Chapter Seven
Planning and Delivering Career Resources
Chapter Organization

• The CIP Approach and the Use of Assessment, Information, and Instruction
• Strategies for Using Career Assessment
• Strategies for Using Career Information
• Strategies for Using Career Instruction
The Pyramid and CASVE Cycle

• The Pyramid of Information Processing Domains
  – Self-Knowledge Domain
  – Occupational Knowledge Domain
  – Decision-Making Skills Domain
  – Executive Processing Domain
The Pyramid and CASVE Cycle

- The CASVE Cycle
  - Communication
  - Analysis
  - Synthesis
  - Valuing
  - Execution
Use of Career Assessment

• Career assessment is typically used to help persons clarify their knowledge of self and their options
Potential Contributions of Career Assessment

- Enhancing awareness of career problems and promoting the motivation to change (Communication)
  - The results of a readiness assessment may increase awareness that a career problem exists

- Motivating persons to clarify knowledge of self (Analysis – Self)
  - Curiosity about assessment results can motivate persons to expend the effort needed to clarify their values, interests, and skills and employment preferences
Potential Contributions of Career Assessment

• Motivating persons to enhance knowledge of the world-of-work (Analysis – Options)
  – An organizational schema makes the task easier and less daunting (e.g., the Holland Hexagon)

• Generating career options (Synthesis – Elaboration)
  – Generate occupational and educational options on the basis of values, interests, skills, and employment preferences
Potential Contributions of Career Assessment

- Narrowing career options after generating career options (Synthesis – Crystallization)
  - Indication of goodness of fit
- Evaluating narrowed options (Valuing)
  - Reviewing values, interests, and skills provides a foundation for evaluating costs and benefits of options
  - Careful thought may result in reevaluation of values, interests, and skills, followed by more generation of options
Potential Contributions of Career Assessment

• Preparing for choice implementation (Execution)
  – Clarify how previously assessed values, interests, skills, and employment preferences fit with various occupational, educational, or employment options
A Schema for Career Assessments

- **Self-assessments**
  - Designed to be used without practitioner assistance to select, administer, score, profile, and interpret the measure
  - Assumes that the self-assessment measures have been validated for self-help use
  - Includes objective instruments and structured exercises
  - For individuals with high decision-making readiness who are seeking independent resource use
A Schema for Career Assessments

• Practitioner-assisted assessment
  – Designed for use within the context of a helping relationship with a qualified practitioner
  – Collaboration in selecting assessments
  – Includes objective instruments, structured exercises, card sorts, and structured and unstructured interviews
  – Appropriate for clients with moderate to low readiness for choice
  – May include self-assessments but not vice versa
A Schema for Career Assessments

• Practitioner-assisted assessment (cont.)
  – Clear stimulus and **clear** response
    (e.g., Career Thoughts Inventory)
  – Clear stimulus and **ambiguous** response
    (e.g., card sort or structured interview)
  – **Ambiguous** stimulus and **clear** response
    (e.g., Occupational Alternatives Question)
  – **Ambiguous** stimulus and **ambiguous** response
    (e.g., unstructured interview or autobiography)
Available Career Assessments

• A Counselor’s Guide to Career Assessment Instruments (Kapes & Whitfield, 2001)
  – Full descriptions on
    • Aptitude, achievement, and comprehensive measures
    • Interest and work values inventories
    • Career development and career maturity measures
    • Personality assessments
    • Instruments for special populations
  – Brief descriptions of additional measures
Evaluating Assessment Quality

- Wide range in quality of assessments
- Reliability - evidence of consistency
- Validity - evidence that the test measures what it is designed to measure
- Some measures reliable and valid, some measures good but undocumented, some measures unreliable and invalid
- Use of poor measures may lead to bad results, and violates codes of practice
Effective Use of Resources

- **Screening** - ensure that resource use fits with the person's needs
- **Orientation** - ensure that resource use is effective by promoting an understanding of potential benefits, limitations, and functioning of the resource in relation to the person's needs
- **Follow-up** - helps to ensure that persons have appropriately used resources to meet their needs and that they have a plan for future action
Effective Use of Resources

