**RECOMMENDATIONS FOR USING THE CSI IN A CAREER CONSTRUCTION INTERVIEW:**

**A WORKING PAPER**

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**Introduction**

 This paper has two goals. First, I am responding to comments about difficulties in scoring the CSI, especially the dimension of career certainty. Second, it is designed to extend the use of the CSI beyond a simple indicator of readiness for career decision making because I think it can also be used as a tool to enhance career counseling. I view the CSI as a “trojan horse” of career assessment from a CIP perspective, viz, there is more to the CSI than meets the eye.

**Abstract**

 Imagine there was a brief survey that indicated a person’s situation for making career plans. Imagine that it worked much like a thermometer for checking one’s physical health and would provide this information in a few moments after a person answers five short questions. That free tool exists and is called the Career State Inventory (CSI; Leierer et al., 2020). The CSI is published by the Florida State University Libraries under a Creative Commons Attribution-No Derivatives 4.0 license, allowing any reader to copy and distribute the CSI content without the authors’ or the publisher’s permission, provided that the authors are given proper attribution and the content is not modified in any way (see Appendix A). In this paper, the author presents supplemental rules for scoring and using the five CSI items and describes its use in a career construction counseling interview.

**Career Construction Interview**

 Kang et al. (2017) described a variety of ambiguities in the career construction literature. For example, they noted that a Delphi study of eight experts found differing views on the uniqueness of narrative techniques in constructivist approaches. Moreover, they found that the independent variable in studies of constructivist career counseling had not been carefully defined. This is a matter of treatment integrity or the degree to which a treatment is implemented as intended. Given this lack of clarity in the literature, I am describing in this paper how the CSI could be used in a career construction interview.

 A career construction interview was described by Savickas (2012, 2013, 2015), and I will illustrate this process later in using the completed and unscored items of the CSI in counseling with a client. The essential features of a career construction interview (Savickas, 2013) include the notion of clients being viewed as authors who may be understood through use of autobiographical stories clients tell about themselves related to work in constructing their careers. Savickas (2012) viewed the paradigm of life design as “implicit within the constructivist and narrative methods for career intervention that have emerged in the 21st century” (p. 13). This life/career narrative, the story, came to be the essence of career counseling in life designing. A series of structured interview questions can be used that prompt clients to tell their biographical stories in a counseling session.

 Savickas (2011, 2012, 2013, 2015) advocated the use of structured interviews in career construction counseling. He described these as the physical or virtual environments where clients situate themselves routinely, and, unlike inventoried interests, “manifest interests yield rich information about the spaces in which clients want to work, the coworkers with whom they desire to interact, the social contributions they want to make, and the ways in which clients want to solve problems” (Barclay et al., 2019, p. 459).

 In this paper I discuss how a structured narrative career counseling interview using client responses to the CSI (unscored) can reveal self and option knowledge and the career thinking important in career counseling related to the CIP theory framework. I also make suggestions about what a counselor can look for in CSI responses to co-construct a career story.

**CSI Background**

 A review of several selected concepts from Frank Parsons, Donald Super, Gary Peterson, and John Holland informs the use of the CSI in counseling.

 **Parsons** (1909) initially formulated a three-step process of career planning that included the self-inventory of personal characteristics and goals, a review of occupational and employment information, and a process of reasoning and analyzing the information from those two areas to make a career choice. This three-step process is inherent in using the CSI.

 **Super** and his colleagues (Super et al., 1963) described the notions of *psychtalk* and *occtalk* as important components of career development that were essential for career decision-making. Psychtalk included statements used to describe aptitudes, interests, and other characteristics of one’s self that are presented in a completed CSI, and Occtalk involved statements about occupations also presented in a completed CSI. These two elements are inherent in the CSI.

 **Peterson** et al. (1991) introduced cognitive information processing theory and the notions of self-knowledge and occupational knowledge, the CASVE Cycle, and executive processing as the three domains essential for career decision-making. These elements are also inherent in the CSI items.

