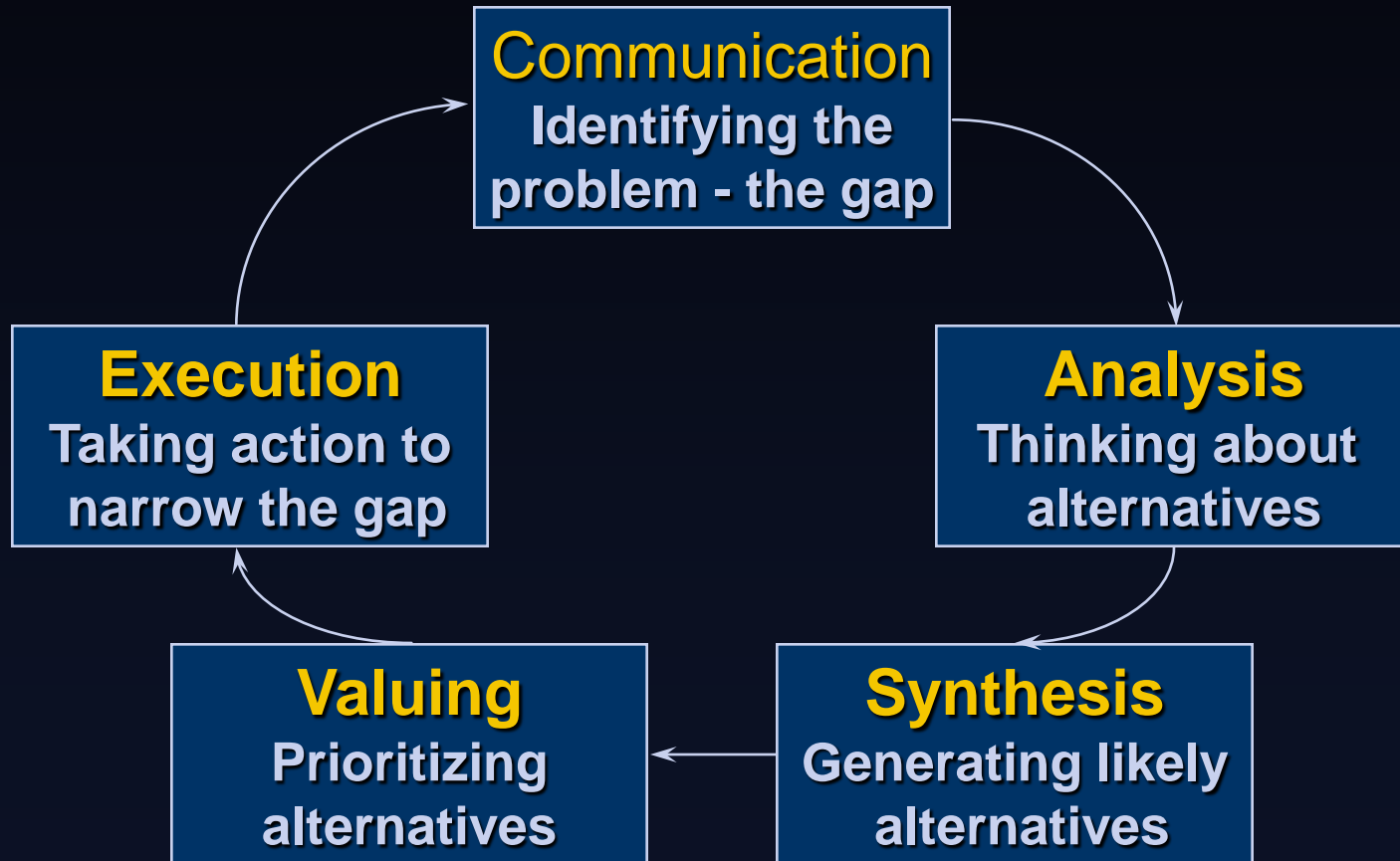
# CASVE Cycle



# CASVE Cycle

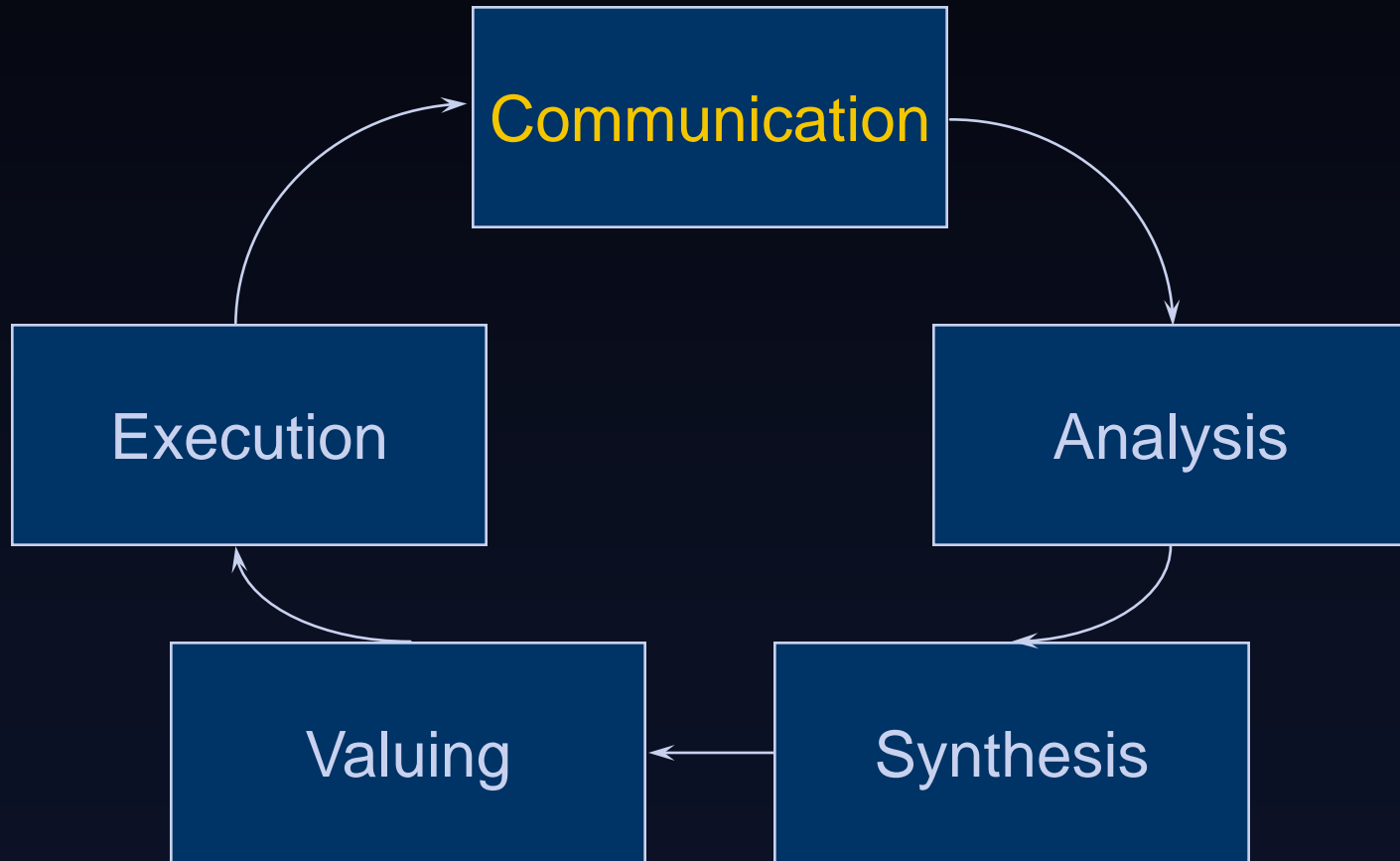


# CASVE Cycle





# CASVE Cycle



# Communication

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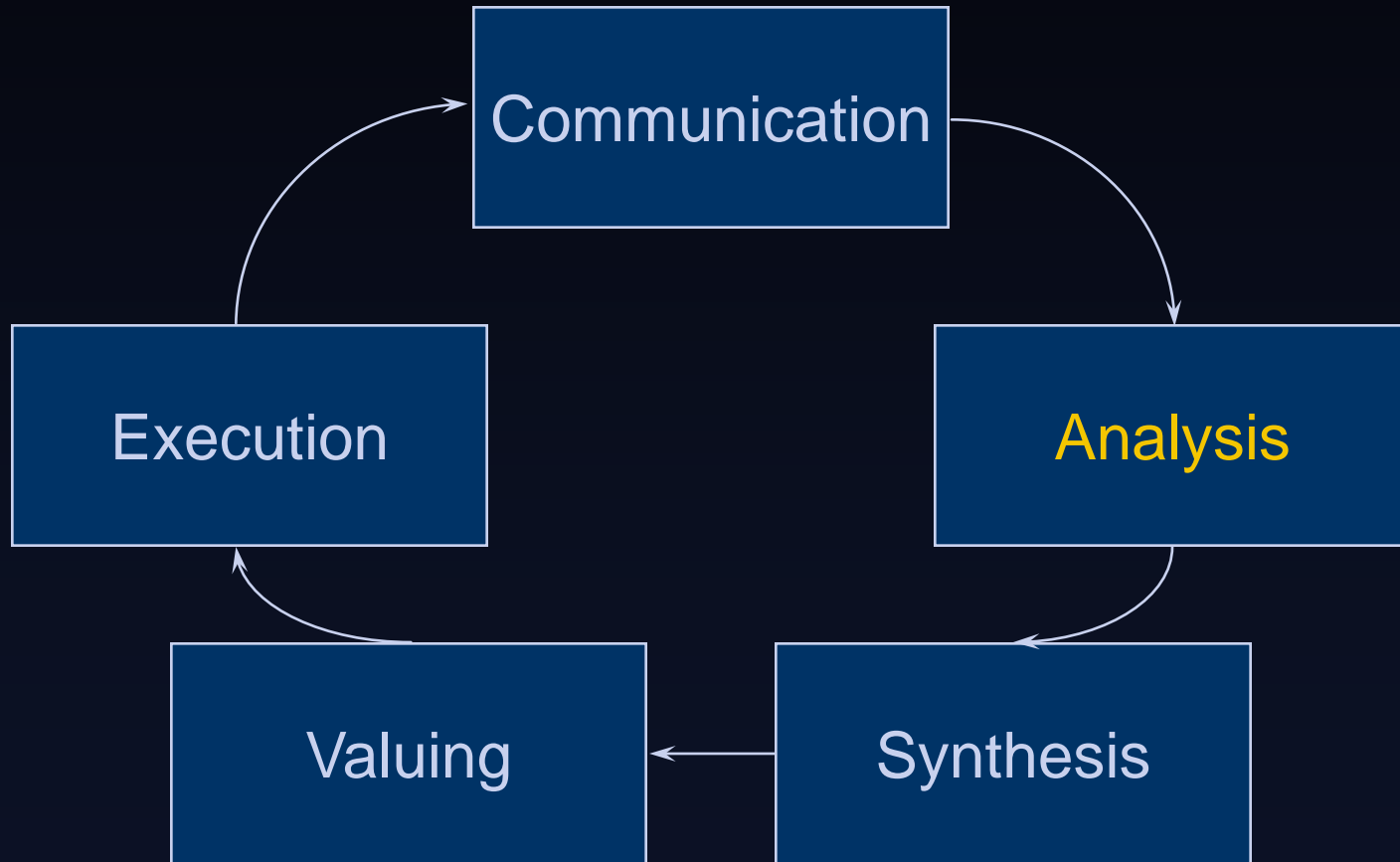
- Becoming aware of the **gap** – the difference between an existing and a desired state of affairs (or where they are and where they want to be)
- Discomfort becomes greater than fear of change
- Assistance sought when resources are inadequate

# Communication

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- External cues
  - Positive or negative events
  - Input from significant others
- Internal cues
  - Negative emotions
  - Avoidance behavior
  - Physiological cues

# CASVE Cycle



# Analysis

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- 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

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- 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

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- 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

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- Understanding how **important decisions** are **typically** made

