

Applying Cognitive Information Processing Career Theory in Practice: Designing Career Interventions to Better Meet Individual Needs

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James Sampson
Center for the Study of Technology in
Counseling and Career Development
Florida State University

Contributors to CIP Career Theory

- Gary Peterson
- James Sampson
- Robert Reardon
- Janet Lenz
- Debra Osborn
- Emily Bullock-Yowell
- Seth Hayden
- Casey Dozier
- Stephen Leierer
- Denise Saunders
- Susan Epstein
- Kirsten Kinsley
- Laura Reid Marks
- Julia Makela
- Jeff Garis
- Justin Hultman
- Sarah Pearson
- Emily Kennelly
- Tristen Hyatt
- Myrna Hoover
- Raimo Vuorinen
- Jaana Kettunen
- Jukka Lerkkanen
- Erica Stallings
- Graduate students from Florida State University
- The CIP career theory community of practice

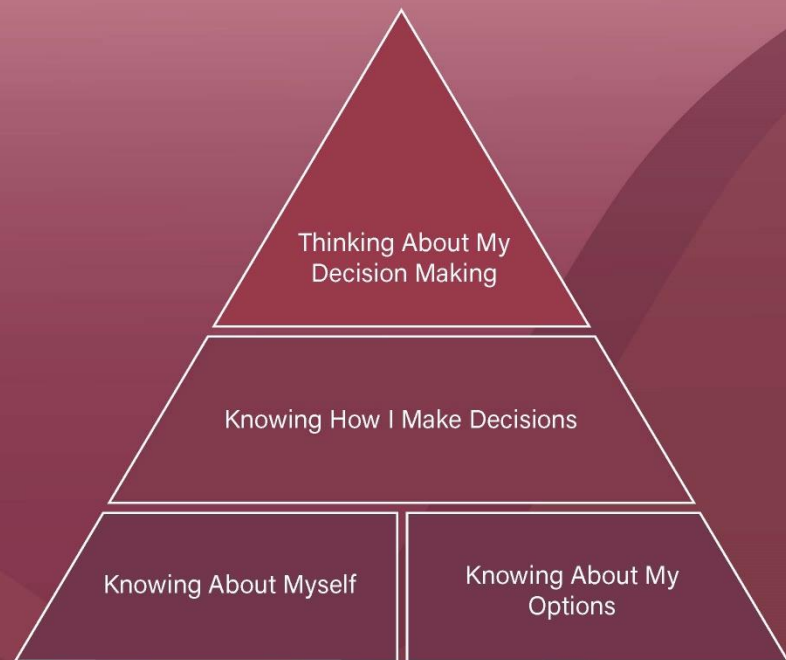
Organization of the Workshop

- The Nature of Career Choices and Career Interventions
- Limitations in International Application of Career Theory
- Key Elements of Informed and Careful Career Decision-Making
- Key Elements of Career Intervention
- Critical Ingredients in Career Intervention Success
- Design and Use of Service Delivery Tools
- Social Justice and Access to Career Intervention
- CIP Theory, Career Intervention, and Public Policy

Source material for this workshop

Cognitive Information Processing: Career Theory, Research, and Practice

Edited by: James P. Sampson, Jr., Janet G. Lenz,
Emily Bullock-Yowell, Debra S. Osborn & Seth C. W. Hayden.



Nature of Career Choices

- Career choices involve decisions about occupations, education, training, and employment
 - **Occupational decisions** involve choosing an occupation as a starting point for decisions about education, training, and employment
 - **Educational and training decisions** involve choosing a program of study, apprenticeship, or training opportunity that leads to employment

Nature of Career Choices

- **Employment decisions** involve identifying and applying for potentially appropriate positions with employers
- The focus and sequencing of these choices varies among persons according to their circumstances
- The need for family carework or the need for immediate financial survival and earning a livelihood can influence choices

Nature of Career Choices

- The career opportunities available to individuals vary considerably
- Some persons have seemingly unlimited opportunities with few barriers to overcome
- Others may have limited opportunities and may experience many barriers
- Regardless of the opportunities available, choices ultimately need to be made from among the opportunities that do exist

Nature of Career Choices

- Choosing not to decide (and therefore not to act) is still a decision
- Even if limited options are available, learning to become a better career problem solver in making the choice at hand, better prepares individuals for a future where more and/or superior options are hopefully available

What is a Career Intervention?

- Career interventions involve the delivery of **career resources** and **career services** to help individuals make occupational, educational, training, and employment decisions
- **Career resources** include assessments, information, and instructional resources delivered face-to-face and at a distance
- **Career services** include self-help, brief, and individual case-managed interventions delivered face-to-face and at a distance

Why are Career Interventions Needed?

- Individuals generally report that
 - they are often actively involved in making career choices
 - they need and want assistance in making these choices
 - practitioners delivering interventions are helpful

Where are Career Interventions Delivered and Who are They For?

- Elementary, middle, and high schools for students
- Career and counseling centers for students in higher education institutions
- Employment, workforce, job training, and military transition centers sponsored by government agencies and charitable organizations for the public and special needs populations
- Human resource departments in organizations for employees
- Practitioner private practices and for-profit career services that serve the public

Evidence of Effectiveness

- Evidence of the effectiveness of career interventions in general, and CIP career theory-based interventions in particular, are presented in the Preface, and Chapters 1 and 18 of the 2023 CIP career theory book

Limitations in the International Application of Career Theory

- Concerns about the applicability of career theory in cultural and national contexts
 - Concern about “western career concepts”
 - Decisions still must be made regarding livelihood, and CIP career theory focuses on decision-making
 - Cultural concerns about the family’s role in decision-making
 - Regardless of the amount of family input, this input benefits from being informed and careful
 - Importance of advocacy (gender, decent work)¹³

Limitations in the International Application of Career Theory

- Concerns about the expense of international publications on the design and use of career theory in books and journals
 - Open access publishing allowing distribution at no cost under a creative commons license



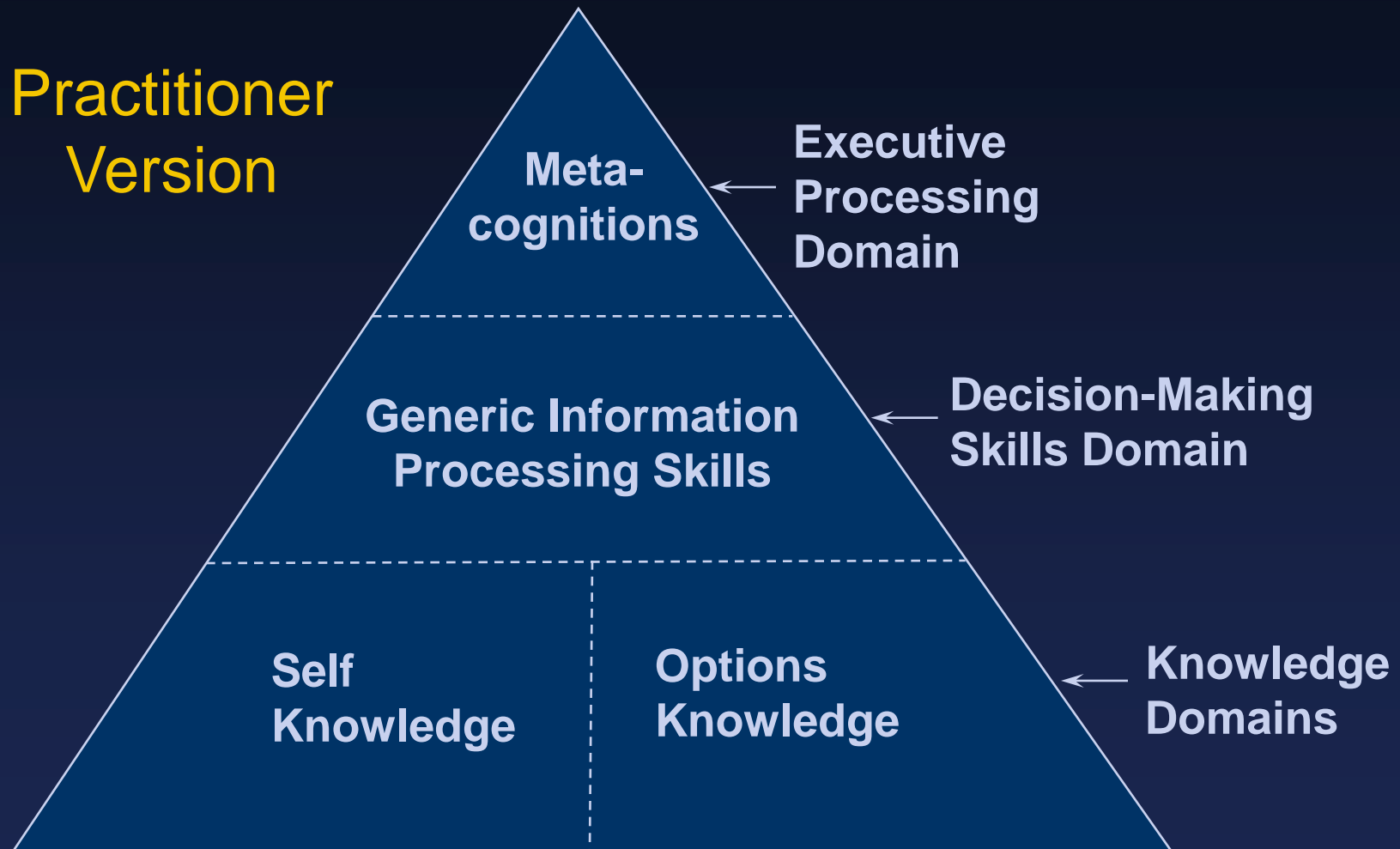
Key Elements of Informed and Careful Decision-Making

- CIP career theory uses two key constructs (the pyramid of information processing domains and the CASVE cycle) to
 - design learning resources for decision makers and
 - provide a common language for individuals and practitioners in service delivery
- The aim of a CIP theory-based career intervention is to assist individuals in
 - solving an immediate career problem
 - solving inevitable future problems by enhancing their understanding of decision-making