 **Holland** (1997) advanced the idea that an occupational aspiration or daydream, present or past, could serve as a measure of vocational interests and that is also presented in the completed CSI.

 Altogether, these four authors signaled the importance of occupational and personal self-knowledge as critical ingredients in career decisions. The CSI assess both areas and more as will be explained later.

 The CSI authors CSI drew upon this background of conceptual information in selecting items *a priori* (by reason alone) for the instrument. The items were selected by the CSI authors as having content validity related to occupational knowledge and personal traits for the career decision state (CDS; Leierer et al., 2017). Later, the authors conducted a principal component factor analysis with three dimensions, career certainty, satisfaction, and clarity, and found that the three variables all loaded on the first factor of the career decision state construct in the same magnitude. Thus, the CSI Total score can be viewed as a composite score with the three dimensions contributing equally (Leierer et al., 2020).

 The history, research, and use of the Career State Inventory (CSI; Leierer et al., 2020) dates back to 2011. A free copy of the *CSI Manual*, the CSI Participant Version (see Appendix A), and the CSI Professional Version is available at [Masked scholarship\_submission\_1587411085\_afa0b2e3](http://purl.flvc.org/fsu/fd/FSU_libsubv1_scholarship_submission_1587411085_afa0b2e3). In the following pages, I explain how the CSI can be used in counseling with both single item responses and scored responses.

**Career Decision State**

 At the conceptual level, the career decision state (CDS) is a subjective state of being, or state of momentary consciousness, regarding one’s career goals or aspirations, and it is composed of both cognitive and affective components (Leierer et al., 2020). The career decision state (CDS) is a condition of consciousness, a “snapshot,” with respect to one’s present career goals. The CDS may also be thought of as a single continuum along three dimensions from being highly goal-directed, satisfied, and confident on the one hand to being immobile or frozen, dissatisfied, and confused on the other.

**Using the CSI Items in Narrative Career Counseling**

 The history and construction of the CSI, including the three measures that comprise it, e.g., Occupational Alternatives Question, Satisfaction Item, and selected My Vocational Situation Items, is detailed in the *CSI Manual* (Leierer et al, 2020). A completed CSI provides a total score assessing the CDS and evaluating three dimensions of it, i.e., (a) a person’s self–assessment of occupational preferences (*career certainty*), (b) an assessment of satisfaction related to these preferences (*career satisfaction*), and (c) the strength of a person’s vocational self-confidence or self-efficacy regarding the career decision-making process (*career clarity*).

 Four scores are derived from administering the CSI, three component scores and the total score. The three components or dimensions of the career decision state, described more fully in the following sections, include (a) the degree of certainty with respect to a career choice as measured by the Occupational Alternatives Question (OAQ), (b) the extent of satisfaction with the choice(s) as measured by the Satisfaction Item, and (c) career clarity, an indicator of one’s vocational self-confidence in pursuing a career goal as measured by three items from the MVS Vocational Identity Scale. Scores from the three dimensions are summed to provide a total CSI score ranging from 2 – 12.

 The CSI can be used as a screening tool incorporated in an intake form or an assessment at the beginning of career counseling to determine a person’s readiness for career decision making. It can also be used to structure the activities in opening a counseling session. In this way, the practitioner uses the CSI items to learn more about the career decision state of a client by focusing on a discussion of specific CSI responses.

 At the end of the first interview, the practitioner may want to explore CSI responses again with the client to see if any changes have occurred after the feedback and discussion. In subsequent counseling sessions, the CSI could be used at the beginning of each counseling interview to determine if changes have been made in the client’s career decision state. The following paragraphs illustrate how the items in the three sections of the CSI could be used in an initial interview or subsequent interviews.

**Career Certainty**

In a career construction interview, the items in this section of the CSI (OAQ) reveal information about the client’s *occtalk* (Super et al., 1963), option knowledge (Peterson et al., 1991), and occupational aspirations (Holland, 1997). This section also provides details for a more nuanced scoring of the OAQ relevant for use in a career construction interview.

