

# Improving Career Interventions with Cognitive Information Processing Theory

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# Learning Outcomes

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- Understand how CIP Theory links to guidance initiatives in Ireland
- Understand key components in CIP Theory
- Understand how key components are used in practice
- Identify resources on CIP Theory for additional learning

# Guidance in Ireland

- The 1998 Education Act stated that schools should use their resources to “(c) ensure that students have access to appropriate guidance to assist them in their educational and career choices (Government of Ireland, 1998)
- CIP Theory
  - Describes the nature of educational and career choices
  - Indicates a process for delivering appropriate guidance by better linking the needs of young people and adults with career interventions

# Guidance in Ireland

- “The Quality Framework has been developed to provide schools with the opportunity to critically examine their own practices with the view to developing these further to support students’ learning and development” (Looking at Our School 2016: A quality Framework for Post-Primary Schools, DES, 2016).
- Examining how CIP Theory might be used in delivering career interventions for young people and adults provides an opportunity to critically examine practice.

# Guidance in Ireland

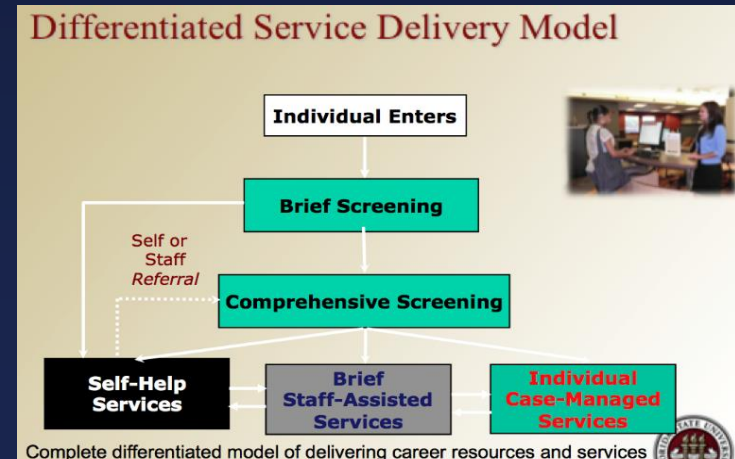
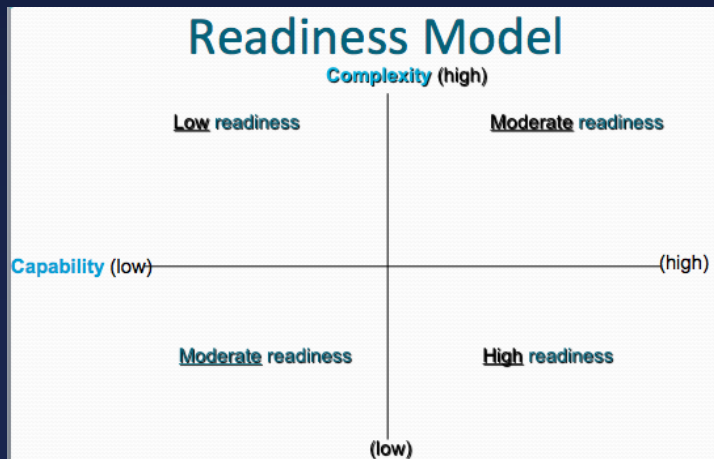
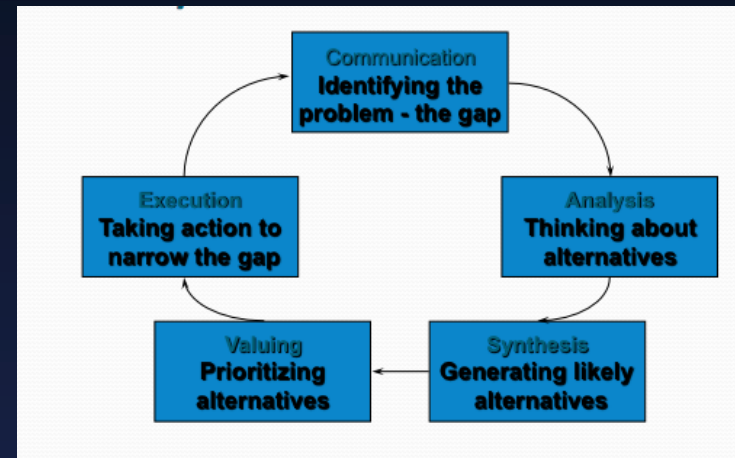
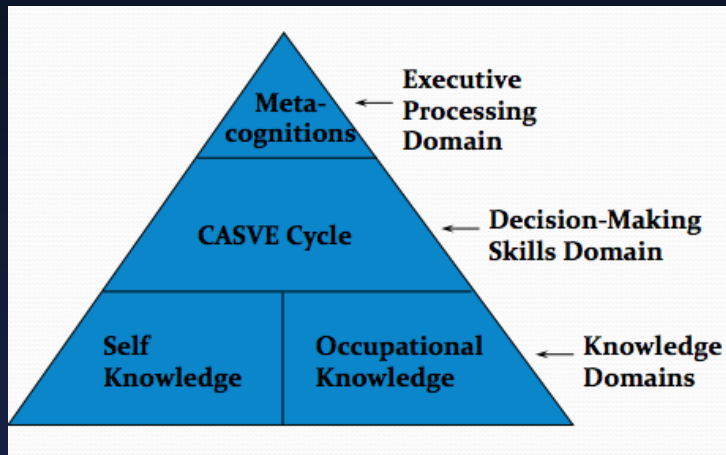
- Guidance services should be organized around a “Continuum of Support Model” (Junior Cycle Wellbeing Guidelines, NCCA, 2017)
  - Guidance for All
  - Guidance for Some
  - Guidance for a Few
- CIP Theory provides a differentiated service delivery approach that provides a continuum of support
  - Self-Help Services
  - Brief Staff-Assisted Services
  - Individual Case-Managed Services