Making an Informed Choice

The Pyramid of Information Processing Domains

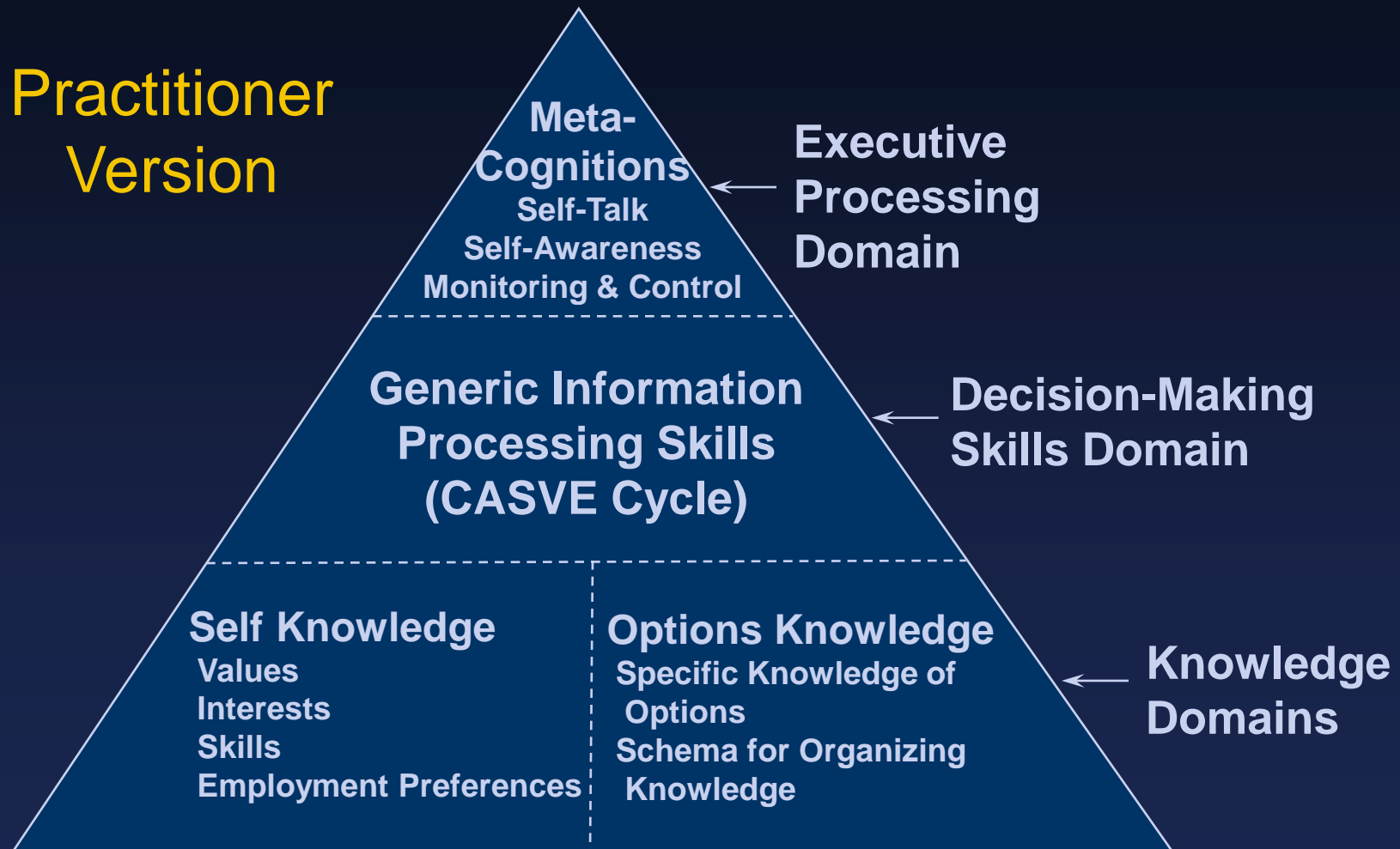
Practitioner
Version



Making an Informed Choice

The Pyramid of Information Processing Domains

**Practitioner
Version**



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

- Stored in episodic memory
- Perceptions rather than facts
- Influenced by interpretation of past events
- Influenced by present emotions

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

Options Knowledge

- Stored in semantic memory
- Verifiable facts rather than perceptions
- Not influenced by interpretation of past events
- Not influenced by present emotions

Decision-Making Skills

- 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?”

Executive Processing

- 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
 - **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

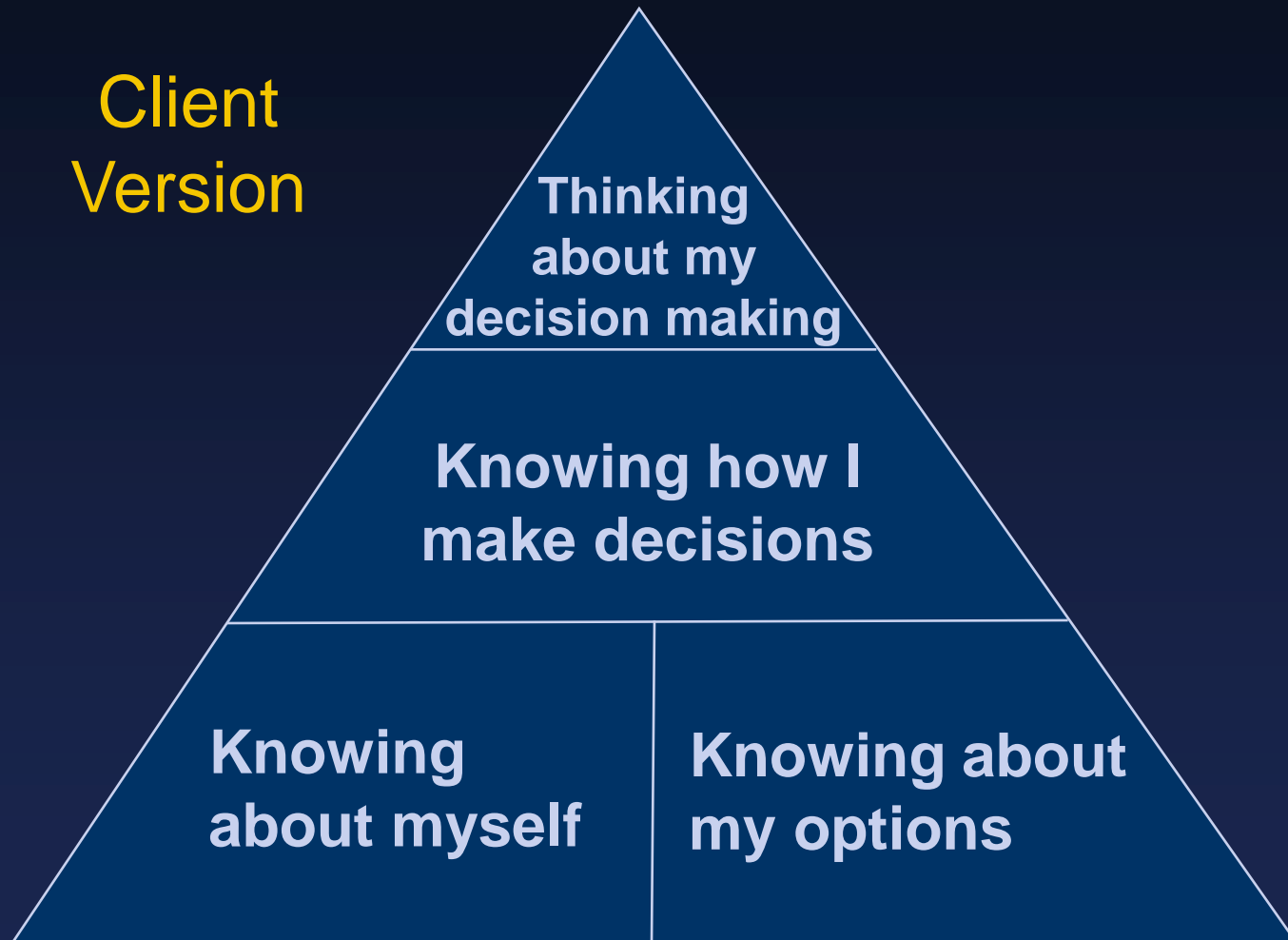
Executive Processing

- Influence of negative self-talk on:
 - decision-making skills
 - options knowledge
 - self-knowledge
- Persons can reframe negative self-talk into positive self-talk

Making an Informed Choice

The Pyramid of Information Processing Domains

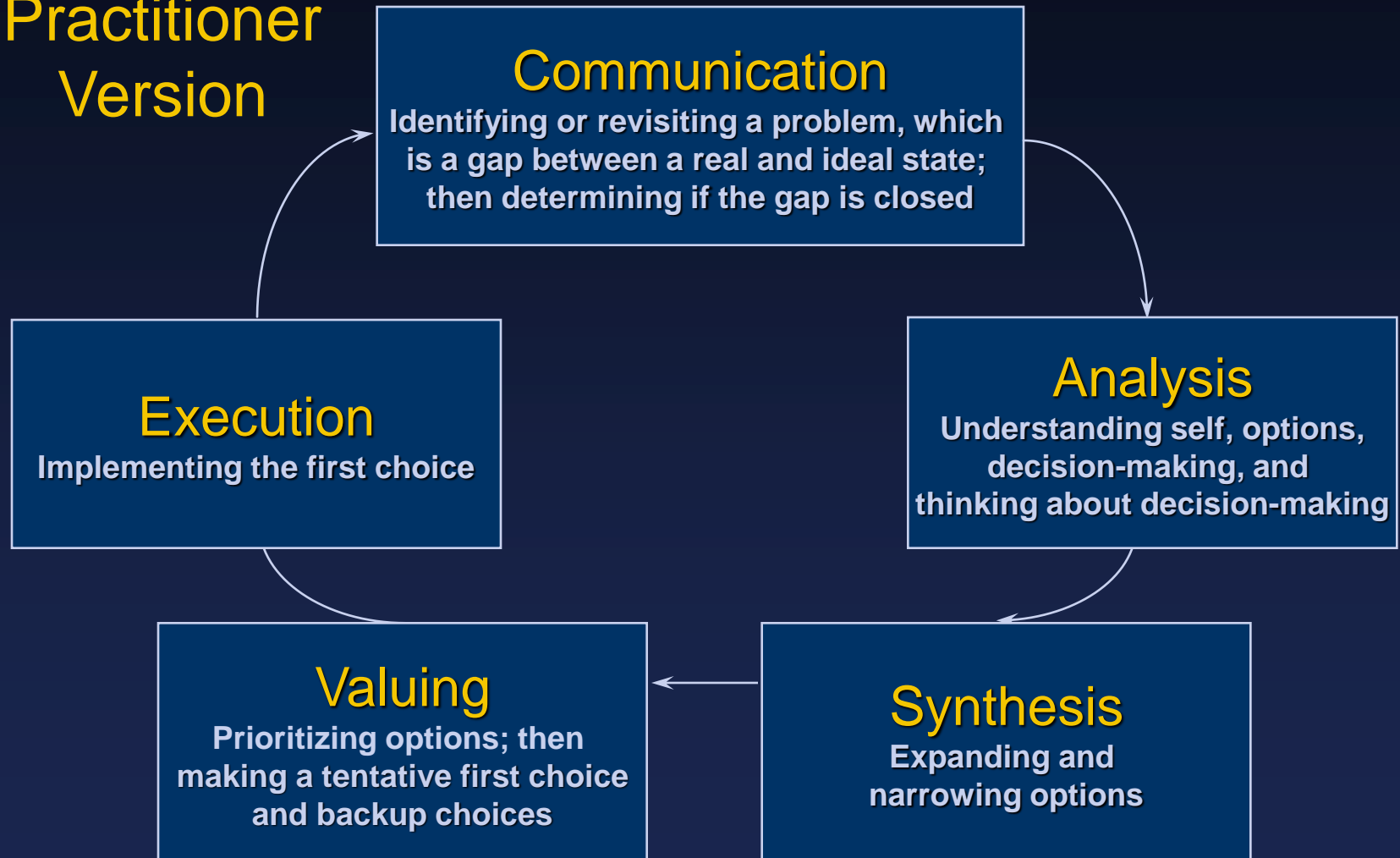
**Client
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Making a Careful Choice