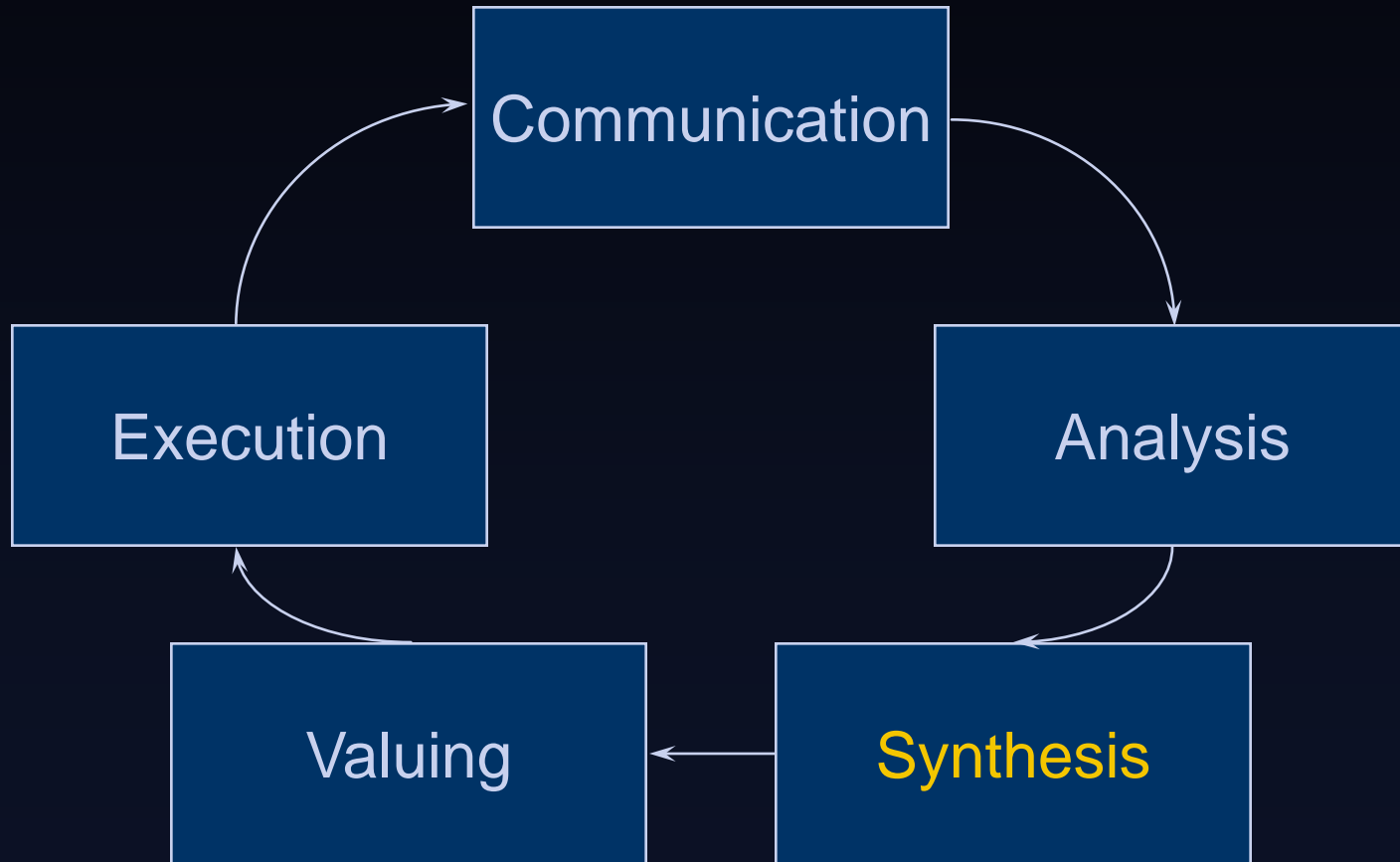


# Analysis

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- 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

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Avoid missing alternatives, while not becoming overwhelmed with options

