Career Counseling and Services: A Cognitive Information Processing Approach

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Chapter 12

Developing and Implementing a Career Services Program: A Personal Case History
Overview

- Organizational Context
- Establishing a Career Services Program
- Ongoing Program Development
- Personal Reflections
Organizational Context

- Physical setting for a career services program
- What is required in this setting to help clients solve career problems and make decisions?
- Important to provide a center that is positive, accepting, attractive, neat, organized, and helpful
Organizational Context

• Goal in designing our career services program was to:
  – respond to basic information needs
  – provide the least complex interventions
  – draw upon basic staff competencies or skills
Establishing a Career Services Program

- In Holland terms, what characteristics do program developers possess?
- Requires E, I, and S skills and interests
Establishing a Career Services Program

- Useful guides
  - CASVE cycle
  - Holland’s RIASEC theory
  - ISD Model
Communication

- Gaps in career services in the 60s
  - Student demand for career assistance
  - Student needs for career information
  - Dissatisfaction with academic advising
  - Counseling center’s career resources were minimal
Communication

- Louis Harris survey showing dissatisfaction with availability of career and academic information
- Novel approaches to providing career information
- Separation of career placement, career counseling, and academic and career advising
Analysis

• Problem was long standing and complex; no ready made solutions existed

• Contacts with key figures in the field, (e.g., Tiedeman, Holland)

• Contacts with faculty and administrators
Analysis

- College of Education faculty interest in creating career counseling degree programs
- Similar problem with career information existed at other institutions
- Successful models using paraprofessional advisors
- Student career problem-solving needs were recurring and repetitive
Synthesis

• Exploring potential options
  – small career information centers in residence halls
    or in student union lobby
  – university library
  – self-help program that would be client-centered,
    matching services to specific client needs
Synthesis

• Exploring potential options (continued)
  – multimedia career information delivery system
  – include both educational and occupational information, along with campus and community referral resources
  – staffed by para and pre-professionals
  – use instructional systems design (ISD) approach to develop program components
Valuing

• Considering pros and cons of various intervention alternatives
• Using ISD to structure program development process
• Changes role of the counselor/paraprofessional
Valuing

- Variety of learning activities can be used
- Locate program in student living and high traffic areas
- Target clients would be lower-division undergraduates
Valuing

• Create information resources to complement the work of external staff
• Innovative and reflects creative use of information in career services
• Personal and professional commitment to the program development activity
Execution

- Spring 1972, pilot program in residence hall
- Developed evaluation model to assess impact of pilot program
- Secured funding
Execution

• Development of 5 instructional modules:
  – CCIS Introduction
  – Decision Making
  – Self Assessment
  – Information Resources
  – Referral Resources
Execution

- Pilot program launched in January 1973
- Established as an ongoing program called the Curricular-Career Information Service (CCIS), Fall 1973
- Second location established in the student union
- CCIS merged with Department of Career Development Services, 1979
- Comprehensive Career Center created that included CCIS, career placement, and cooperative education, 1984
Ongoing Program Development

• Existing CCIS career services program has adapted to changing conditions in the external environment, e.g.,
  – facility relocation
  – personnel
  – technology
  – university structure
Ongoing Program Development

- CASVE problem-solving model
  - helped focused ongoing program development efforts
  - can be generalized to other settings
Mission Statement

• Capsule statement of the philosophy of a social system
• Example of the FSU Career Center’s mission statement
• Sought to align with the larger mission of the University
“The mission of the FSU Career Center is to provide comprehensive career services, train career service practitioners, conduct life/career development research, and disseminate information about life/career services and issues to the university community, the nation, and the world”
Systems Perspective

- Career center has unique boundary spanning role
- Career center involvement in teaching, research, and service
- Use of CASVE problem-solving model and instructional systems design help create and maintain viable career services
Career Center Continua

- Involvement in Career Development
- Involvement in Experiential Education
- Locus of Placement
- Locus of Funding

Involvement in Career Development

Low

Placement advising only with career counseling in the Counseling Center or Academic Advising

High

Comprehensive career counseling, programming & assessment
Involvement in Experiential Education

Decentralized experiential education services

Low

Mission for coop. education, internships & part-time employment

High
Locus of Placement

De-Centralized

Centralized
Locus of Funding

Self-supported through client and employer fees, fund raising

State/Institutional appropriated
Comprehensive Career Centers

Career advising & intake
Individual & group counseling
Assessment & computer-assisted guidance
Career information
Career planning classes for credit

Career education outreach
Experiential education
Career expositions
On-campus recruiting
Job listings & resume referral services
Theory-Based Services

- John Holland’s theory
  - RIASEC/Self-Directed Search
  - Personal Career Theory (PCT)

- Cognitive Information Processing Theory (CIP)
  - teach individuals to solve career problems and make decisions
Fund Raising

- Multiple efforts to raise external funds
- Use external funds to provide resources for students and community members, which in turn benefits employers
Fund Raising

- Examples of fund raising activities:
  - Placement Partners
  - Named Rooms
  - Career Advisor Scholarship Program
  - Friends of the Career Center
Career Portfolio

- Initial idea began with the University President
- Program to assist students in communicating information about their skills to employers
- Cooperative effort between Administrative Information Services & Career Center
Career Portfolio

- Educates students on the importance of professionally relevant skills
- Provides a system for students to chronicle their skills
- Web-based portfolio for students to use in seeking employment and applying to graduate schools
Career Portfolio Skills

- communication
- creativity
- critical thinking
- leadership
- life management
- research/project development
- social responsibility
- teamwork
- technical/scientific
- optional skill
Web Site Redesign

• Collaborative effort between Career Center and Tech Center staff
• Use of a needs-based format
• More user friendly design
• Web site becomes integral part of service delivery (virtual career center)
Personal Reflections

- Clients are willing to take responsibility for finding and using career information.
- ISD model can be used in creating resources that will help clients achieve learning objectives.
- Clients want information in varied formats, attractively packaged.
Personal Reflections

• Delivery of career information via a variety of formats
  – attractive to administrators
  – tangible evidence of service delivery
  – facilitates program accountability

• Importance of connecting with the larger organization
Summary

• Case study of implementing a career service delivery system

• Illustrates how personal and institutional commitment, along with CASVE cycle & ISD, led to creation of career services program

• CASVE paradigm & ISD can be successfully applied to design, development, and evaluation of career programs in other settings
Getting the Most Benefit from Reading

- Identify 3 critical factors that impacted success of career services programs
- Prepare case for or against proposition and debate issue
- Identify a setting and prepare hypothetical case study
- Conduct information interview with person who has developed a successful program
For Additional Information

www.career.fsu.edu/techcenter/

Thank You