The CASVE Cycle

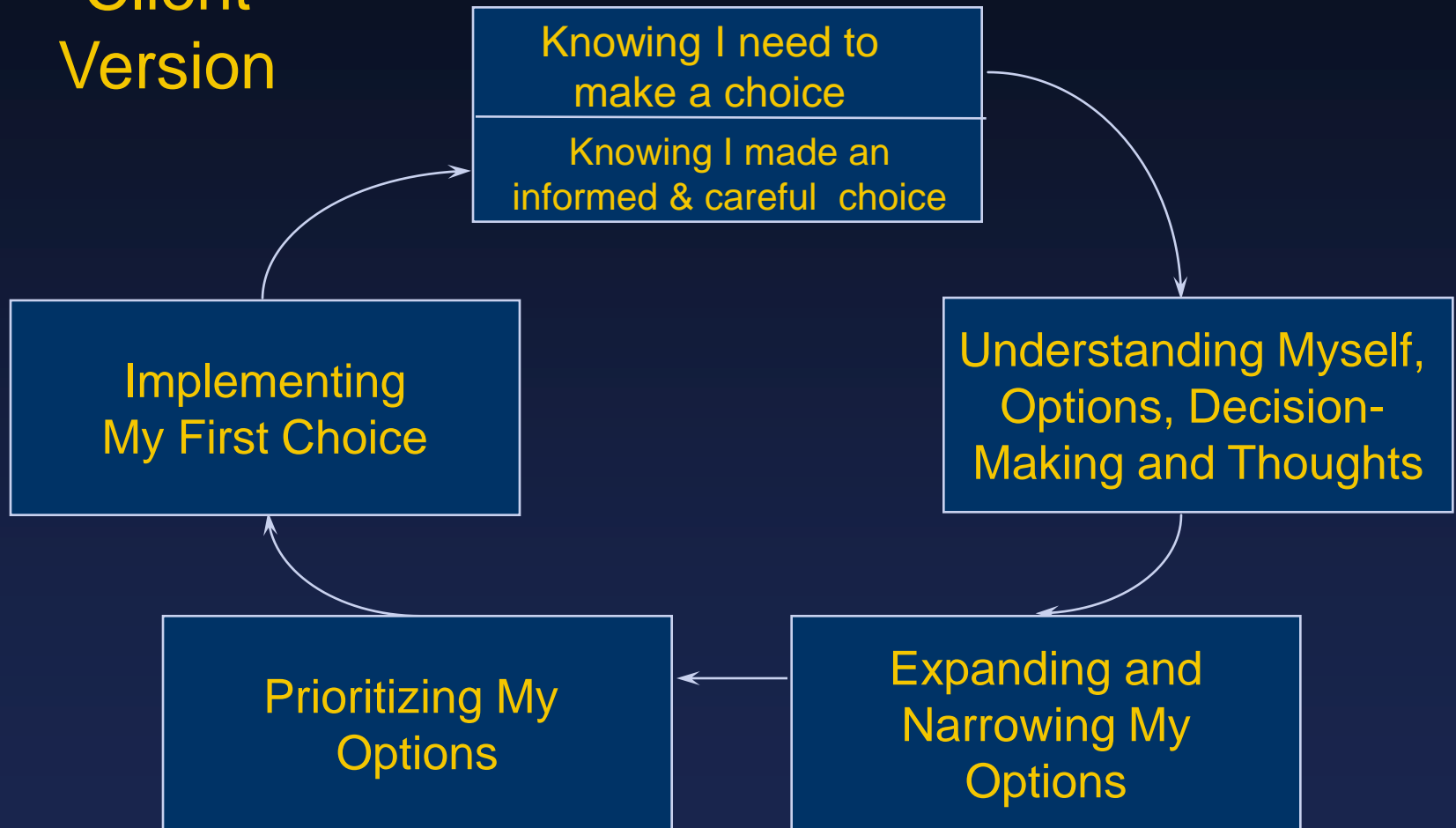
Practitioner Version



Making a Careful Choice

The 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
- The CASVE Cycle
 - A guide to good decision-making
 - The process of career choice
 - What you need to do

Inconsistent Effectiveness of Career Interventions

- Why do some persons like and benefit from career interventions and other persons do not?
- One answer from CIP theory is that an intervention is more effective when it fits a client's level of career decision-making readiness
- Ensuring that the type and amount of practitioner assistance fits the client's level of decision-making readiness is key to intervention effectiveness
- Problem of "One size fits all" interventions

Readiness for Career Choice

- 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
- Readiness also includes possessing adequate **language** skills and **literacy** skills for communication and learning

Capability

- The cognitive and affective capacity to engage in effective career choice behaviors
- How are my career choices influenced by the way I **think** and **feel**?

Capability

- **Honest** exploration of values, interests, and skills
- **Motivated** to learn about options
- Able to **think clearly** about career problems
- **Confident** of their decision-making ability
- Willing to **assume responsibility** for problem solving
- Aware of **how** thoughts and feelings influence behavior
- Able to **monitor and control** problem solving

Complexity

- Contextual factors originating in the family, society, the economy, or employing organizations, that make it more (or less) difficult to make career choices
- How does the world around me influence my career choices?

Positive and Negative Impact of Family Factors on Complexity

Primary Factor	Impact	Secondary Factor
Family	Positive	Few family responsibilities or stressors
	Negative	Multiple family responsibilities or stressors (or one stressor with great intensity)
	Positive	Supportive family members, including financial support
	Negative	Deferral (compromise own career development for child or elder care responsibilities)
	Negative	Role overload (difficulty balancing work with other life roles)
	Negative	Dysfunctional family input

Positive and Negative Impact of Social Factors on Complexity

Primary Factor	Impact	Secondary Factor
Social	Positive	Support (caring relationships, financial, modeling, mentoring, networking,)
	Negative	Discrimination
	Negative	Stereotyping
	Negative	Lack of role models
	Negative	Bias in education
	Negative	Harassment in education and employment

Positive and Negative Impact of Economic Factors on Complexity

Primary Factor	Impact	Secondary Factor
Economic	Positive	Predictability in options knowledge from stable and robust employment market
	Negative	Rapid change in options knowledge from unstable and depressed employment markets
	Positive	Adequate personal financial resources
	Negative	Inadequate personal financial resources

Positive and Negative Impact of Organizational Factors on Complexity (If the person is employed)

Primary Factor	Impact	Secondary Factor
Organizational	Positive	Small employing organization might have a less complicated internal job market
	Negative	Large employing organization may have a more complicated internal job market
	Positive	Organizational culture that supports employee career development
	Negative	Organizational culture that does not support employee career development
	Positive	Stable employing organization has more predictable employment opportunities
	Negative	Unstable employing organization has less predictable employment opportunities

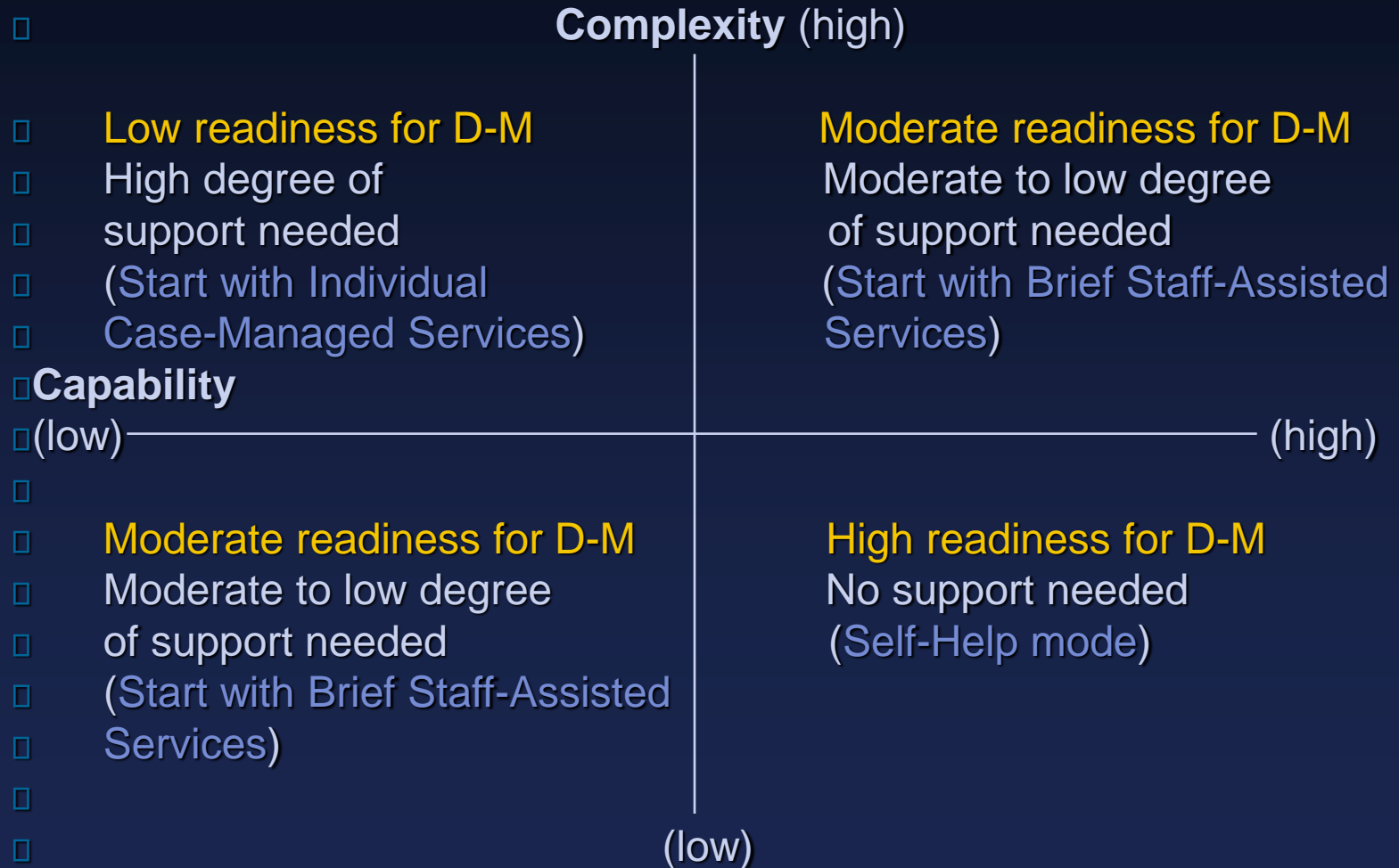
Relating Readiness to Interventions

In CIP theory's differentiated service delivery model, the **level** of service delivery is directly related to the decision-making **readiness** of the individual