# Synthesis

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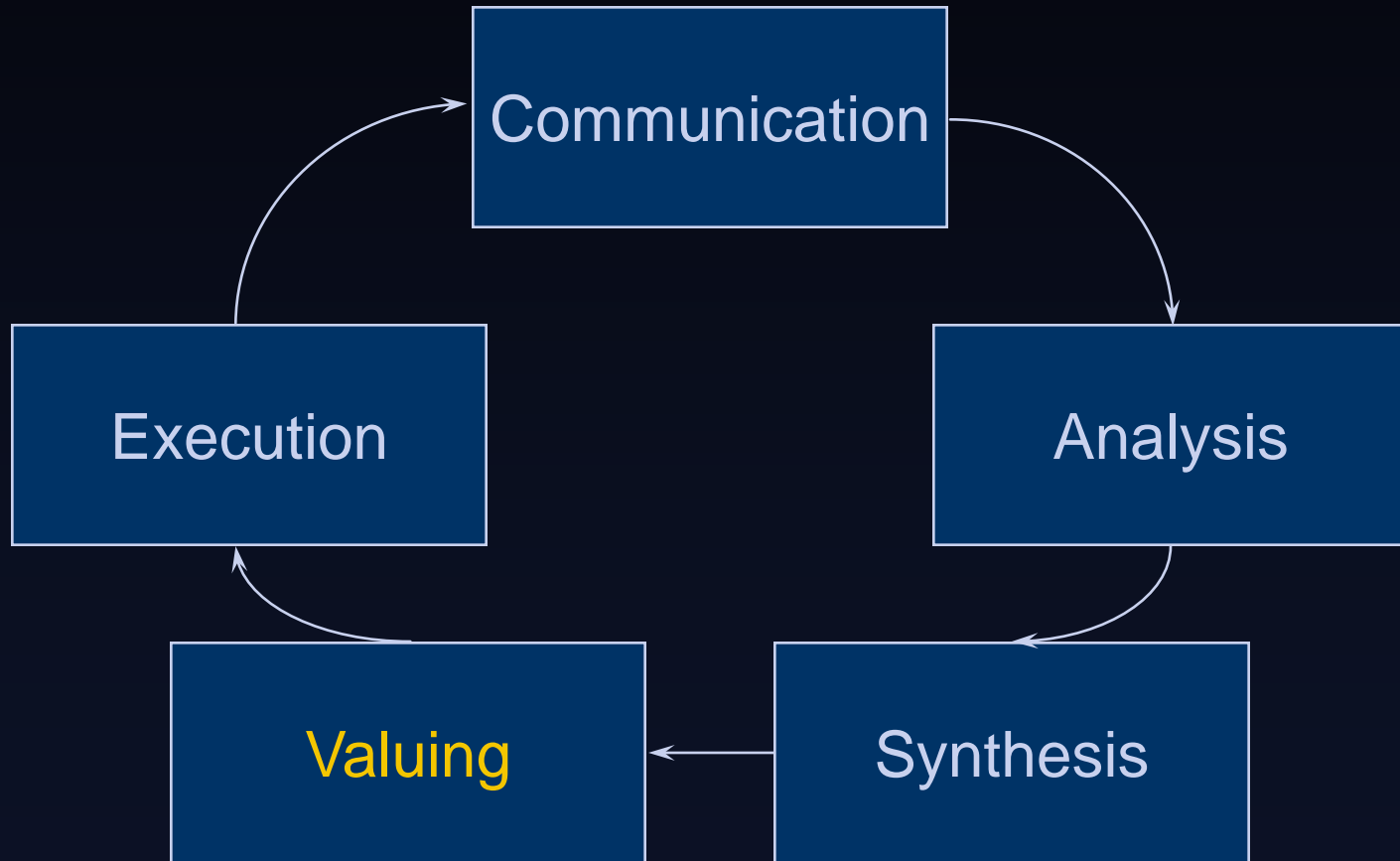
- **Elaboration**

- 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

# CASVE Cycle



# Valuing

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- A decision made to narrow the **gap** identified in the Communication phase