 The OAQ results indicate a level of career certainty or decidedness toward a career goal. The OAQ measures career certainty in two parts:

**Part 1. List all the occupations you are considering right now. (This first item is followed by blank lines; the format is much like the SDS Daydreams section)**

**Part 2. Circle (or write in the space provided) the occupation that is your first choice (if undecided, write “undecided”).**

 The OAQ produces four scores and users should adhere to these scoring rules:

**Score 1. = A first occupational choice is listed with no alternatives.**

**Score 2. = A first occupational choice is listed with alternatives.**

**Score 3. = No first choice is listed, just alternatives.**

**Score 4. = Neither a first choice nor alternatives are listed.**

 Six corollaries for advanced OAQ response scoring are listed below along with comments to the practitioner for exploring these responses with a client in a career construction interview. These corollaries help clarify the degree of career certainty or the precision of a client’s thinking about a career goal or options. I believe this refined scoring amplifies substance that might be overlooked or minimized in examining the notion of occupational certainty in the CSI.

(1) Undecided. Practitioners can score an “undecided” OAQ response in two ways. (a) If the respondent listed just alternatives and wrote “undecided” in the space provided indicating no first choice that would be scored a **3**. (b) If someone writes the word “undecided” with nothing else that would be scored a **4**.

The practitioner, in both instances, can explore the story behind the “undecided” responses with the client in an effort to elaborate on the notion of occupational certainty.

(2) Majors. If the person writes a professional major rather than an occupation for first choice, e.g., accounting/accountant, pharmacy/pharmacist, and no options are listed score it a **1**. If the person writes a liberal arts major for first choice of occupation, e.g., psychology, history, sociology, communication, score it a **4** initially but verify after discussion as below.

Practitioners can note that some students think more in terms of professional majors rather than occupations and this is the reason for these scoring rules. Thinking of *occtalk* in terms of fields of study rather than occupations may reflect a client’s uncertainty related to career planning and job search targets. Clients may be at a stage with they are particularly focused on majors or fields of study and choose to list those first, while still having clarity around future career goals. The client’s story related to this response can be explored in counseling and could change OAQ scoring.

(3) Career Field. If no series of occupations are listed as being considered right now and a person provides responses such as business, sports, teaching, or healthcare as first choice of an occupation score it **3**.

Practitioners can assist clients in understanding that these broad fields could include multiple occupations, and can further explore the client’s thoughts behind the fields listed regarding occupations.

(4) Series of Occupations. If a series of occupations are listed as being considered right now with no first choice, score it a **3**.

Practitioners can help clients improve career certainty by showing them how to use tools such as O\*NET and the *Occupational Outlook Handbook* to research occupations and discriminate among them in terms of interests, skills, and values. This information might enable clients to rank or prioritize the occupational options for further educational and career planning which could change OAQ scoring.

(5) No Series of Occupations Listed only First Choice. If no occupations are listed as being considered right now but only a first choice is listed, score it a **1**.

Practitioners may note that this OAQ response potentially indicates a high level of career certainty and might be consistent with a first occupation listed on the SDS Daydreams Section. Holland (1997) considered listing a first-choice daydream occupation to be a positive step in career decision making. As with other OAQ responses, the practitioner may explore the history of this first occupational choice and the narratives associated with it, e.g., reactions of family members and friends, contextual influences, etc.

(6) Organization Listed. If **only** the title of an organization is listed as a first choice, e.g., Peace Corps, NFL, state department, score it a **4** if no occupational or position title is included with the organization name.

Practitioners should note that career certainty is associated with specifying an occupation, a professional major, or a job position rather than an organization. Many different occupations and related position titles may exist in an organization, and a higher level of career certainty would reflect more *occtalk* precision in an OAQ response. As with other client responses, the practitioner can explore this further in a client interview and the narrative story related to the response.