Differentiated Service Delivery Model

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

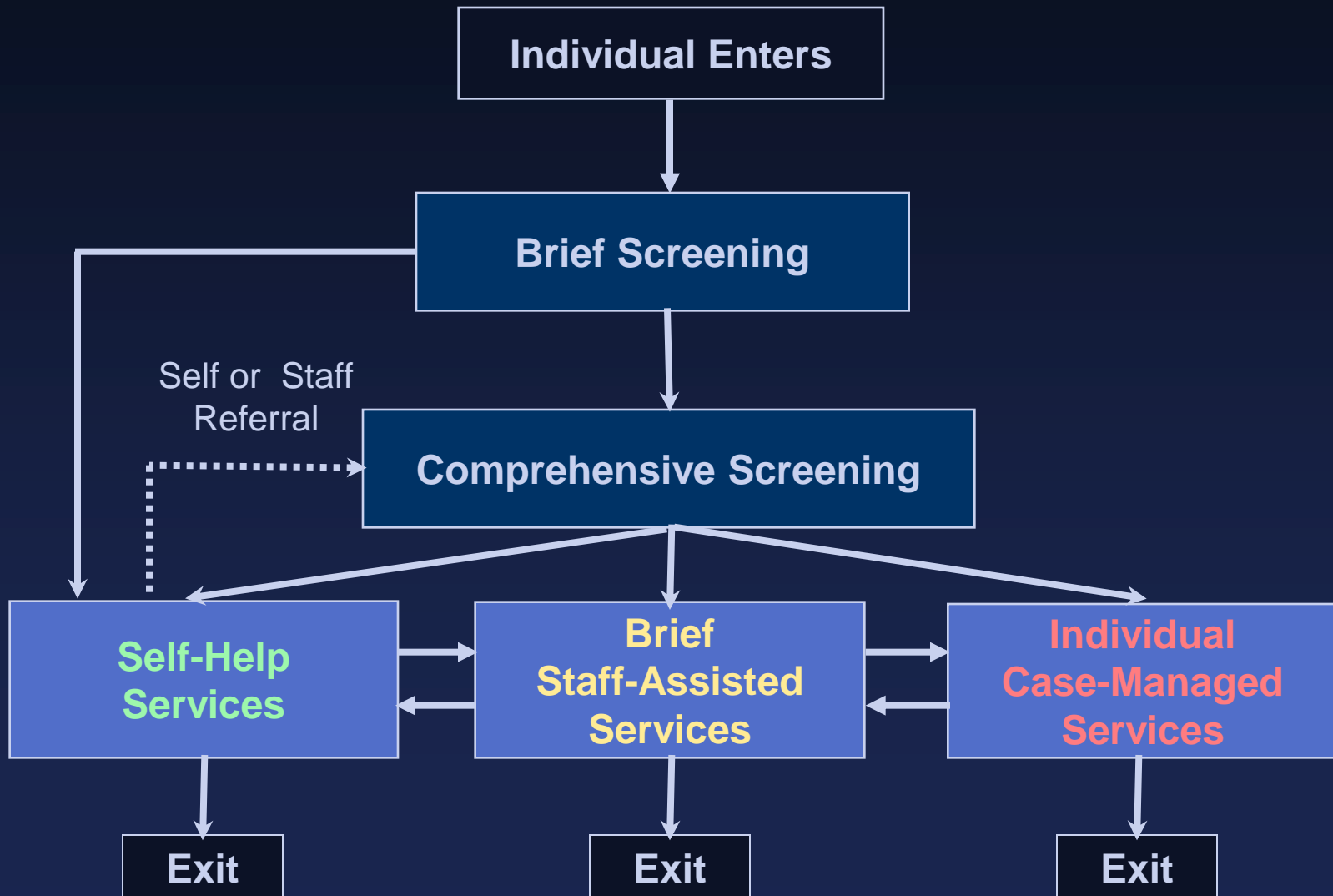
Two-Dimensional Readiness Model



Reflection Question

- Think of a person in your practice who was having difficulty making a career decision
 - Describe their pyramid of information processing domains and how it contributed to their difficulty
 - Describe their CASVE cycle – Where were they having difficulty?
 - Describe the person in terms of capability and complexity

Differentiated Service Delivery Model



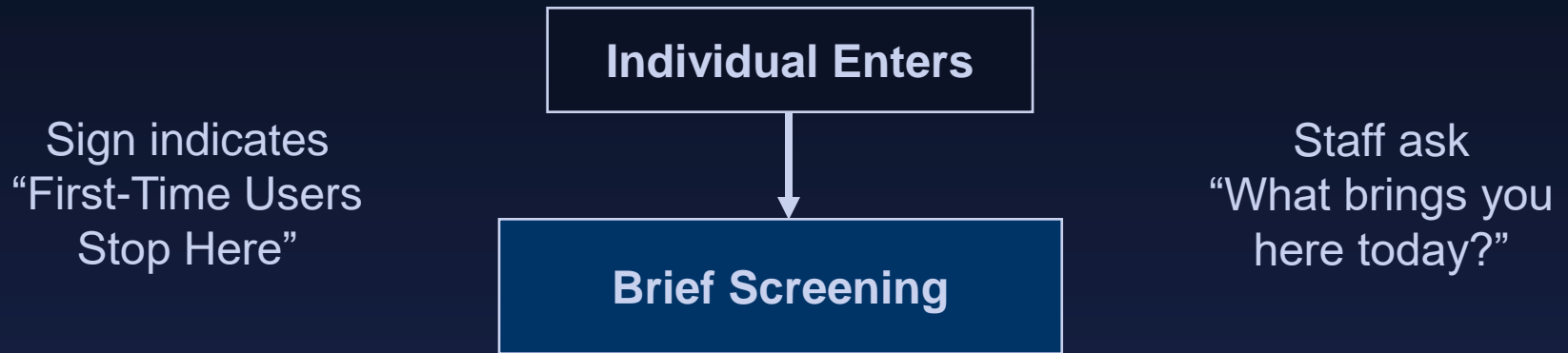
Screening

- **Screening** is key to the success of differentiated service delivery
- Screening avoids
 - **Overserving** high readiness persons with costly individualized interventions that are not needed
 - **Underserving** low readiness persons with inadequate interventions from staff who are unaware of the substantial needs of the individual
- Overserving and underserving persons is a **social justice** issue

Screening

- Screening provides staff with a better chance to cost-effectively meet the needs of individuals
- Screening also helps to better allocate staff resources
 - staff will be able to serve more persons, or
 - spend more time with persons with substantial needs

Brief Screening



A person enters into a resource room in a school or career center

Brief Screening

- Persons who enter the career center are greeted by a staff member who might say,
“What brings you here today?”
Why “How may I help you” is problematic
- If the person responds with a concrete request for information, and there are no problems apparent, the individual is judged to have **high readiness** for career choice and is referred to **self-help** resources with staff support as needed

Brief Screening

“What brings you here today?”

“I would like to find information comparing the starting salaries of accountants and auditors”

This is a concrete request for information with no problems apparent

No further screening needed - refer to self-help services

Brief Screening

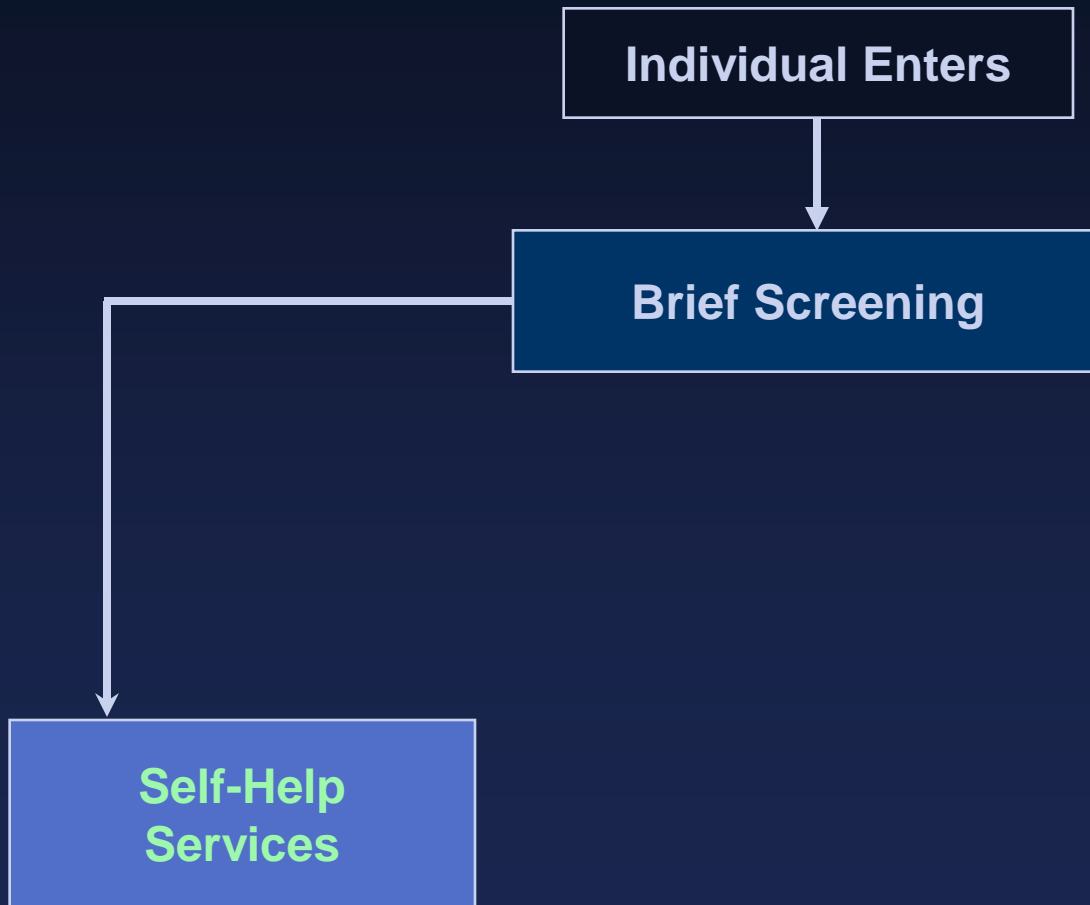
"Could I see information on the job outlook for computer programmers?"