# Valuing

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

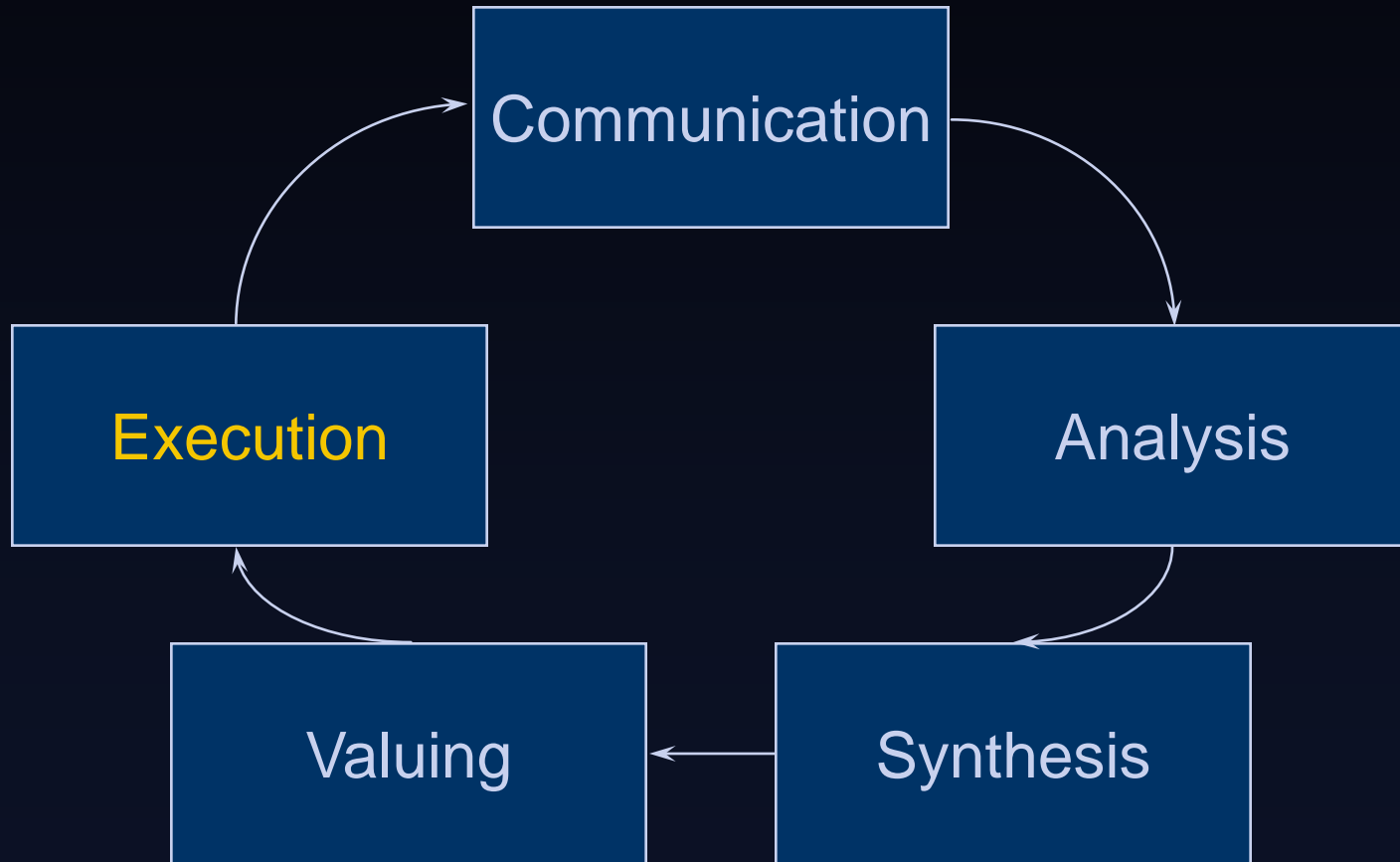
# Valuing

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- Prioritize alternatives
- Make tentative **primary** and **secondary** choices