# Aims of CIP Theory

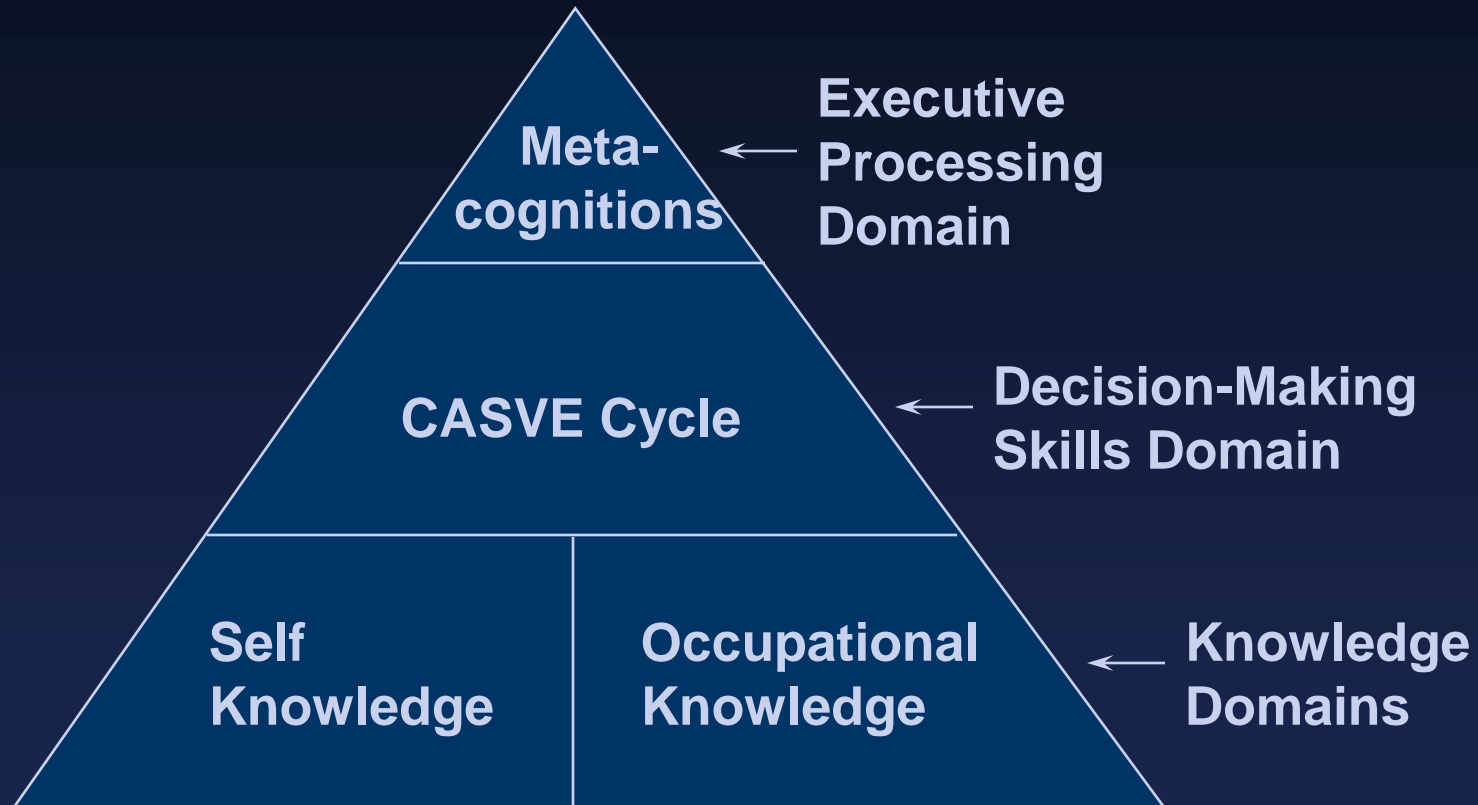
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- To help individuals become more skillful career problem solvers and decision makers
- To help individuals become better prepared to make informed and careful decisions in the future
- To provide a framework for career decision making that is easily explained to clients