Would not require more careful screening

"I am having difficulty choosing a training program that is right for me,"

Would require more careful screening

Brief Screening



Staff judge that a person's needs can be met with self-help resources

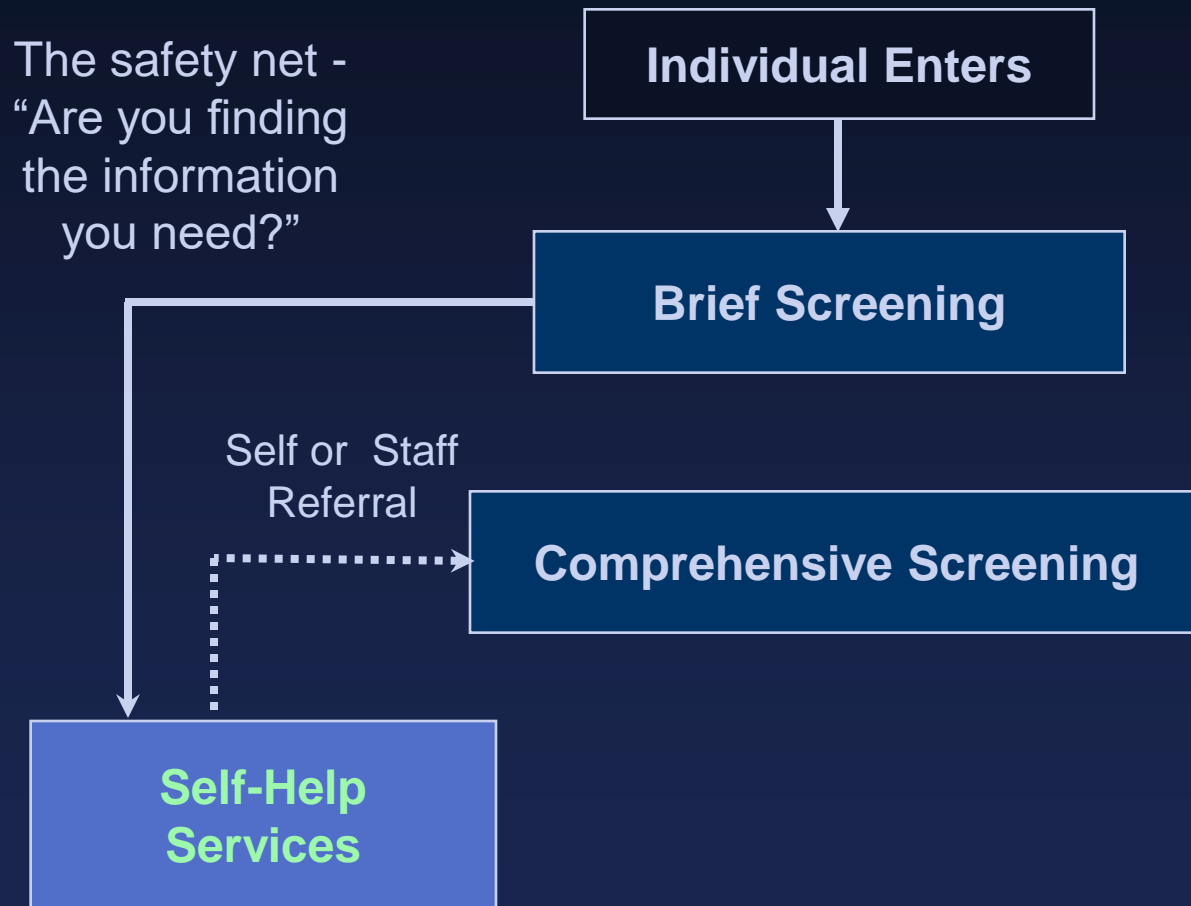
Self-Help Services

- For persons with **high** readiness for career decision making
- **Minimal** assistance is provided
- The use of career resources is guided by each individual
- Selection and sequencing of career resources is determined by the information provided in resource guides

Problems in Using Self-Help Resources

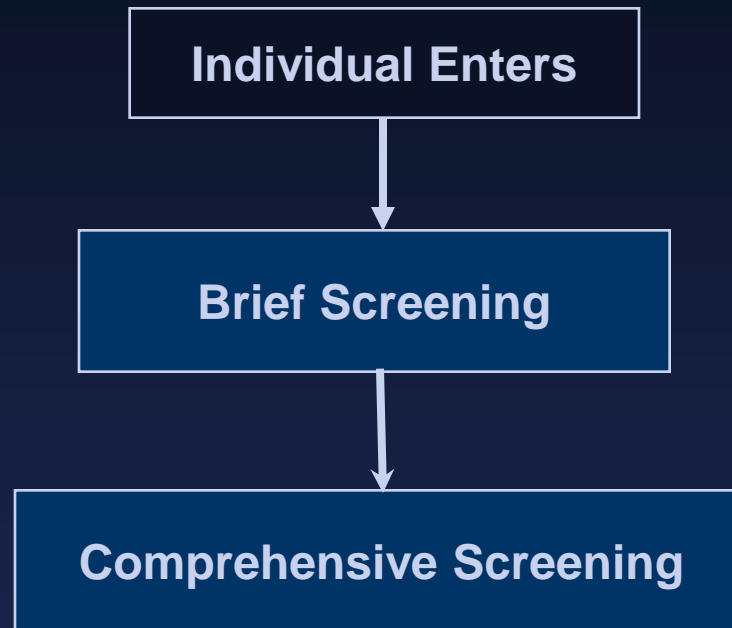
- Problems persons have in effectively using resources are detected by staff members circulating among individuals and asking
- *"Are you finding the information you need?"*
- If problems are apparent, then more careful screening occurs

Problems in Using Self-Help Resources



If more help is needed in using resources, then needs are reassessed

Brief to Comprehensive Screening

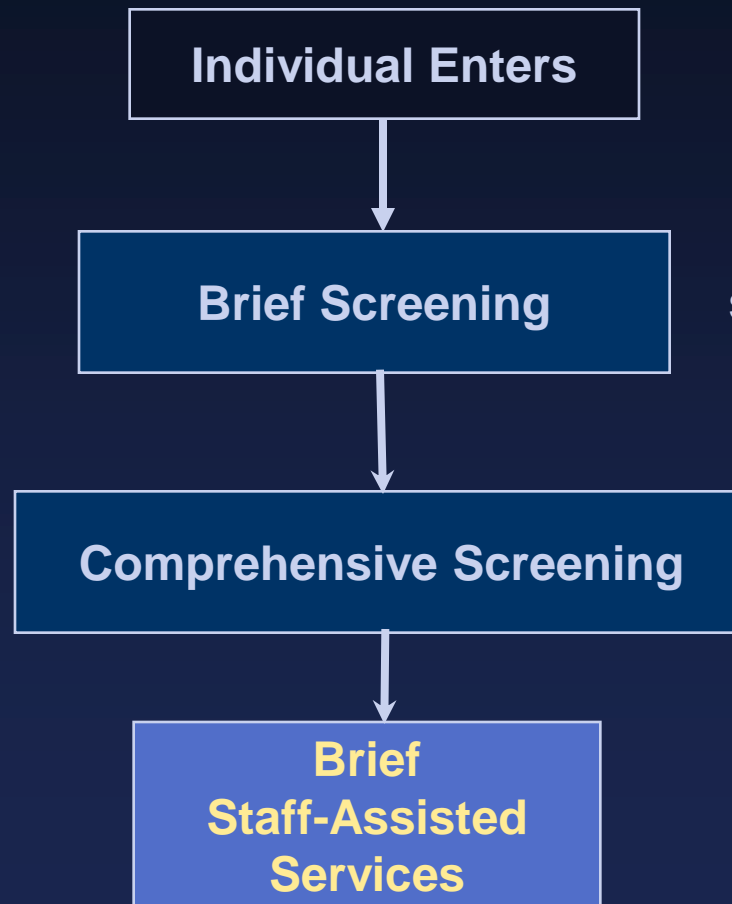


Brief screening indicates that a more careful career assessment is needed

Brief to Comprehensive Screening

- Examples of comprehensive screening can include
 - A brief diagnostic test
 - A brief diagnostic interview

Comprehensive Screening



After assessing individual needs in comprehensive screening, staff judge that **some** assistance is necessary

Career resources are identified on an Individual Learning Plan (ILP)

Brief Staff-Assisted Services

- For persons with **moderate** readiness for career decision-making
- **Moderate** assistance is provided
- The use of career resources is guided by a staff member
- Selection and sequencing of career resources is indicated on an individual learning plan (ILP)

Brief Staff-Assisted Services

- Drop-in services
- Shorter-term group counseling
- Career courses with large-group interaction
- Workshops