- Persons with high readiness for choice in screening get self-help services with orientation and follow-up if requested
- Persons with moderate readiness for choice in screening get brief staff-assisted services with orientation before and follow-up after use
- Persons with low readiness for choice in screening get individual case managed services with a recurring cycle of orientation and follow-up for each resource used
Effective Use of Assessment

- Self-help services use self-assessments
- Brief staff assisted and individual case-managed services use practitioner-assisted assessments
- Self-assessments, such as the Self-Directed Search by John Holland, can also be used in brief staff-assisted and individual case-managed services
Self-Assessment

- In self-assessment, either the individual, the practitioner, or both have decided that self-help is appropriate (*screening*)
- Instructions for *orientation* and *follow-up* are embedded within the assessment
Practitioner-Assisted Assessment

- **Screening** has already occurred
- **Orientation** begins with the creation of an individual learning plan (ILP) where an assessment is included
- **Follow-up** occurs when the assessment is interpreted and a plan is established for using the results
- Potential for negative thoughts to interfere with assessment responses, e.g., interests
Use of Career Information

• Career information is typically used to help persons enhance their knowledge of occupational, educational, training, and employment options
Potential Contributions of Career Information

• Enhancing awareness of career problems and promoting the motivation to change (Communication)
  – Exposure to career information in the media can increase awareness of a gap

• Clarifying self knowledge (Analysis – Self)
  – Reconsider values, interests, skills, and employment preferences after using occupational, educational, and employment information
Potential Contributions of Career Information

• Motivating persons to enhance knowledge of options (Analysis – Options)
  – Increased awareness of the nature of available career options motivates persons to expend the time necessary for exploration

• Preparing for assessments that generate career options (Synthesis – Elaboration)
  – Review of information prior to assessment, better prepares persons to respond thoughtfully to items
Potential Contributions of Career Information

• Narrowing career options after generating career options (Synthesis – Crystallization)
  – Help persons decide which options merit further consideration by reviewing basic information
  – Strategy for avoiding being overwhelmed with options

• Evaluating narrowed options (Valuing)
  – After 3 – 5 options are identified, information can be reconsidered, or added to, to make finer distinctions among alternatives
Potential Contributions of Career Information

• Preparing for choice implementation (Execution)
  – Having general information, persons are better able to evaluate how a particular option may, or may not, vary from the norm
Career Information Schema

- **Occupational** information elements
  - Nature of the work
  - Nature of employment
  - Requirements for employment

- **Education** information elements
  - Nature of the education
  - Nature of the institution
  - Admissions
Career Information Schema

• **Training** information elements
  – Nature of the training
  – Nature of the training provider
  – Admissions

• **Employment** information elements
  – Sector
  – Industry
  – Employer
  – Position
Available Career Information

• Noninteractive career information
  – Linear in nature
  – Structure of the medium influences selection and sequencing of information
  – Advantage – broader and more detailed topic coverage
  – Disadvantage - reduced potential for motivating exploratory behavior
Available Career Information

• Noninteractive career information
  – Print
  – Microform
  – Audio
  – Video
  – Public presentations
  – Assessment
Available Career Information

• Interactive career information
  – Nonlinear in nature
  – Person maintains partial control over the selection and sequencing of information
  – Advantage – enhancing motivation for career exploration
  – Disadvantages – typically higher costs and less detailed topic coverage
Available Career Information

• Interactive career information
  – Internet Web sites
  – Computer-assisted career guidance systems
  – Computer-assisted instruction
  – CD-ROM or DVD
  – Card sorts
  – Programmed instruction
  – Structured interview
Available Career Information

• Interactive career information (cont.)
  – Role playing or games
  – Instruction
  – Synthetic work environment
  – Direct observation
  – Direct exploration
  – Social interaction
Available Career Information

- Greatest change in Internet delivery of career information
  - O*NET
  - Occupational Outlook Handbook
  - ACINet
  - Computer-based career information delivery systems
Evaluating Information Quality