# Components of CIP Theory



# Pyramid of Information Processing Domains

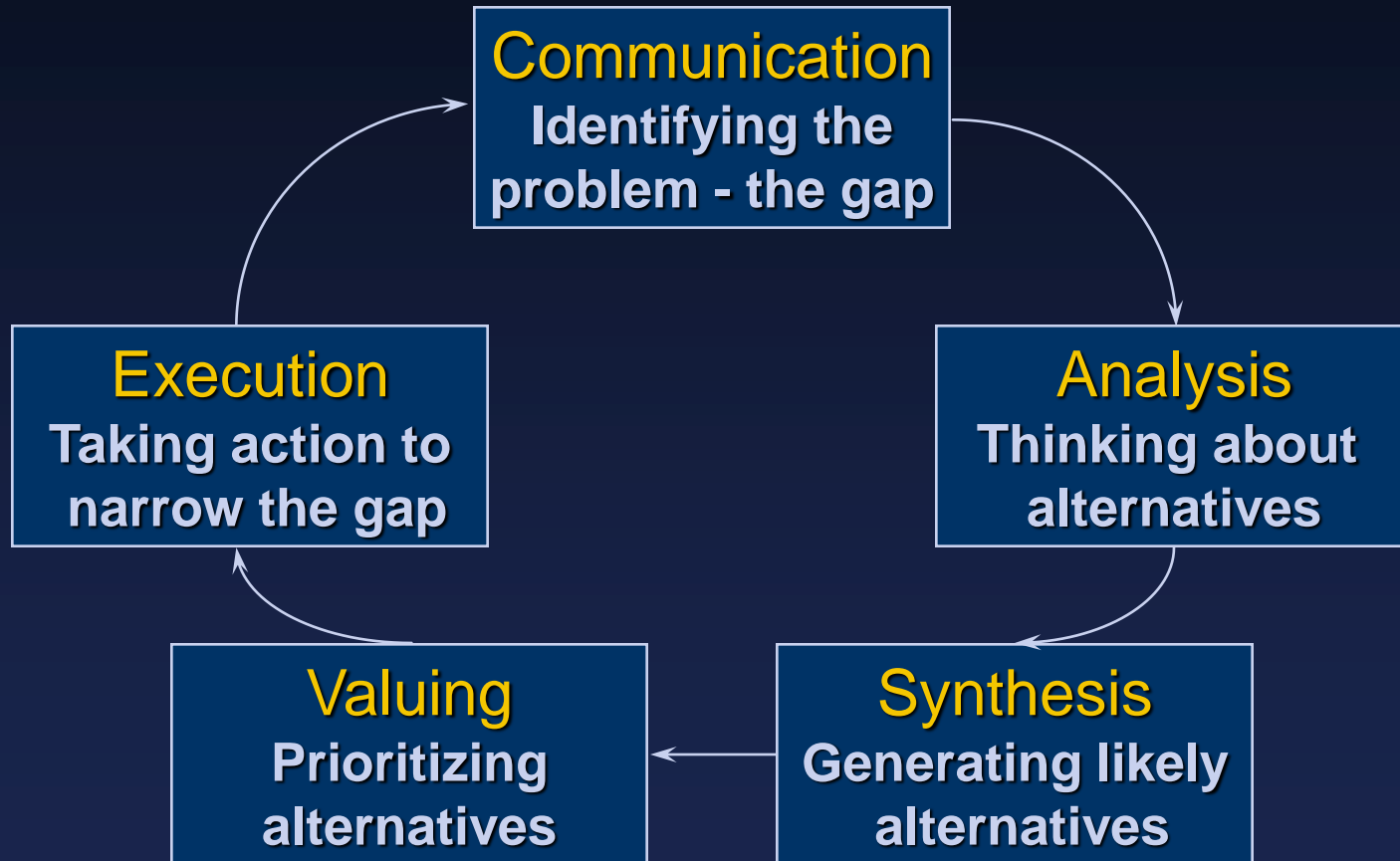