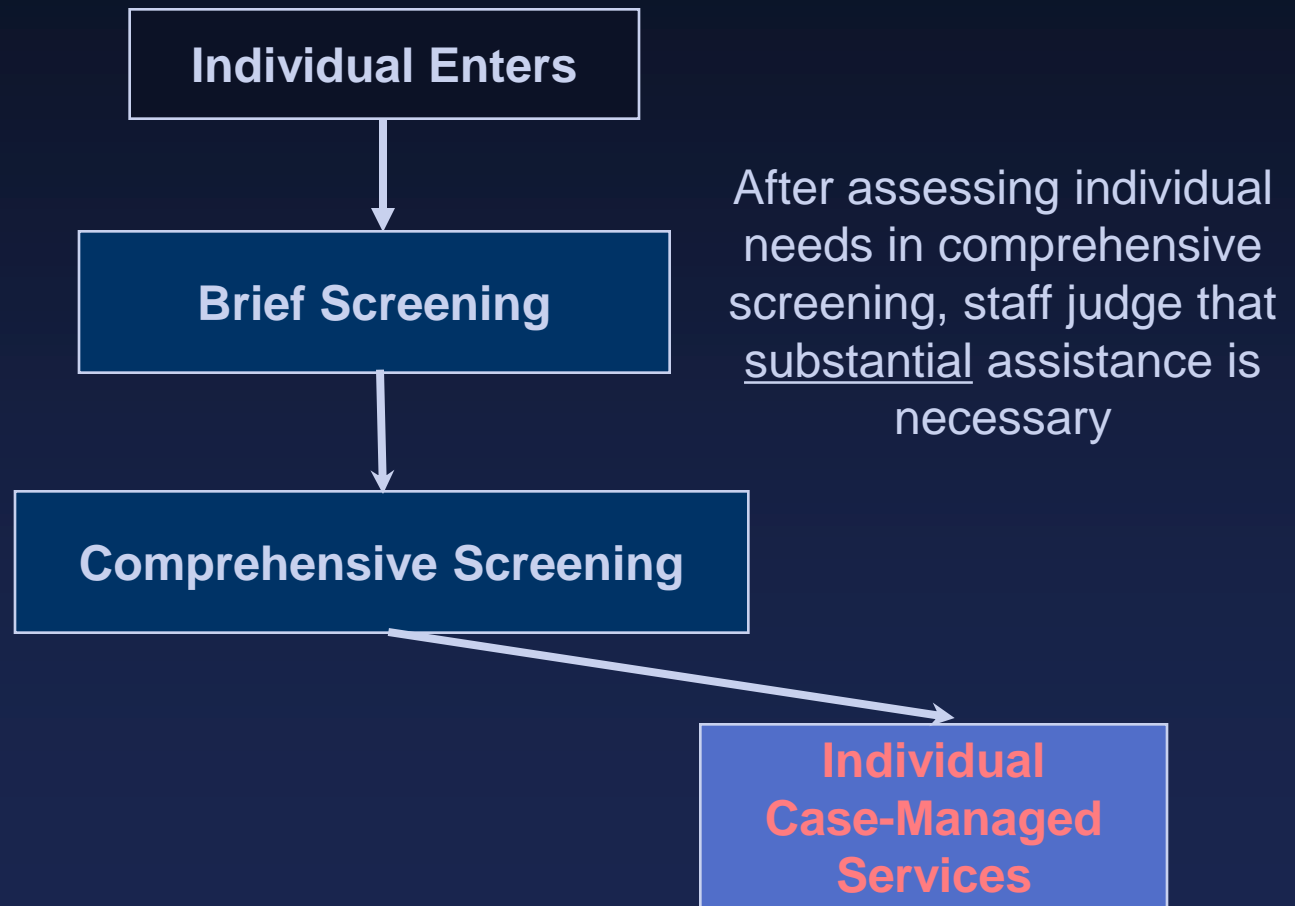
Drop-In Services

- Staff-guided use of assessment, information, and instructional resources in a career resource room in a school or career center
- Staff complete scheduled periods of service delivery in the career resource room with persons served on a first-come, first-served basis
- Continuity in service delivery results from common training, teamwork, and collaboratively-developed written individual learning plans (ILPs)

Drop-In Services

- Require staff to
 - Establish relationships quickly
 - Clarify progress in completing an ILP
 - Revise the ILP if new needs become apparent
 - Serve multiple persons during one period of time
 - Participate in common staff training

Comprehensive Screening



Again, career resources are identified on an Individual Career Plan

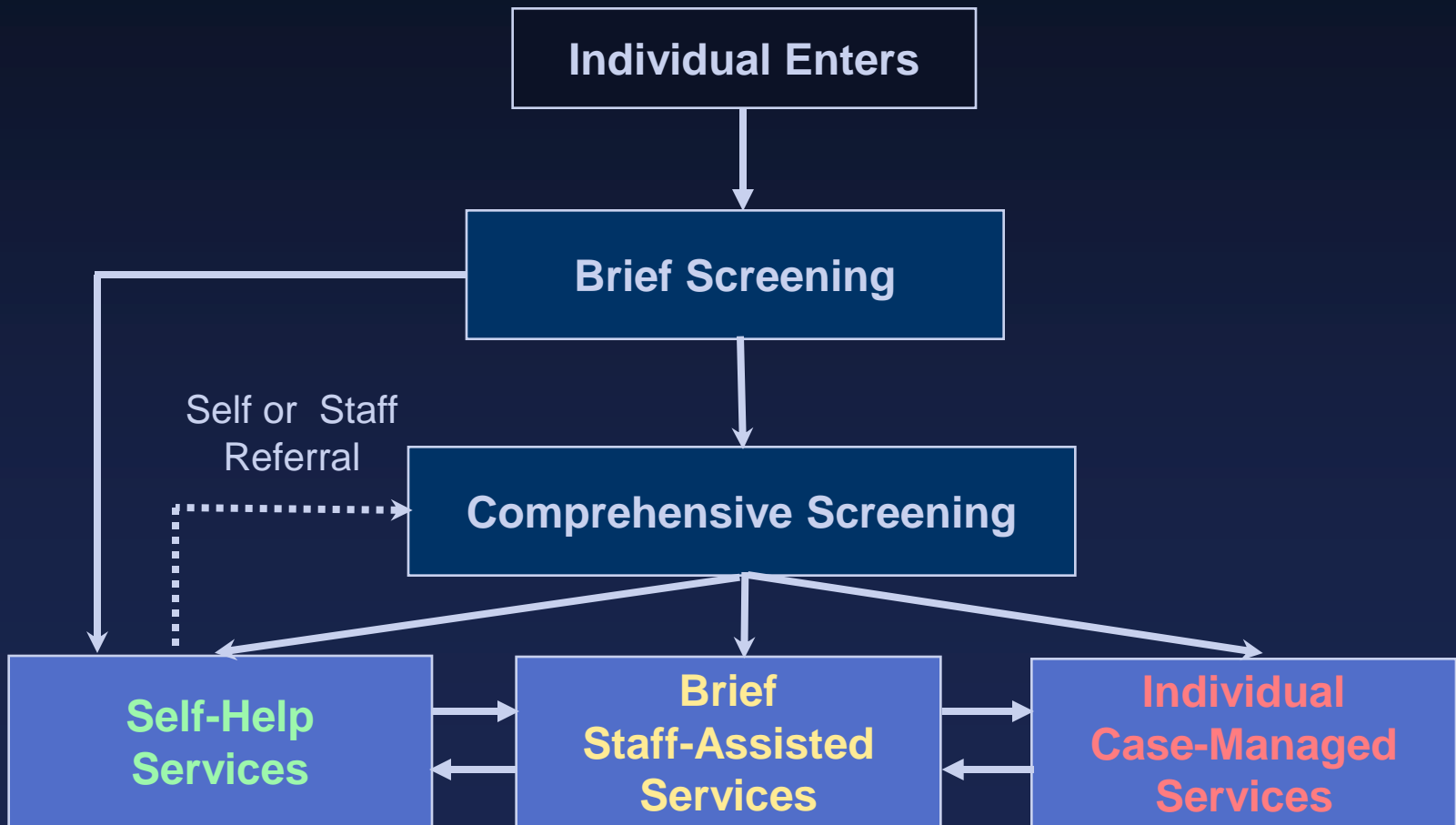
Individual Case-Managed Services

- For persons with **low** readiness for career decision-making
- **Substantial** assistance provided
- The use of career resources is guided by a staff member
- Selection and sequencing of career resources is indicated on an individual learning plan (ILP)

Individual Case-Managed Services

- Individual counseling
- Longer-term group counseling
- Career courses with frequent small-group interaction

Differentiated Service Delivery Model



Complete differentiated model of delivering career resources and services

Brief Screening in a Resource Room



Drop-In Services



Drop-In Services



Individual Counseling



Career Resource Room



In affluent settings, less (or little) paper resources are available as clients bring their own tablets and laptops. In less affluent settings, paper resources still play an important role.

Smaller Career Resource Room



Smaller Career Resource Room



Drop-In Services



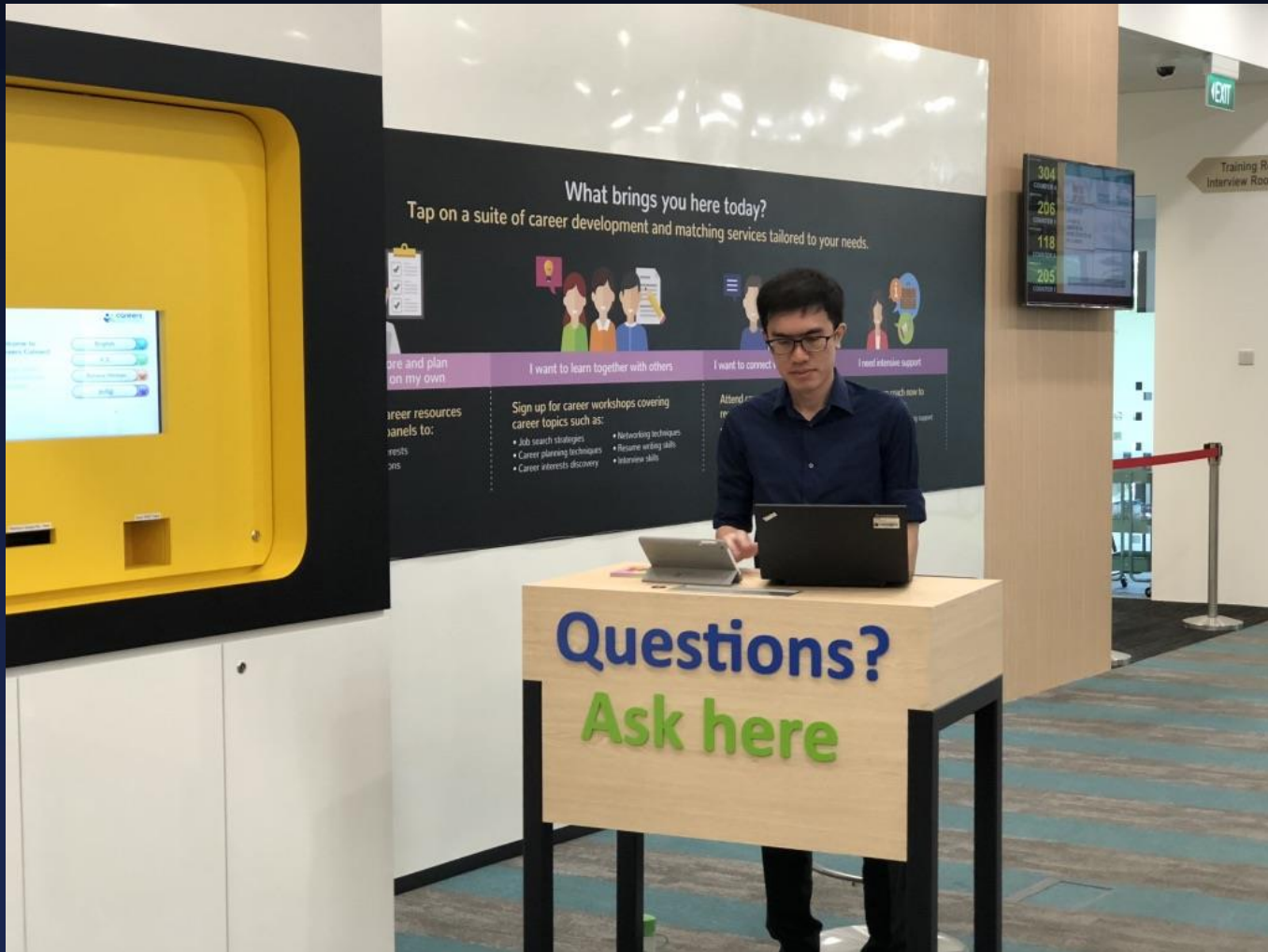
Resource Guides



Large Career Center



Greeter



Visual Display for Psychoeducation



Large Career Resource Room



Drop-In Services



Drop-In Services



Individual Counseling



Moving Between Levels of Service

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

Assumptions of the Differentiated Service Delivery Model

- All persons are greeted as they enter the career resource room by a trained staff member
- Persons 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 with an appropriate level of service delivery