 In summary, responses to the OAQ provide some indication of readiness for career decision making and the item responses can be discussed in a counseling interview. Clients can be encouraged to share the narrative stories related to the OAQ responses. Four possible OAQ scores range from higher to lower levels of career decidedness, with lower scores (1, 2) indicating more decidedness and higher scores (3, 4) indicating less career decidedness. OAQ scores are positively correlated with scores on the Career Thoughts Inventory (Leierer et al., 2020; Sampson et al., 1998) in which higher scores indicate more decision-making confusion, commitment anxiety, and/or external conflict.

 In a career construction interview, the practitioner can explore all 4 OAQ responses and the 6 corollary scoring responses with the client by discussing these topics:

(a) can you share a story about the OAQ responses in terms of how they came about, other people involved in the responses, and your life experiences and events associated with them;

(b) when you think about career options, what comes to mind first: occupation, major, job, organization, profession, other;

(c) what does it mean to you to be decided or undecided; and/or

(d) do you see being undecided as a positive or negative thing?

 After discussing client responses regarding career certainty and getting feedback on the scoring process, the practitioner can move to the next section of the CSI.

 **CSI/CIP theory connection**. The OAQ connects with the CIP pyramid by focusing on the two knowledge domains, Self- and Option Knowledge and the CASVE Cycle. The client’s responses indicate a level of career knowledge and certainty regarding career decision making, especially in terms of accuracy and complexity. The responses can also reveal the extent of options knowledge relative to the CASVE Cycle in terms of the Analysis Phase and the relationships between self- and options knowledge that inform the Synthesis Phase. A practitioner can explore these dimensions of CSI responses in terms of CIP theory.

**Career Satisfaction**

 Thus far, I have discussed Super’s notion of *occtalk* and in the next two sections of this paper I move to *psychtalk* and an examination of clients’ psychological view of their career decision making. In a career construction interview, the client is asked to reflect upon the level of satisfaction with the responses to the OAQ. The practitioner should ask the client if the discussion of the career certainty narratives associated with OAQ responses have changed or not, and if they have changed the practitioner can explore if the satisfaction item responses have changed.

 Satisfaction can mean many different things to a client. For example, does it mean fulfillment, contentment, agreement, liking, pride, enjoyment, happiness or some other value? These terms may lead the client to deeper reflection on career certainty responses and their psychological meaning. Holland and Holland (1977) examined responses to uncertain or dissatisfied alternatives in the Satisfaction Item and found those were related to a wide range of psychological variables, including negative attitude, indecisiveness, anxiety, immaturity, and alienation.

 The Satisfaction Item is presented this way:

**How well satisfied are you with your responses to No. 1 above? Place a check next to the appropriate statement below:**

**\_\_\_\_Very satisfied**

**\_\_\_\_Satisfied**

**\_\_\_\_Not sure**

**\_\_\_\_Dissatisfied**

**\_\_\_\_Very Dissatisfied**

 Scores on the Satisfaction Item are 1 = very satisfied; 2 = satisfied; 3 = not sure; 4 = dissatisfied; and 5 = very dissatisfied. These 5 levels of satisfaction are associated with career certainty responses and represent a client’s current judgment of their career situation. Satisfaction with certainty responses can reflect the past or recent occupational preferences as well as current ones. In a career construction narrative interview, a practitioner can explore these satisfaction responses with the client in these ways:

(a) how difficult was it to decide on a level of satisfaction to the certainty responses;

(b) describe your thoughts related to the satisfaction response options;

(c) how comfortable are you with the satisfaction responses you provided;

(d) what events or information might change your satisfaction responses;

(e) if your response to career certainty was “undecided” how comfortable are you with that response; and/or

(f) have you changed your satisfaction rating as a result of discussing your responses on the career certainty item with a practitioner? How and why?

 A practitioner can discuss the CSI responses reviewed thus far regarding career certainty and satisfaction to see if there is evidence that the career decision state has changed during the interview. This could lead to CSI scoring changes to reflect more accuracy in the measurement of the client career decision state.