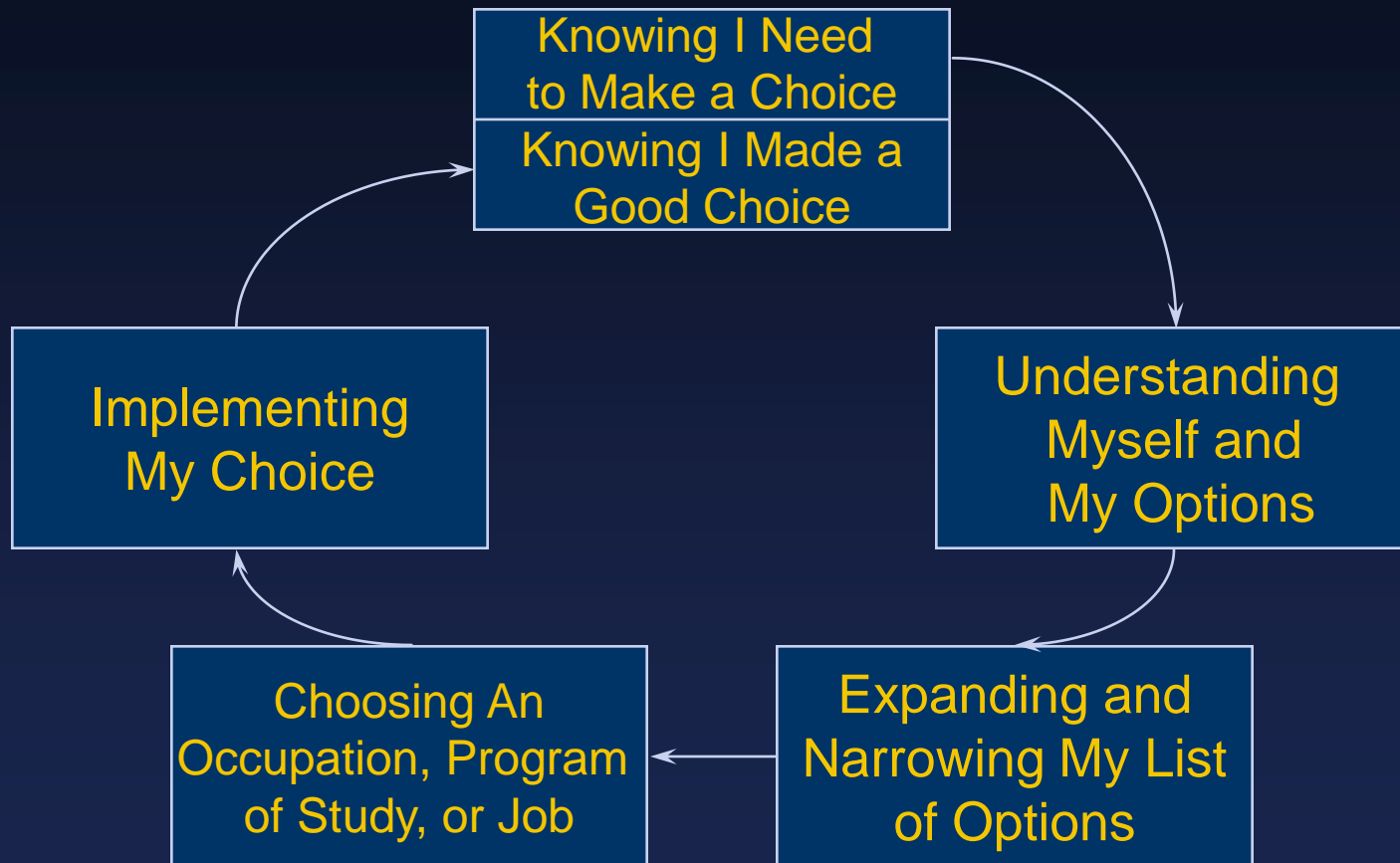
# Pyramid of Information Processing Domains