Assumptions of the Differentiated Service Delivery Model

- Persons served 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 persons select, locate, sequence, and use resources
- No matter what the level of service delivery provided (including self-help), staff periodically check with all persons to determine if their needs are being met

Integrating Other Theoretical Perspectives

- Explore integrating tools and concepts from more than one theory if appropriate to the career intervention needs of the target population
- Additional career theories can be chosen, such as RIASEC theory, that fit target audiences, settings, and intervention goals
- Consider **staff training** and **supervision**, **organizational philosophies/policies**, and **cost factors** when using selected theories

Integrating Other Theoretical Perspectives

- For example, Holland's RIASEC theory can be helpful in
 - organizing options knowledge using the RIASEC hexagon
 - conceptualizing readiness for career decision-making as Vocational Identity, as measured by the My Vocational Situation Scale
 - assessment of self-knowledge at all levels of differentiated service delivery: self-help, brief staff-assisted, and individual case-managed

Critical Ingredients of Effective Career Interventions

Two meta-analyses (Brown & Krane, 2000; Whiston et al., 2017) identified critical ingredients of career intervention effectiveness

Critical ingredients from Brown and Krane

- Written exercises
- Individualized interpretations and feedback
- Information on the world-of-work
- Modeling
- Attention to building support

Critical ingredients from Whiston et al.

- Counselor support
- Values clarification
- Psychoeducation on the steps in arriving at a career choice
- Workbooks
- Self-report inventories
- Counselor dialogue or individual feedback
- Provision of world-of-work information

8 Critical Ingredients of Effective Career Interventions

Differences between studies were reconciled and a common structure was created for critical ingredients of career interventions

1. **Support** - Providing support from practitioners (based on the therapeutic alliance) and encouraging support from significant others (family, teachers, advisors, and mentors)
2. **Assessment** – Practitioner delivery of individualized interpretation of assessments of self-knowledge
3. **Information** - Provision of career information
4. **Psychoeducation** - the steps involved in making a career choice and feedback on client plans and strategies
5. **Writing/Documenting** – Written completion of workbooks and exercises
6. **Modeling** - Modeling how individuals make choices and how they identify, obtain, and use assessments and information

8 Critical Ingredients of Effective Career Interventions

Two additional ingredients of successful career interventions were added based on the literature

7. *Dosage* – *the amount of treatment necessary to produce a positive outcome (Whiston & James, 2012).*

8. *Intervention fidelity* – the extent to which a career intervention provided in multiple settings is delivered as designed (Spokane & Nguyen, 2016).

Reflection Question

- Think of the current career interventions you provide to those you serve
 - To what extent are each of the eight critical ingredients of career interventions present?
 - What, if any, ingredients might you emphasize more to improve effectiveness?

Nature of Service Delivery Tools

- Service delivery tools are designed to help individuals select and make better use of career resources in relation to their needs
 - Career resources include career assessments, career information, and instruction
- Service delivery tools are used with varying levels of practitioner support
 - Self-help services, brief staff-assisted services, and individual case-managed services

Diagnostic Assessment

- Helps clarify the nature of a person's career problem
- Helps estimate a person's readiness for career decision-making
- Helps the practitioner and the person to determine the level of service needed
- Includes diagnostic measures and diagnostic interviews

Diagnostic Measures

- Practitioners should use a
 - combination of test results when available
 - discussion of individual items
 - discussion of an individual's situation

before making suggestions about an individual's readiness for career choice

Diagnostic Measures

Characteristics of effective diagnostic measures

- Quickly administered
- Quickly scored
- Having appropriate norms for the clients served

Diagnostic Measure Options

Career State Inventory (Leierer, Peterson, Reardon, & Osborn, 2022)

Career Thoughts Inventory (Sampson, Peterson, Lenz, Reardon, & Saunders, 1996)

Additional options for diagnostic measures:

A Partial Listing of Instruments That Can be Used as a Component of Readiness Assessment

http://purl.flvc.org/fsu/fd/FSU_migr_techcenter_publications-0002

Career State Inventory (CSI)

- The CSI measures readiness for career problem solving and decision-making
- Specifically, the CSI measures a subjective state of being where a person can be placed along a continuum with one end being very **goal directed**, **satisfied**, and **confident**, and the other end being **immobile/frozen**, **dissatisfied**, and **confused** about their career choice

Career State Inventory (CSI)

- Four scales of the CSI
 - **Certainty** related to career choice
 - **Satisfaction** with the choice identified above
 - **Clarity** and confidence in decision-making
 - **Total score** on the decision state continuum with one end being very goal directed, satisfied, and confident, and the other end being immobile/frozen, dissatisfied, and confused about their career choice

Career State Inventory (CSI)

- Less certainty, satisfaction, and clarity, places a person lower on the career decision continuum and thus
 - less ready for career decision-making and
 - more in need of help from a practitioner to make an informed and careful career choice

Career State Inventory (CSI)

- Advantages of the CSI
 - Quick administration (Can be embedded in an intake form or used as a separate form)
 - Ease of interpretation
 - No cost
 - Improved with easily developed local norms
- Disadvantage
 - No written exercise for persons with low readiness for career decision-making; counseling required

Career Thoughts Inventory (CTI)

- The CTI measures readiness for career problem solving and decision-making
- Specifically, the CTI measures negative thinking (cognitive distortions) that contribute to difficulty in career choice
- CTI scores correlate with mental health constructs, including anxiety and depression

Career Thoughts Inventory (CTI)

- The CTI has 3 construct scales and a total score
- **Decision-making confusion**
 - An inability to initiate or sustain decision-making due to disabling emotions or a lack of understanding about decision-making
- **Commitment anxiety**
 - An inability to commit to a specific career choice, accompanied by decision-making anxiety

Career Thoughts Inventory (CTI)

- **External conflict**
 - An inability to balance self-perceptions with input from significant others
 - A difficulty in assuming responsibility for decision-making
- **Total score**
 - A single global indicator of negative thinking

Career Thoughts Inventory (CTI)

- More decision-making confusion, commitment anxiety, external conflict, and total negative thinking makes a person
 - less ready for career decision-making and
 - more in need of help from a practitioner to make an informed and careful career choice

Career Thoughts Inventory (CTI)

- Advantages
 - Quick administration
 - Ease of interpretation with the workbook
 - CTI workbook provides a written cognitive restructuring exercise to reduce negative thinking
 - Improved with easily developed local norms
- Disadvantage
 - Cost of the test booklet and workbook

Diagnostic Interview

- Clarify the nature of the career problem
- Potential questions/probes
 - “Could you share any ideas you have about the type of education you’re looking for?”
 - “What schools, colleges, or universities are you considering right now?”
 - “What thoughts do you have about job training that you are interested in?”
 - “Tell me about any training programs you’re considering right now”

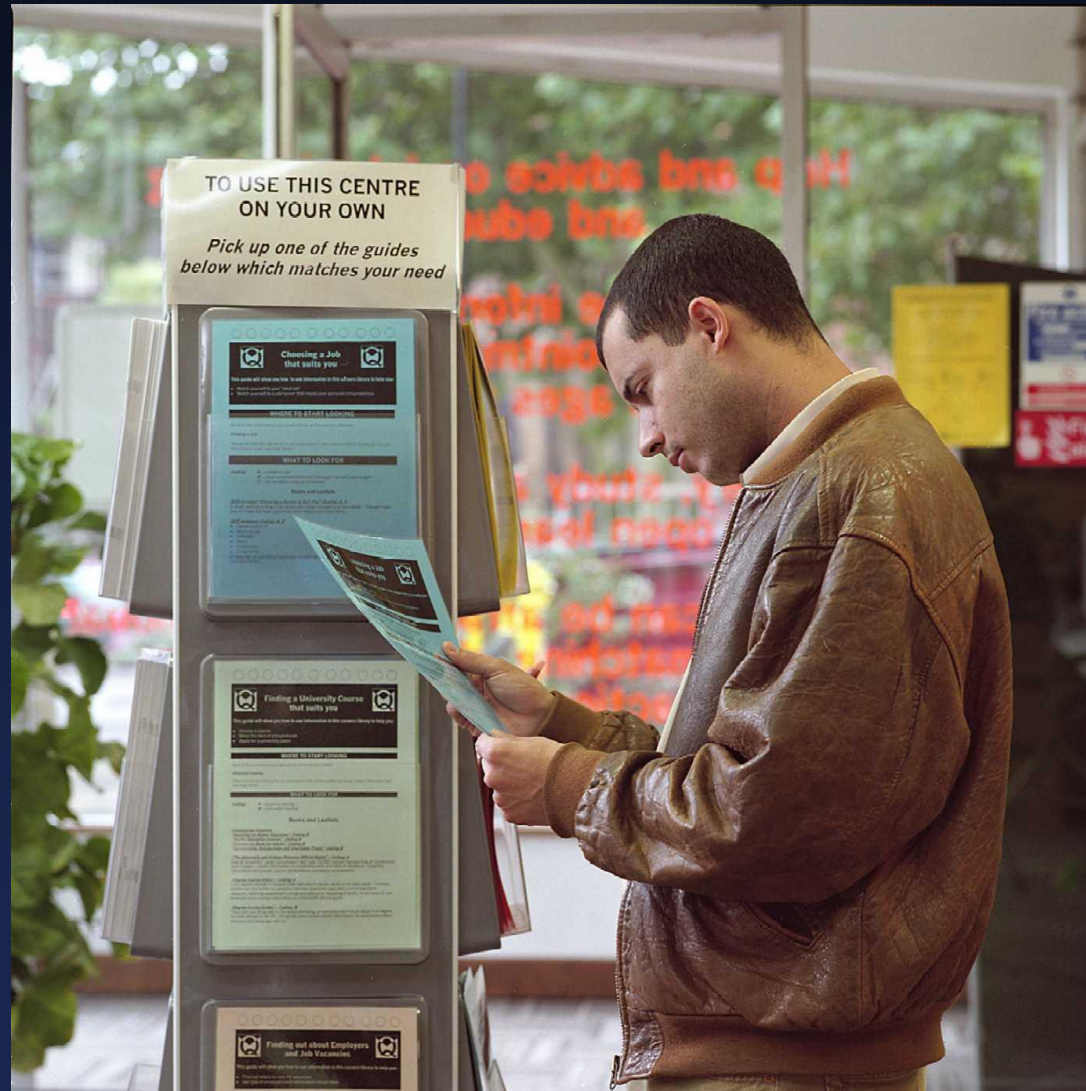
Resource Guides

- Resource guides match individual needs with appropriate resources and services
- Specific career resources are related to specific topics (questions commonly asked by individuals)
- Selection of topics and creation of the guides are based on the expert judgment of practitioners