- Career information ranges in quality from valid and usable to invalid and unusable
- Information appearance may be misleading
- Poor quality information may negate the potential benefits of use described earlier
- The use of invalid information may lead to bad results and violates codes of practice
Evaluating Information Quality

- National Career Development Association standards of quality
  - Guidelines for the Preparation and Evaluation of Career and Occupational Information Literature
  - Guidelines for the Preparation and Evaluation of Video Career Media
  - Career Software Review Guidelines
  - Guidelines for the Use of the Internet for Provision of Career Information and Planning Services
Evaluating Information Quality

• Association of Computer-Based Systems for Career Information
  – Handbook of Standards for the Operation of Computer-Based Career Information Systems
Promoting Effective Information Use

- **Selecting** career information involves choosing information that is related to specific needs.
- **Locating** career information involves acquiring the information selected to meet a person's needs.
- **Sequencing** career information involves ordering information resources to maximize the potential for learning.
- **Using** career information involves reading, listening to, or viewing the information.
- The above steps are dealt with during **orientation**.
Information Use in Self-Help Services

- **Selecting** career information
  - Module sheets/resource guides, index, Internet Web site

- **Locating** career information
  - Signage, index, map

- **Sequencing** career information
  - If needed - module sheets/resource guides

- **Using** career information
  - Instructions in the resource itself
Information Use in Self-Help Services

- **Screening** by the person or the practitioner occurs prior to information use

- **Orientation** and **follow-up** are embedded in the content of the information resource
Information Use in Brief and Individualized Services

- **Selecting** career information
  - Recommendations made by the practitioner and documented on the ILP

- **Locating** career information
  - Practitioner modeling information seeking behavior

- **Sequencing** career information
  - Included using the priority feature of the ILP

- **Using** career information
  - Brief review of usage instructions or by demonstrating the use of an information resource
Information Use in Brief and Individualized Services

• Screening
  – Has already occurred

• Orientation
  – Begins with developing the ILP
  – Activities listed on ILP and purpose is listed along with the estimated time and how use relates to goals

• Follow-up
  – Talking with the client to clarify the learning experience

• Potential for negative thoughts to interfere with learning
Additional Considerations

- Readiness for career choice
  - Lower readiness – more assistance needed
- Decidedness
  - Indecisive persons – more assistance needed
- Motivation
  - Less motivation - more assistance needed
- Verbal aptitude
  - Lower verbal aptitude – more assistance needed
Additional Considerations

- **Decision-making style**
  - Persons have a spontaneous to systematic approach to information gathering
  - Persons also have an external to internal approach to information processing
  - Spontaneous-external style might benefit from an information interview
  - Systematic-internal style may prefer to work with self-study materials before engaging in interviews

- **Balance of presentation**
  - Learning is enhanced with use of both positive and negative information
Use of Career Instruction

• Career instruction is also used to help persons clarify their knowledge of self, knowledge of their options, and their knowledge of the decision-making process
Use of Career Instruction

• Similar to assessment and information

• Differences
  – Integrating several sources of data in a meaningful sequence to achieve a specific learning outcome
  – Includes evaluation of how well persons have mastered the intended learning objectives
  – Less commonly available type of career resource
Use of Career Instruction

• **Screening** occurs when the student decides that instruction is needed and registers for a course

• **Orientation** occurs as assignments are discussed in class
  – An ILP can be used to help students keep track of class assignments

• **Follow-up** occurs as the instructor monitors student progress and feedback is provided on individual assignments
Summary

- The CIP approach and the use of assessment, information, and instruction
- Strategies for using career assessment
- Strategies for using career information
- Strategies for using career instruction
Getting the Most Benefit from Reading

• Note the similarities and differences among assessment, information and instruction
• Describe the potential contributions of career assessment and information to career choice
• Use career assessments and information with the assistance of a practitioner
• Talk with a practitioner about the strategies applied to help persons use resources
• Talk with an instructor about the nature of his or her career course and review the syllabus
For Additional Information

www.career.fsu.edu/techcenter/

Thank You