# CASVE Cycle



# CASVE Cycle - Client Version



# Translating Concepts for Client Use

- Pyramid
  - What's involved in career choice
  - The content of career choice
  - What you need to know
  - Informed choice
- The CASVE Cycle
  - A guide to good decision making
  - The process of career choice
  - What you need to do
  - Careful choice

# Career Readiness

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Readiness is the capability of an individual to make informed and careful career choices taking into account the complexity of family, social, economic, and organizational factors that influence career development

# Accurate Assessment of Individual Needs

- *Capability* concerns internal factors that make it more, or less, difficult to decide about occupational, educational, training, or employment options
- *Complexity* concerns external factors that make it more, or less, difficult to decide, such as the family, society, the economy, or organizations

# Readiness and Decision-Making Difficulty

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- Differences in readiness for career decision making explains why some individuals have difficulty in making career decisions while other individuals do not

# Accurate Assessment of Individual Needs

- Expanded Model of Readiness
- The original model was recently expanded to include variables contributing to low readiness for effective use of career interventions
  - Personal characteristics
  - Personal circumstances
  - Limited knowledge of self, options, and decision making
  - Prior experience with career interventions



# Accurate Assessment of Individual Needs

- Personal characteristics
  - Acute and/or chronic negative thoughts and feelings
  - Limited verbal aptitude
  - Limited language proficiency
  - Limited computer literacy
- Personal circumstances
  - Acute and/or chronic external barriers

# Accurate Assessment of Individual Needs

- Limited knowledge of self, options, and decision making
  - Limited life experience
  - Limited inclination to reflect on self-knowledge gained from life experience
  - Limited knowledge of occupations, educational/training providers, or employers
  - Limited knowledge about the decision-making process

# Accurate Assessment of Individual Needs

- Prior experience with career interventions
  - Limited prior experience with career resources
  - Inappropriate expectations about career choice and career services
  - Negative prior experience with career interventions

# Relating Readiness to Interventions

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In the CIP differentiated service delivery model, the level of service delivery (self-help, brief staff-assisted, individual case managed) is directly related to the decision-making readiness of the individual

# Relating Readiness to Interventions

	Self-help services	Brief staff-assisted services	Individual case-managed services
Readiness of the user	High	Moderate	Low
Amount of staff assistance provided	Little or none	Minimal	Substantial
Who guides use of resources and services	The user	A practitioner	A practitioner
Where services are provided	Resource room or at a distance via the Internet or telephone	Resource room, classroom, group settings, or at a distance via the Internet or telephone	Individual office, classroom, group setting, or at a distance via the Internet or telephone
Selection and sequencing of resources and services	Resource guides	Individual learning plans	Individual learning plans

# Assumptions of the Model

- All young people and adults are greeted as they enter the career resource room by a trained staff member
- Young people and adults can seek assistance on a self-help basis
- If problems occur with the use of self-help resources, staff are available to reassess needs and make further recommendations about the use career resources and an appropriate level of service delivery

# Assumptions of the Model

- Young people and adults and staff collaborate in deciding on an appropriate level of service delivery and appropriate resources
- Resource guides and individual learning plans are available to help young people and adults select, locate, sequence, and use resources
- No matter what the level of service delivery provided (including self-help), staff periodically check with all young people and adults to determine if their needs are being met