Resource Guides

- Resource guides can also recommend a sequence of resources, such as reviewing basic information on occupations prior to conducting an information interview
- Resource guides can be provided in printed form for use in a resource room or on websites with links to related information

Use of Resource Guides



Use of Resource Guides



Limiting the Number of Guides

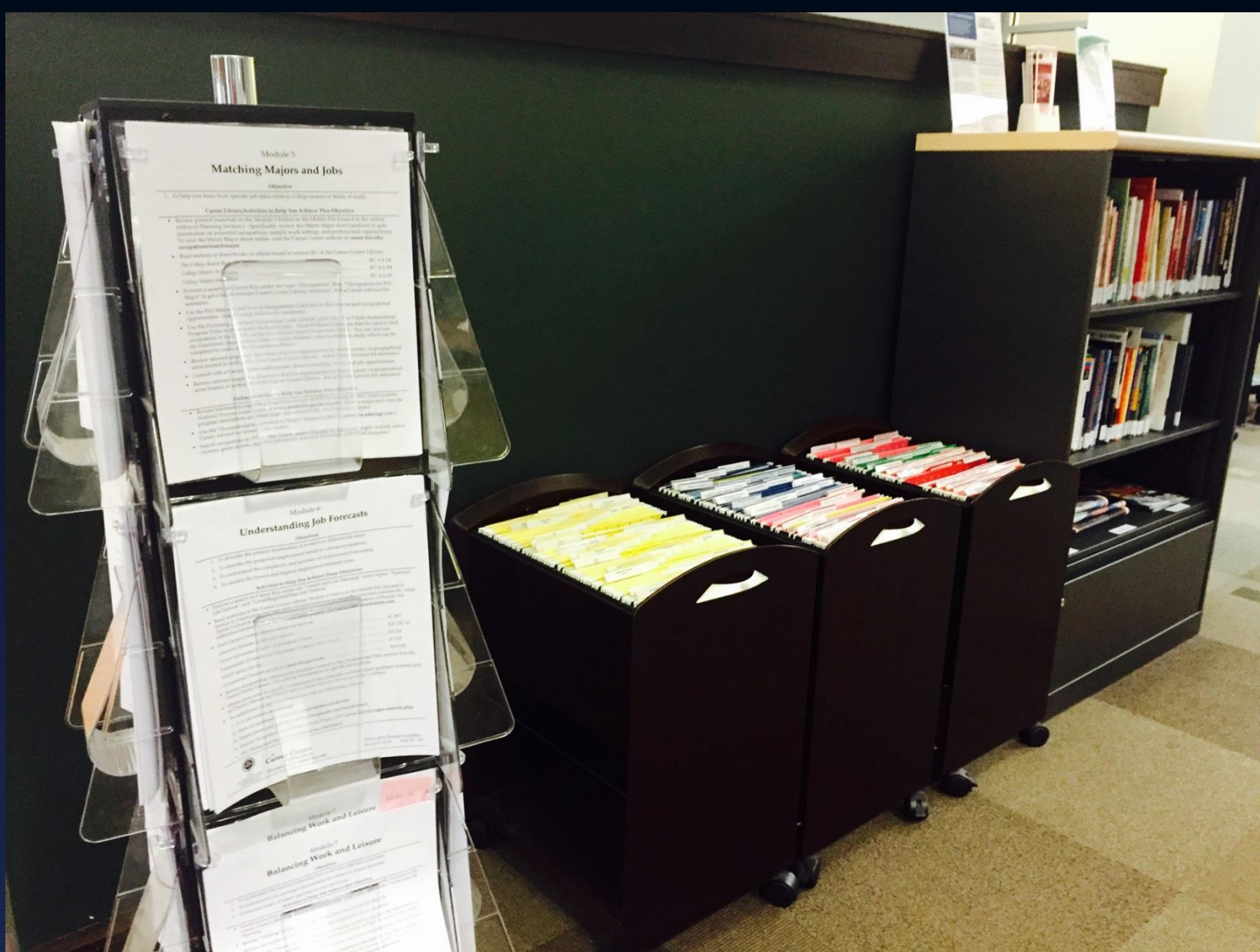
- Limiting the number of resource guides makes it easier to
 - Train staff
 - Keep the guides up-to-date
- Begin with six resources guides (or twelve if multiple populations are served)

Potential Resource Guide Titles

- “Making Career Decisions”
- “Learning About Yourself”
- “Learning About Occupations”
- “Deciding About Education”
- “Choosing a Training Program”
- “Paying for Your Education or Training”
- “Getting a Job”

Elements of a Resource Guide

- Title of the Resource Guide
- Intended Learning Outcome for the Guide
- Title of the Resource or Service
- Learning Outcome Statement
- Description of the Resource or Service
- Recommendations for Effective Use
- Locating the Resources or Services



Resource guides

Individual Learning Plans (ILPs)

- Provides individuals with assistance in sequencing career resources and activities to meet identified goals
- Used in both brief staff-assisted and individual case-managed services

Chapter 12 Individual Learning Plan

Individual Career Learning Plan

- Goal(s):
1. Clarify interests and explore full-time opportunities that offer financial stability
 2. Increase confidence in decision making skills to become a more decisive decision maker
 3. Identify and reframe negative thoughts

Activity	Purpose/Outcome	Time Needed	Goal #	Priority
Schedule individual career counseling	To explore job opportunities, decision-making skills, and reframe thoughts	10 minutes	1-3	1
Review items agree and strongly agree on the CTI and reframes in the CTI Workbook on pp. 15-23	Reframe negative thoughts	60 minutes	3	2
Review FOCUS2 occupational information	Clarify self-knowledge and explore options	45 minutes	1 & 2	3
Complete the CASVE-CQ	Assess progress in decision-making	10 minutes	2	4
Complete the virtual occupational card sort	Clarify self-knowledge of self	40 minutes	1	5
Complete SDS	Explore options & increase confidence in decision-making skills	30-45 minutes	1 & 2	6
Complete the Guide to Good Decision-Making Exercise	Increase confidence in decision-making skills	45-60 minutes	2	7
Complete an information interview	Clarify knowledge of options	60 minutes	1	8

This plan can be modified by either party based upon new information learned in the activities of the action plan. The purpose of the plan is to work toward a mutually agreed upon career goal. Activities may be added or subtracted as needed.

Andrew

Student/Client

Date

Sunita

Career Advisor

Date

Individual Learning Plan Used at FSU

Individual Career Learning Plan

Goal(s): 1.

2.

3.

[illegible]

This plan can be modified by either party based upon new information learned in the activities of the action plan. The purpose of the plan is to work toward a mutually agreed upon career goal. Activities may be added or subtracted as needed.

Student/Client

Date _____

Career Advisor

Date _____

Individual Learning Plans (ILPs)

- After the initial ILP is complete, the person should have increased confidence that the practitioner is
 - concerned about their welfare
 - able to help them better understand their career problem
 - knowledgeable about specific resources and services that relate to their career problem and goals

Sequence for Developing an ILP

1. Collaborate with the person in identifying goals for making a career decision.
2. Identify a resource or activity
3. Note the purpose of using the resource or completing the activity
4. Note the estimated time commitment to use the resource or complete the activity
5. Note the goal served by using the resource or completing the activity
6. After all the above are completed, select a priority order for using resources and completing activities

Potential Advantages of ILP Use

- Promote collaboration between the practitioner and the person being served
- Model brainstorming in problem solving
- Monitor progress of the person being served
- Provide data for evaluation (with identifying information removed)

Information Handouts

- Information handouts provide brief, consumable, and easy to use sources of information to help individuals 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 individuals 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

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 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
Attend the Interview	3
Follow-up After The Interview	5
Sample Questions	6
Inspect Your Online Identity	7

Social Justice and Access to Career Interventions

- Restricting access to career interventions (and to practitioners), by using website-only, appointment-based, and waiting list-only access, limits who can be served and may create social justice issues if only financially well-resources citizens receive the help they need

Reflection Question

- Think of the current career interventions that you provide to those you serve
 - Are service delivery tools like individual learning plans, resource guides, and information handouts included in your interventions?
 - What changes might you make in your career interventions to more fully incorporate these service delivery tools?

Potential Public Policy Benefits of Using CIP Theory-Based Career Interventions

- Improving the career management skills of citizens (Aim of CIP) allows allocation of resources to citizens with greater needs
- CIP concepts used in multiple settings provide a common schema for citizens, facilitating transfer of learning
- The differentiated service-delivery model more effectively matches the needs of citizens to help that is most likely to be effective

Additional Resources on CIP Theory

- [Cognitive Information Processing: Career Theory, Research, and Practice](#) (Open access book)
- [An introduction to cognitive information processing theory, research, and practice](#) (Open access paper)
- [CIP Bibliography](#) (Citations and links to documents on CIP theory, research, and practice)
- [An Overview of Career Thoughts Inventory Research](#) (A table overviewing research on the Career Thoughts Inventory and Workbook)
- [An Overview of Evidence-Based Practice on Career Interventions using CIP Theory](#) (A table overviewing research on CIP intervention effectiveness)

Thank you for your participation in this workshop

For more information, please see the [FSU Tech Center website](http://www.career.fsu.edu/Tech-Center)

Center for the Study of Technology in Counseling and Career Development (the Tech Center)



About Us

The Tech Center was established to improve the design and use of information technology in counseling and career development, as well as to assist in improving the cost-effectiveness of career services.

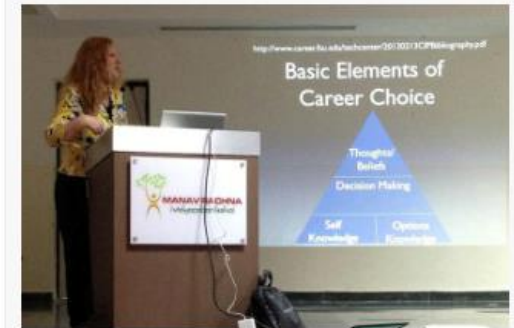
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Browse Career Theory, Research, and Practice topics in addition to Information and Communication Technology topics.

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Resources

Browse Bibliographies, Course Resources, Presentations, Service Delivery Handouts, Technical Reports and Training Resources.

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