Webinar Goals

- Present key elements of CIP Theory
- Describe its application to service delivery
- Provide recent outcome research
- Facilitate discussion and answer questions

Aims of CIP Theory

- To help individuals become skillful career problem solvers and decision makers.
- Emphasis on creating a learning event.
- Provide a framework for career decision making that is easily explained to clients.

Common Career Concerns

- Making an initial choice of major/career
- Identifying possible career options
- Seeking career change
- Need for specific career information
- Understanding interests, personalities
- Job searching advice, resume writing

CIP Theory Components & Applications

Pyramid of Information Processing Domains

Executive Processing Domain

Decision-Making Skills Domain

Knowledge Domains

Meta-cognitions

CASVE Cycle

Self Knowledge

Occupational Knowledge

Differential Service Delivery Model

Readiness Model
Pyramid of Information Processing Domains

Knowing about myself
Knowing about my options
Knowing how I make decisions
Thinking about my decision making

CASVE Cycle

Communication
Identifying the problem - the gap

Analysis
Thinking about alternatives

Synthesis
Generating likely alternatives

Execution
Taking action to narrow the gap

Thinking about alternatives

CASVE Cycle - Client Version

Knowing I Need to Make a Choice
Knowing I Made a Good Choice

Understanding Myself, Options, Decision Making, and Thoughts

Expanding and Narrowing My Options
Prioritizing My Options
Implementing My First Choice

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

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 & Decision Making

<table>
<thead>
<tr>
<th>Complexity</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capability</td>
<td>Low</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Complexity</th>
<th>Moderate readiness</th>
<th>High readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capability</td>
<td>Low readiness</td>
<td>Moderate readiness</td>
</tr>
</tbody>
</table>

Expanded Model of Readiness

- Now 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

Personal Characteristics & Circumstances

- 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

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

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

<table>
<thead>
<tr>
<th>Readiness of the user</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of staff assistance provided</td>
<td>Little or none</td>
<td>Minimal</td>
<td>Substantial</td>
</tr>
<tr>
<td>Who guides use of resources and services</td>
<td>The user</td>
<td>A practitioner</td>
<td>A practitioner</td>
</tr>
<tr>
<td>Where services are provided</td>
<td>Resource room or at a distance via the Internet or telephone</td>
<td>Resource room, classroom, group setting, or at a distance via the Internet or telephone</td>
<td>Individual office, classroom, group setting, or at a distance via the Internet or telephone</td>
</tr>
<tr>
<td>Selection and sequencing of resources and services</td>
<td>Resource guides</td>
<td>Individual learning plans</td>
<td>Individual learning plans</td>
</tr>
</tbody>
</table>
Assumptions of the Model

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

Assumptions of the Model

• Emphasis on collaboration in deciding appropriate level of service delivery and appropriate resources
• Resource guides and individual learning plans provide guidance to select, locate, sequence, and use resources
• Staff periodically check with all users to determine if their needs are being met

Questions…

• CIP Theory?
• Pyramid or CASVE Cycle
• Career Readiness

Specific Elements of the CIP Differentiated Model

Florida State University Career Center

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

Readiness & Service Delivery

<table>
<thead>
<tr>
<th>Capability</th>
<th>Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Moderate Readiness Brief Assisted</td>
</tr>
<tr>
<td>Low</td>
<td>Low Readiness Individual Case Managed</td>
</tr>
</tbody>
</table>
Differentiated Service Delivery Model

Comprehensive Screening

Brief Screening

Self or Staff Referral

Individual Case-Managed Services

Brief Staff-Assisted Services

Self-Help Services

Complete differentiated model of delivering career resources and services

A Generic Sequence for Services

1. Intake
2. Screening
3. Problem identification
4. Goal setting
5. Service delivery planning
6. Resource and service use
7. Problem review

Individual enters the center

Brief screening

Self-help services

Safety net for self-help services

“Are you finding the information you need?”
Service Delivery Tools

- Signage/Map
- Resource Room & Resource Guides
- Handouts
- Diagnostic Assessment
- Individual Learning Plans
- http://www.career.fsu.edu/Tech-Center/Resources/Service-Delivery-
In CIP, self-help and brief staff-assisted interventions provide a substantial proportion of services delivered (96% of 19,520 in 2016). However, providing effective self-help and brief interventions is not as easy as it might appear. Self-help resources readily available on the Internet vary greatly in quality. Some individuals have difficulty in linking their needs to specific self-help resources.

Brief staff-assisted interventions are not simply shortened versions of individual case-managed interventions. Service delivery tools are crucial elements in delivering self-help, brief staff-assisted, and individual case-managed services.
Individual Case-Managed Challenges

- Most expensive resource we have
- Serves a limited number of clients

Recent Research:

Outcomes of brief-assisted model?
Clients’ experience of brief-assisted model?

ANOVA Pre/Post Test Results

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Session Rating Scale Totalb</td>
<td>3.32</td>
<td>0.93</td>
<td>0 - 5</td>
</tr>
<tr>
<td>2. Made progress on career concernsa</td>
<td>3.0</td>
<td>.77</td>
<td>1 - 4</td>
</tr>
<tr>
<td>3. Felt positive about accomplishmentsa</td>
<td>3.19</td>
<td>.89</td>
<td>1 - 4</td>
</tr>
<tr>
<td>4. Career advisor realistic in strategiesa</td>
<td>3.59</td>
<td>.68</td>
<td>1 - 4</td>
</tr>
<tr>
<td>5. Need for additional servicesa</td>
<td>2.89</td>
<td>.69</td>
<td>1 - 3</td>
</tr>
</tbody>
</table>

a. 4 items, 5-point scale, 1 = strongly agree, 4 = strongly disagree
b. 10-point scale, 0 = not at all anxious, 10 = very anxious

Use and Impact of the CIP Approach

- The CIP differentiated service delivery approach has been used at the Florida State University Career Center for the past 42 years
- The approach has been applied to other higher education career centers and school career guidance programs in the United States and other countries worldwide
Applications to Higher Education

- The CIP approach guided the redesign of one-stop career and employment services in several higher education arenas:
  - Oklahoma
  - North Carolina
  - Central England
  - National all-age career guidance services in Scotland and Northern Ireland.

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 knowledge
  and to decrease
- negative career thinking
- anxiety
- goal instability

Conclusion

- Differentiated service delivery models can be effective in multiple settings
- The effectiveness of differentiated service delivery models is dependent on:
  - Reaching a shared understanding of how the models work in practice
  - Making integrated use of technology in all levels of service delivery
  - Carefully implementing the approaches
  - Adopting a serious commitment to continuous improvement

References


Questions?

For more information

www.career.fsu.edu/techcenter
Thank you!

- Please feel free to follow up with me at dosborn@fsu.edu.