# Specific Elements of the CIP Differentiated Model

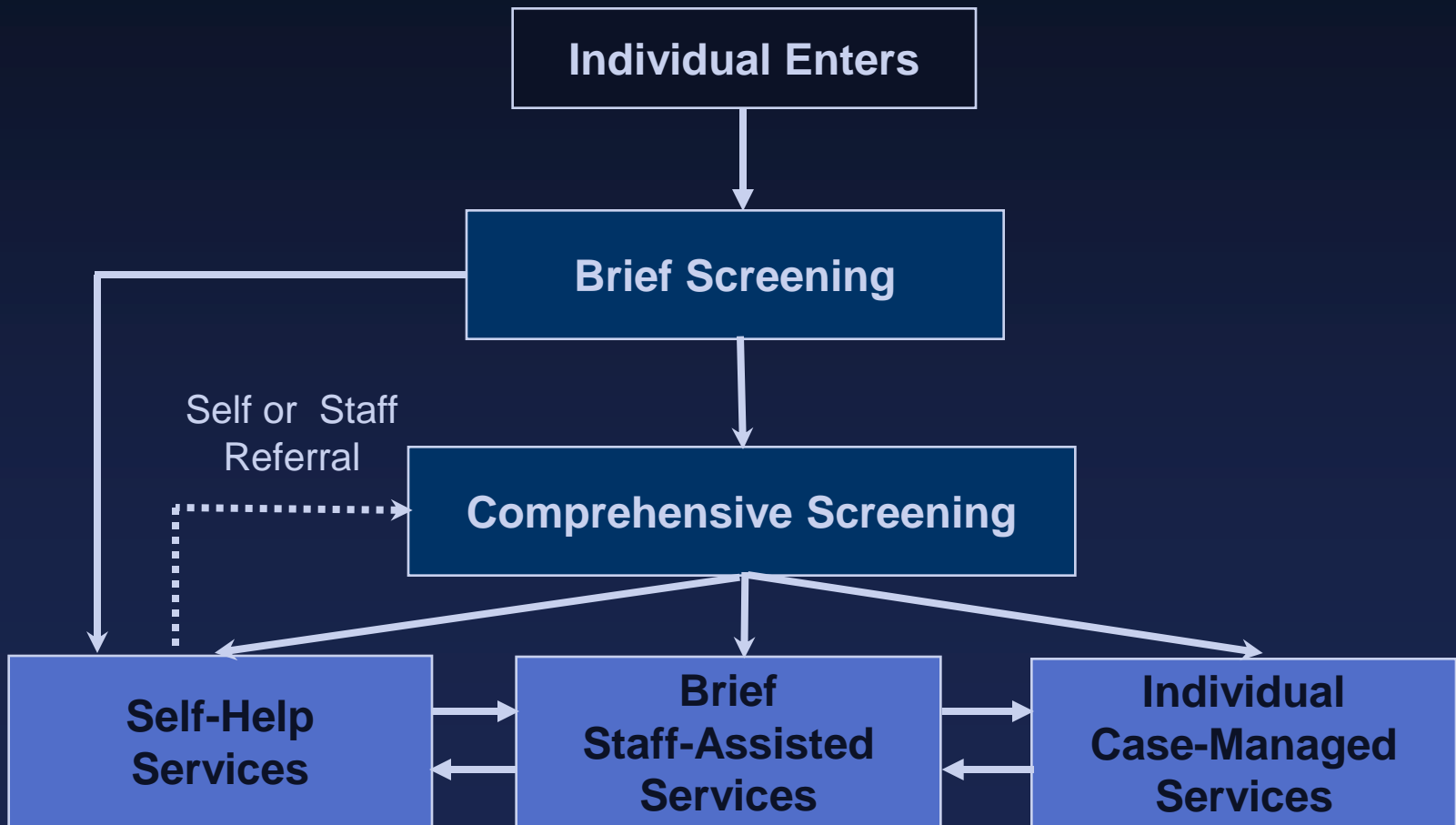




# Differentiated Service Delivery

- The three levels of service include
  - **Self-help services** for young people and adults with high readiness for decision making
  - **Brief staff-assisted services** for young people and adults with moderate readiness
  - **Individual case-managed services** for young people and adults with low readiness

# Differentiated Service Delivery Model



Complete differentiated model of delivering career resources and services

# Moving Between Levels of Service

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- Readiness for career decision making can improve over time
- Persons can move between levels of service delivery
- Or, some individuals have difficulty in using resources and need more help, and move to a higher level of service

# Application of CIP Theory

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- Similarities and differences in applying CIP theory in schools, higher education, and employment services



Individual enters the center





Brief screening





Self-help services



Safety net for self-help services

“Are you finding the information you need?”





Drop-in service – Brief staff-assisted services



Drop-in service – Brief staff-assisted services





Comprehensive screening – Readiness assessment



Individual counseling





- ### Organizations!
- Not a community, society, class, family, clan, or tribe
  - A social institution with a specific purpose
  - Effective because members concentrate efforts on one task, e.g., the symphony orchestra
  - Members have a clear sense of purpose or mission