# CASVE Cycle



# Execution

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

# Execution

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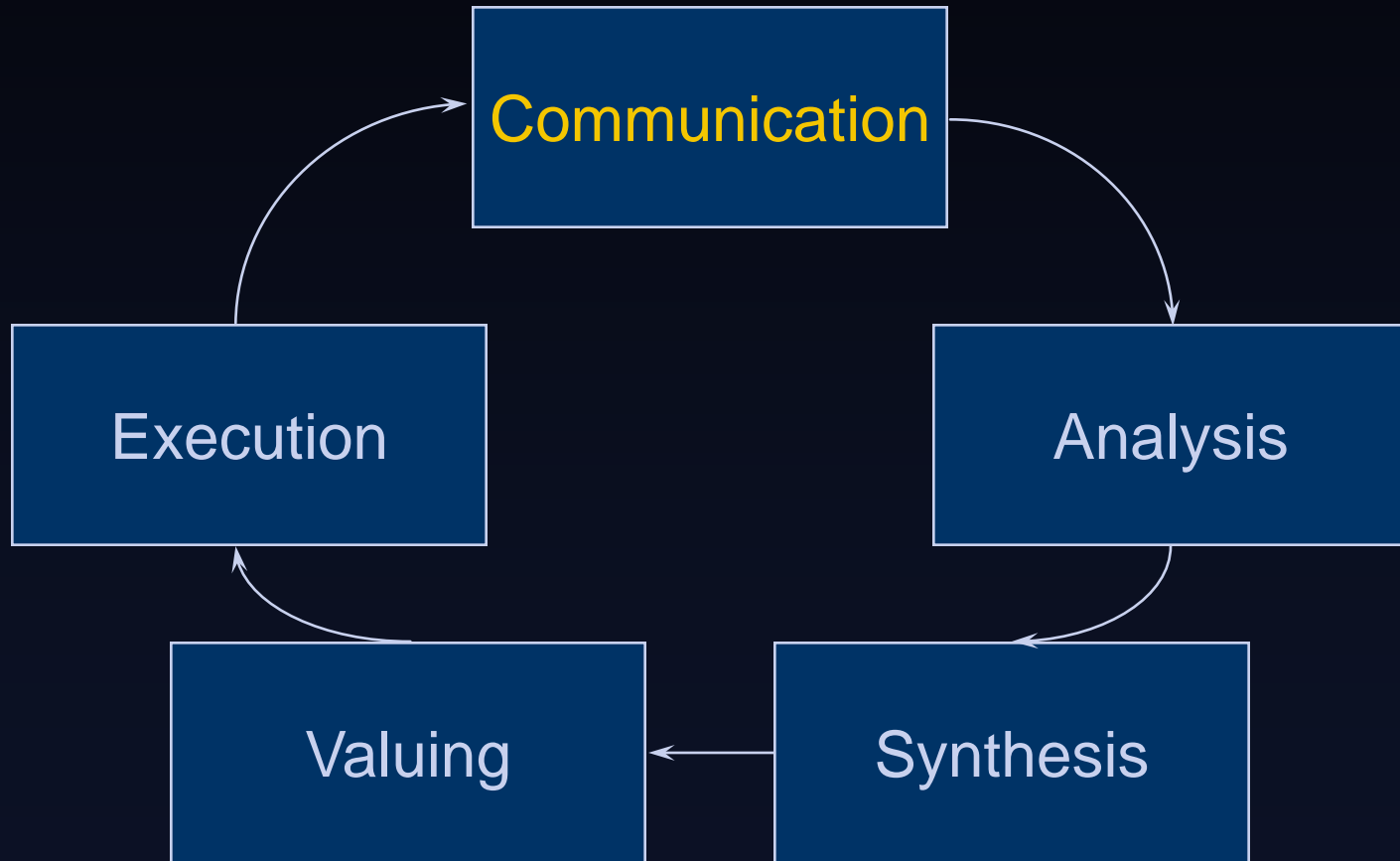
- Selecting a **preparation program**
  - Planning a program of study
  - Exploring financial aid options
  - Completing education or training
  - If training or education is not needed, job search begins

# Execution

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- 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

