Career Resources

From “Designing and Implementing Career Programs: A Handbook for Effective Practice”

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Organization of the Presentation

- The CIP Approach
- The Career Resource Room
- Web Sites
- Information Handouts
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
Pyramid of Information Processing Domains

Knowledge Domains
Pyramid of Information Processing Domains

Decision-Making Skills Domain
Pyramid of Information Processing Domains

Executive Processing Domain
Pyramid of Information Processing Domains

Knowledge 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
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

- Decision-Making Skills Domain
- CASVE Cycle
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
- Diagnostic question – “How do I usually make important decisions?”
Pyramid of Information Processing Domains

- 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
Executive Processing Domain

- **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

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

Knowing about myself

Knowing about my options

Knowing how I make decisions

Thinking about my decision making

Client Version
The CASVE Cycle

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

C

E

V

A

S
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
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
Analysis

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

• 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
  - What was an important decision you made recently and how you made that decision?
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

Synthesis
Synthesis

Avoid missing alternatives, while not becoming overwhelmed with options
Synthesis

• Elaboration

  – Expand possible options

  – Use career assessments and discussions to generate options
Synthesis

• Crystallization

– Narrow potential options by eliminating inappropriate options

– Use occupational, educational, training, and employment information to narrow options

– 2 or 3 options are best for proceeding on to Valuing
CASVE Cycle

Valuing
Valuing

- A career decision is made
  - Narrowing the gap between where the individual is and where he or she wants to be
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
- Consider recreational activities and volunteer work to meet needs not addressed in paid employment
Valuing

• Culture has an important influence on valuing

• One example is the importance of family on decision making
  – Parents opinion on the career decisions of their children
  – Considering the needs of the family in making a career decision
CASVE Cycle

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
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?
CASVE Cycle

Communication

Execution

Analysis

Valuing

Synthesis
CASVE Cycle - Client Version

- 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
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
Potential Misconceptions About CIP

- In CIP rationality and logic are valued over intuition
  - 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
Career Resources

- The resource room (or resource area)
- Web sites
- Information handouts
Resource Room

- Provides adolescents and adults with access to career resources with staff providing varying levels of assistance resources based on individual needs.

- It is not possible to deliver differentiated services without having a career resource room.
Resource Room

- Establish an optimum number of resources

- The number of resources should never exceed the amount of time available to train staff members on:
  - The potential positive outcomes of using the resource
  - The general content of the resource
  - How the resource can be effectively used
Resource Room

• Signage, resource guides, and information handouts can be color coded to make it easier to locate resources on a specific topic
Resource Room

• Specific career resources for special populations:
  – Young people and adults with limited reading ability
  – Young people and adults with limited language skills

• Resources in alternate formats need to be available for persons with disabilities
Resource Room

• An area for greeting adolescents or adults when they enter is essential in providing a welcoming and supportive atmosphere that facilitates learning
Resource Room

• Furniture should include
  – computer work stations with headphones for auditory privacy
  – tables for using print resources (round tables with rolling chairs work best)
  – bookcases
  – lateral hanging files
  – televisions and DVD/videocassette players with headphones for auditory privacy
Web Sites

- All levels of service delivery can make use of Web sites that provide
  - remote access to career assessments and career information
  - links and referrals to career services
- In brief staff-assisted and individual case-managed services, specific content on a Web site can be assigned on the ILP
Web Sites

• A career center or school Web site can be used by young people and adults in the career resource room as well as at a distance.

• Staff modeling of Web site use can stimulate the information-seeking behavior of young people and adults.
Web Sites and Distance Counseling

- Practitioner can refer an adolescent or adult to specific content on a Web site that relates to a problem being discussed.

- The “teachable moment” provides practitioners with an opportunity to help individuals immediately process and apply what they are learning.
Web Site Ethical Issues

- Violation of confidentiality or security
- Links to invalid assessments and information
- Lack of practitioner support when needed
- Practitioner dependency on the Web site to compensate for a lack of competency
- Individuals with little access to the Internet due to a lack of financial resources
Information Handouts

• Information handouts provide brief, consumable, and easy to use sources of information to help adolescents and adults make occupational, educational, training, and employment decisions
Information Handouts

• All levels of service delivery make use of information handouts

• Topics and content will vary according to the needs of adolescents and adults served in a specific organization or geographic area

• Handouts should be included on related resource guides and vice versa
Elements of an Information Handout

• Title
• Learning Outcome
• Headings
• Content
• Other Resources and Services
Printing Information Handouts

- Stapled sheets of paper
- Brochures
- Booklets
- Document files that can be downloaded from a Web site
References

For more information

www.career.fsu.edu/techcenter