• Read Ch. 9 for  
• CFA due 3/3

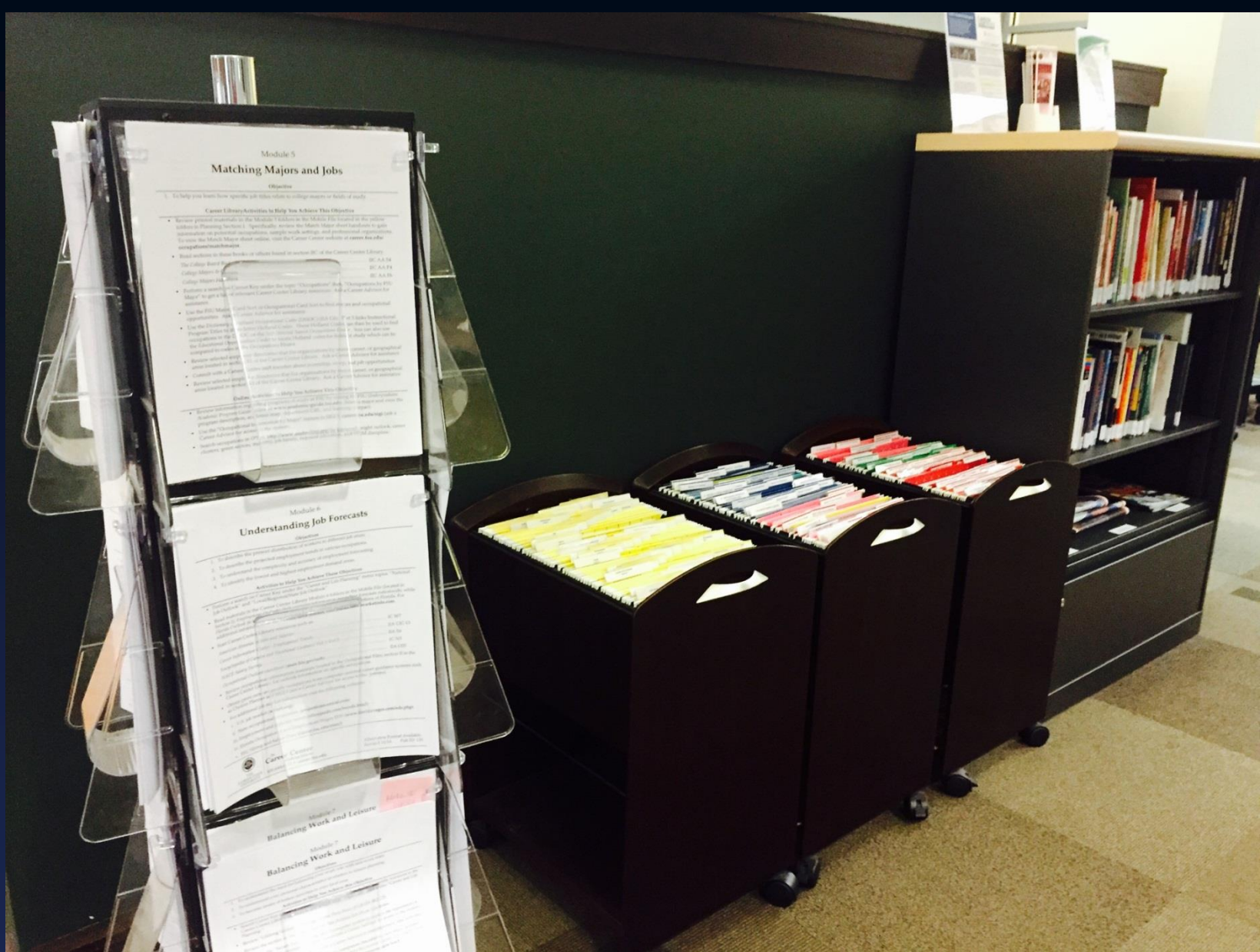
Career course

# Service Delivery Tools

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- Signage/Map
- Resource Room & Resource Guides
- Handouts
- Assessment of Decision-Making Readiness
- Individual Learning Plans





Resource guides

## Module 5

# Matching Majors and Jobs

### Objective

1. To help you learn how specific job titles relate to college majors or fields of study.

#### Career Library Activities to Help You Achieve This Objective

- Review printed materials in the Module 5 folders in the Mobile File located in the yellow folders in Planning Section I. Specifically, review the Match Major sheet handouts to gain information on potential occupations, sample work settings, and professional organizations. To view the Match Major sheet online, visit the Career Center website at [career.fsu.edu/occupations/matchmajor](http://career.fsu.edu/occupations/matchmajor).
- Read sections in these books or others found in section IIC of the Career Center Library.