 **CSI/CIP theory connection**. The Satisfaction Item is a simple measure of emotion relative to career certainty. A response of Dissatisfied or Very Dissatisfied predicts depression on the Beck Depression Inventory (Walker & Peterson, 2012). With respect to CIP, a response of Not Sure, Dissatisfied, or Very Dissatisfied likely indicates that the client is in the Communication Phase of the CASVE Cycle. In other words, there is a gap between “where I am and where I want to be” with respect to career decision-making. This gap may indicate the need for a more intensive career assessment such as the Career Thoughts Inventory, the Decision Space Worksheet, or the Self-Directed Search.

**Career Clarity**

 In a career construction interview, the practitioner can explore the client’s thoughts and feelings about each of the three items in this CSI section that will provide more evidence of *psychtalk*. These items reflect a client’s affective state regarding career decision-making and problem solving. Moreover, Peterson et al. (1991) noted such items may reflect executive processing in career decision making, or the client’s “thinking about thinking” in making career decisions. Three true-false items were drawn from the My Vocational Situation (MVS; Holland et al., 1993) and selected *a priori* by the authors. True or positive client responses endorsing the item may indicate negative psychtalk and the need for a more intensive practitioner career intervention to improve readiness for career decision-making.

 Some examples of practitioner queries to these three client responses are shown for each item.

1. **T F If I had to make an occupational choice right now, I’m afraid I would make a bad choice.**
2. Do you feel pressure to make a career choice right now?
3. If so, what is the source of that pressure?
4. What about a bad choice would make your fearful?
5. What might be the consequences of a bad choice?
6. Is fear of making a bad choice a major factor in your making one?
7. Can you imagine yourself ever making a commitment to a career choice?
8. Is there real-life harm that could come from such a bad choice?
9. Can you think of a time when you were especially afraid? Tell me a story about it. What happened before or afterwards?
10. **T F Making up my mind about a career has been a long and difficult problem for me.**
11. Can you say more about how long you have been trying to make career decisions?
12. Can you say more about the difficulties of making career choices?
13. Have you talked with others about your career choices?
14. Have you sometimes felt you were about to make a career choice and then backed away from it?
15. Do you feel career decision making has been more difficult for you than others your age?
16. **T F I am confused about the whole problem of deciding on a career.**
17. Do you just feel like there is no place to start in making a career decision?
18. What kinds of things have you tried in the past to deal with the confusion about career decision making?
19. Have you ever discussed this with another person?
20. Have you ever thought about seeking educational or career planning assistance?
21. Do you have any ideas about who might help you with career decisions?

 In a career counseling narrative session, the practitioner can explore with the client the responses to these three clarity items. In this way, the client may achieve new understandings of their career decision making and the practitioner can determine if another assessment such as the Career Thoughts Inventory (Sampson et al., 1996) or the Career Space Worksheet (Peterson et al. (2009-2010) would be appropriate to enhance client career decision-making.

 **CSI/CIP theory connection.** The three career clarity items on the CSI are connected to the Executive Processing Domain in the CIP Pyramid. These items all refer to a client’s thinking about the career decision-making process in a negative or dysfunctional way. Any “true” response on these items is a signal for further exploration by the practitioner as suggested in the queries above. Moreover, as with the Satisfaction Item, such responses may indicate the need for a more intensive career assessment using the Career Thoughts Inventory, the Decision Space Worksheet, or the Self-Directed Search.

**Using the Scored CSI in Career Counseling**

 Thus far, I have discussed how the CSI items can be used in narrative career counseling to enable clients to share stories about their personal experiences related to the items. In the next section, I will revisit material from the *CSI Manual* (Leierer et al., 2020) that explains how the scored CSI can be used as a readiness assessment for career decision-making in career counseling or the evaluation of a career intervention.

**CSI Total Score**

 The 11-point continuum of the CDS profile ranges from being highly certain, satisfied, clear, and confident in one’s choice at one pole (i.e., 2-3), to being completely frozen, dissatisfied, confused, and lacking confidence in making a choice (i.e., 11-12). Mid-range scores (i.e., 6 - 8) may be described as having one or more options, but still being uncertain about them, having doubts about one’s capability to make an appropriate career decision, and tentativeness in approaching one’s career choice.