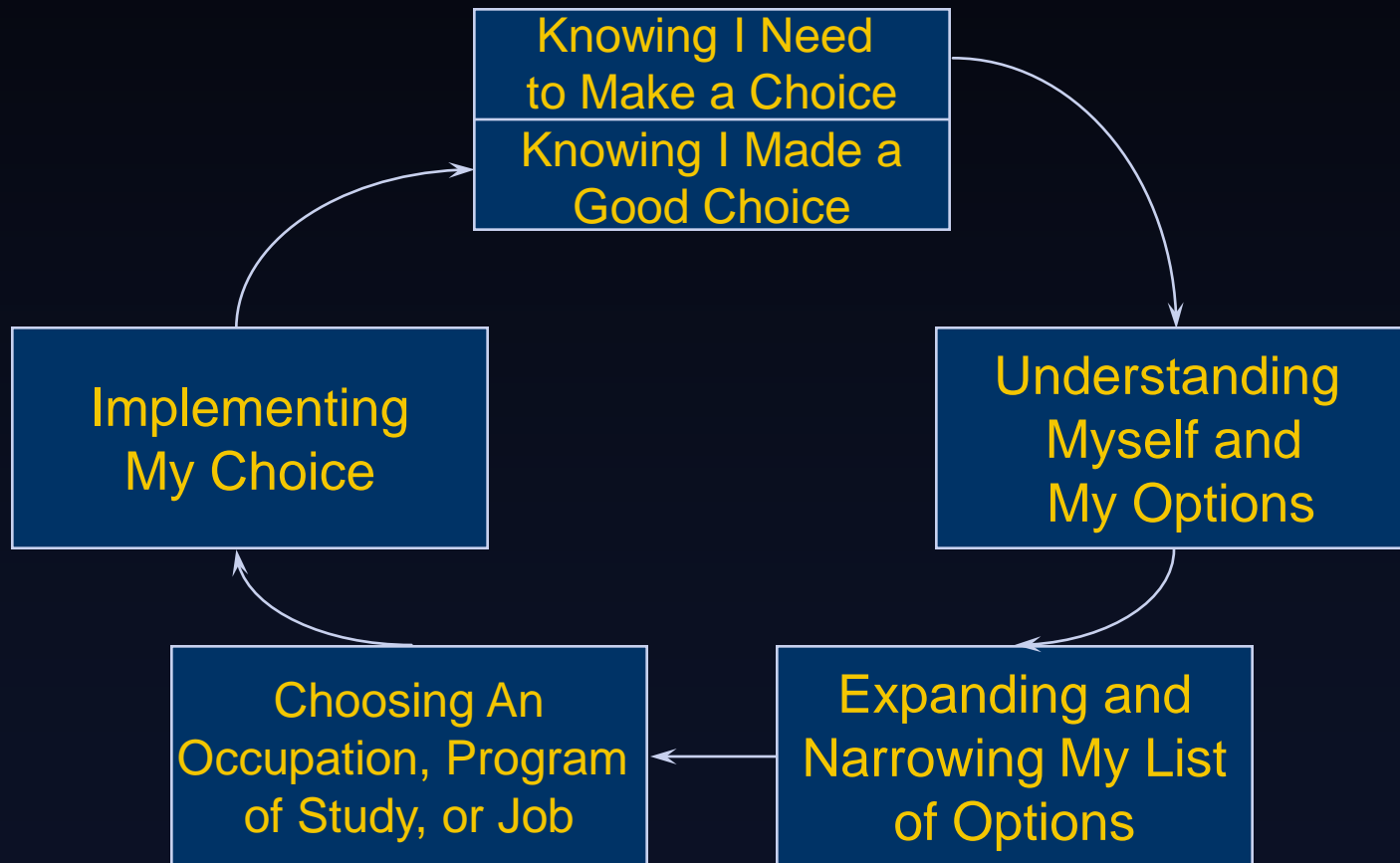


# Communication

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- 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 - Client Version



# Cyclical Nature of the CASVE Cycle

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- 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

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- 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

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- Use CIP as an organizing theory
- Add other theories to meet specific needs

# Use of CIP With Other Theories

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- 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

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- 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

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- 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

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- 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

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- 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

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- 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

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- 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

# Getting the Most Benefit from Reading

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- 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

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[www.career.fsu.edu/techcenter/](http://www.career.fsu.edu/techcenter/)

Thank You