<i>The College Board Book of Majors</i> .....	IIC AA 54
<i>College Majors &amp; Careers</i> .....	IIC AA P4
<i>College Majors Handbook</i> .....	IIC AA F6
- Perform a search on Career Key under the topic "Occupations" then "Occupations by FSU Major" to get a list of relevant Career Center Library resources. Ask a Career Advisor for assistance.
- Use the FSU Majors Card Sort or Occupational Card Sort to find majors and occupational opportunities. Ask a Career Advisor for assistance.
- Use the *Dictionary of Holland Occupational Codes (DHOC) (IIA G6)*. Part 3 links Instructional Program Titles to three-letter Holland Codes. These Holland Codes can then be used to find occupations in the *DHOC* or the *Self-Directed Search Occupations Finder*. You can also use the *Educational Opportunities Finder* to locate Holland codes for fields of study which can be compared to codes in the *Occupations Finder*.
- Review selected employer directories that list organizations by major, career, or geographical areas located in section V of the Career Center Library. Ask a Career Advisor for assistance.
- Consult with a Career Center staff member about internship, co-op, and job opportunities.
- Review selected employer directories that list organizations by major, career, or geographical areas located in section V of the Career Center Library. Ask a Career Advisor for assistance.

#### Online Activities to Help You Achieve This Objective

For information regarding programs of study at FSU by visiting the *FSU Undergraduate Program Guide* online at [www.academic-guide.fsu.edu](http://www.academic-guide.fsu.edu). Select a major and view the program, academic map, department URL, and learning compact.

Information by Major" feature in SIGI 3, [career.fsu.edu/sigi](http://career.fsu.edu/sigi) (ask a Career Advisor for assistance).

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Resource guides



# The First Job Interview

## Introduction

Often, it is the degree of preparation that makes the difference between a successful and unsuccessful interview candidate. Read carefully – the following information will guide you through your first interview and provide the groundwork for future success.

## Prepare for the Interview

When an appointment is made for an interview, it is imperative for you to be fully prepared for it. There are three areas to cover in order to be properly prepared. They are as follows:

### Know the Employer

This is an opportunity for you to demonstrate your research skills. It is important for you to find out as much as you can about the organization, agency, institution, etc., with which you are interviewing. Ask yourself the following questions:

- What does the organization make or what service does it provide?
- What is the size of the organization? What is its organizational structure? How much potential for advancement is there within this structure?
- Who are the organization's officers, administrators, etc.? Know something of their background and recent achievements.

Find out how the position you are applying for relates to the whole organization. Try to pinpoint some challenges, opportunities, policies, or philosophies of the organization, and plan to focus on these during the interview.

You can find some of this information in the Career Center Library, Strozier Library, or at the local library. You can also visit [glassdoor.com](http://glassdoor.com) for interview questions job seekers have been asked at specific organizations. Visit employer websites to find additional information. The following resources in the Career Center Library might be helpful to you:

- Employer Literature Files
- Job Choices Guides
- Guide to Employer Directories



## What's Inside

Introduction .....	1
Prepare for the Interview .....	1
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Follow-up After The Interview .....	5
Sample Questions.....	6
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# Career Advising

Available Monday - Friday, 9:00 a.m. - 4:30 p.m.



## SeminoLink

An online jobs database connecting students with employers hiring



## ProfessioNole

A network of alumni and friends of the University providing career insight to students



## Career Portfolio

An online tool helping students document their skills and accomplishments



# Use and Impact of the CIP Approach

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- The CIP differentiated service delivery approach has been used at the Florida State University Career Center for the past 45 years
- The approach has been applied to other higher education career centers and school guidance programs in the United States and other countries worldwide

# Use and Impact of the CIP Approach

- Some organizations implemented the complete approach
- Other organizations selected specific elements that fit with other models already in use
- The approach can be implemented in a variety of ways as long as services are based on individual needs, as opposed to a one-size-fits-all method

# Use and Impact of the CIP Approach

- In terms of impact, the CIP differentiated service delivery approach has been shown to **improve**
  - career decidedness
  - vocational identity
  - choice satisfaction
  - self-knowledge
  - career option knowledgeand to **decrease**
  - negative career thinking
  - anxiety
  - goal instability

# Use and Impact of the CIP Approach

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- Clients perceived staff members as effective
- Clients had a clearer idea of next steps, were more confident of next steps, and were less anxious

# References

- Sampson, J. P., Jr. (2008). *Designing and implementing learning programs: A handbook for effective practice*. Broken Arrow, OK: National Learning Development Association.
- Sampson, J. P., Jr., Reardon, R. C., Peterson, G. W., & Lenz, J. G. (2004). *Career counseling and services: A cognitive information processing approach*. Pacific Grove, CA: Brooks/Cole.

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**For more information**

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