 **Low scores**. Low total scores (2 - 4) on the 12-point overall Career State Inventory (CSI) profile along with low scores on each of the three dimensions, e.g., 1 on OAQ, 1 on Satisfaction and 0 on Vocational Clarity, indicate a high state of readiness and suggest individuals focused on career goals, well satisfied with their choices, and self-confident in their choices. A score in this range may well indicate an individual is at the Valuing or Execution phases of the CASVE Cycle where one has recently arrived at a first choice and is seeking confirmation, or is ready to implement a choice. A person scoring in this range would be a likely candidate for self-help career services, and perhaps brief-staff assisted services (Sampson et al., 2004) as one moves toward executing a first choice.

 **Midrange scores**. For scores ranging from 5 - 9, the question is asked, “What is a minimum score (or “cut score”) in which the administration of follow-up assessments, e.g., CTI and/or DSW, is recommended?” On the basis of linear regression analysis of extant data from combined studies (*n* = 373), a score of 8 on the CSI total scale predicts a CTI total score of 60. The authors (Leierer et al., 2020) believe this CTI score (1 SD above the mean or 84th percentile) represents a moderate level of negative thinking about career choice and deserves attention before moving on to the Analysis or Synthesis phases of the CASVE Cycle. However, taking the standard error of estimate (SEE = 19.4) of the prediction formula [CTI-Total = 15.24 + (CSI \*5.63)] into consideration, the authors believe a CSI *total score of 6* is worthy of further inquiry to reduce the likelihood of false negatives (i.e., those individuals with slightly lower CSI total scores, but moderate to severe negative career thoughts). Persons scoring in this range on the CSI would be likely to have a CTI total score of 49 and benefit from brief staff-assisted career services. For clients earning scores in this range, the authors emphasize noting any differences among certainty, satisfaction, and clarity in a practitioner interview. Is any dimension appreciably higher or lower than others? Wide differences suggest that further assessment or conversation may be in order.

 **High scores**. Higher total scores on the overall CSI (10 – 12) as well as high scores on the three respective dimensions, e.g., 3 on the OAQ Career Certainty Scale, 3 - 5 on the Satisfaction Scale, or the endorsement of 2 or 3 items as True on the Career Clarity Scale, suggest individuals who are highly uncertain or even frozen regarding a career goal, very dissatisfied with their career decision state, and experiencing considerable confusion and lack of self-confidence in making a choice. A score in this range may indicate that the individual is at the Communication phase of the CASVE Cycle and still getting “in touch” with all elements related to the career problem. Furthermore, an individual who earns high scores may be in a low state of readiness for effective career decision-making or for matriculating in a career-related training program (Leierer et al., 2017-2018).

 A discussion of responses to CSI items obtained in a counseling interview would be appropriate to learn more about the history and circumstances leading to the CSI results. In such cases, further readiness assessment may be warranted such as administering the Career Thoughts Inventory (CTI; Sampson et al., 1998) as a measure of capability for career decision making, or the Decision Space Worksheet (DSW; Peterson et al., 2009-10) to assess the complexity of an individual’s decision context. The authors advocate that higher scores on any of the three individual dimensions warrant consideration of further diagnostic assessment and the likelihood of an individual case-managed career intervention.

 **Interrelationships among Scores.** A practitioner can use the CSI to measure a person’s career decision state at a moment in time and glean a variety of state indicators from inspection of the results. As noted below, all three dimensions of the career decision state are reflected in CSI results.

* First, the client may have scored low on career certainty indicating a first choice or first choice and options, but may also have written or marked “undecided” in the blank. This presents the practitioner with an opportunity to explore with the client why the higher level of certainty seems to be weakened in some way with the response “undecided” written on the form. Career Certainty represents the cognitive side of the career decision state.
* Second, the practitioner may examine the level of satisfaction in relation to the level of certainty, especially if the score on certainty is low (i.e., 1 or 2) and the level of satisfaction is 3 or higher. There is probably an interesting narrative the client can share regarding this discrepancy that may provide useful information about the client’s career decision state. Career Satisfaction represents the affective dimension of the career decision state.
* Finally, as noted above, the authors believe that any item marked TRUE on the career clarity dimension warrants further exploration by the practitioner because of the possibility of negative affect, i.e., self-doubts, anxiety, associated with the career decision state. Career Clarity is related to the Executive Processing dimension of the career decision state.

**Possible Uses of the CSI**

 The CSI could be used as a screening instrument for clients seeking career assistance to discover whether further diagnostic readiness assessment would be in order. It could also be used as a pre/post measure to assess changes in the career decision state following a counseling interview. The CSI may be administered on a client intake or evaluation form along with other routine information.

 Higher total scores on the CSI or any of the three individual CSI dimensions may alert a practitioner to the possibility of important personal or contextual issues associated with a presenting career problem that may impede effective career decision making. CSI scores are associated with all three dimensions of the CTI. In addition to identifying negative career thoughts, elevated CTI scores are associated with anxiety, depression, low vocational identity, locus of control, and general psychological adjustment. Therefore, the CTI is considered a useful follow-up instrument to the CSI along with the Decision Space Worksheet.

 To illustrate how the CSI might be used in practice, it was administered to 62 clients referred by practitioners for more intensive individual case-managed career services (Sampson et al., 2004). The majority of clients had mid-range scores, ranging from 5 to 9 (61.2%). As noted earlier, the authors believe a CSI *total score of 6* is worthy of further inquiry to reduce the likelihood of false negatives (i.e., those individuals with slightly lower CSI total scores, but moderate to severe negative career thoughts). A large percentage of the referrals (*n* = 22; 35.5%) had high CSI scores, ranging from 10 to 12, indicating a poor career decision state and, therefore, were considered good candidates for more thorough career assessments. Two referrals had low scores 2 to 4 (3.2%), indicating a strong career decision state, and thus were considered likely candidates for self-help or brief staff-assisted career services (Sampson et al., 2004).

 In summary, this section has introduced the CSI as a measure of readiness for career decision making and a measure of career counseling outcomes. The authors believe the construct it measures can be useful in determining movement from the Communication phase to the Analysis phase of the CASVE Cycle in which clients explore self-knowledge and option-knowledge as a basis for identifying alternatives in the Synthesis phase. Scores of 3, 4 on Career Certainty, 4.5 on Satisfaction, and 1 or greater on Clarity suggest the client is in the Communication Phase of the CASVE Cycle. Lower CSI scores following a narrative career counseling intervention would indicate an improved career decision state for career and educational planning.

**Summary and Conclusion**

 In this paper I sought to add information relative to scoring the CSI, especially the section related to the OAQ and the career certainty dimension. I also wanted to show how the unscored CSI items could be used in a career counseling interview based on the career construction paradigm. Finally, I reviewed how the CSI as a measure of the career decision state relates to CIP theory in a more wholistic way and how it could be used in individual counseling before or after other career interventions.

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**Appendix A CSI Participant Version**

**CSI\***

Participant Version 8.0

Stephen J. Leierer, PhD; Gary W. Peterson, PhD; Robert C. Reardon, PhD; Debra S. Osborn, PhD

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. List all occupations you are considering right now.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which occupation is your first choice? If undecided, write “undecided.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 CER (1 – 4)

1. How well satisfied are you with your responses to No. 1 above? Place a check next to the appropriate statement below:

\_\_\_\_Very satisfied

\_\_\_\_Satisfied

\_\_\_\_Not sure

\_\_\_\_Dissatisfied

\_\_\_\_Very dissatisfied \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 SAT (1 – 5)

1. Please circle True (T) or False (F) to the statements below
2. T F If I had to make an occupational choice right now, I’m afraid I would make a bad choice.
3. T F Making up my mind about a career has been a long and difficult problem for me.
4. T F I am confused about the whole problem of deciding on a career.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 CLA (0 – 3)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 TOT (2 – 12)

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