Career Counseling Workshop
based on
the Cognitive Information Processing Approach

María Dóra Björnsdóttir
Director of the Student Career and Counselling Centre
University of Iceland
Workshop – Career counseling

- Greetings and general introduction.
- Slots with lectures/input, exercises and/or discussions.
- The Cognitvie Information Processing (CIP) approach in career counseling; the Pyramid and the CASVE cycle.

- Lets party!
Holland Party Game
Adopted from: “Quick Job Hunting map” by R. N. Bolles (e.g. 1990)
Holland’s theory of vocational interest
Career counseling and guidance

• Why should we use theories in our work?

Expectations regarding the workshop content:
• Support students in their career development; from choosing a major to graduation and into the labor market.
• Theory and activities that can be applied with clients.

Expected outcomes:
• After the workshop (and chapters 2 & 3) participants should understand how practitioners and persons seeking career assistance can use the CIP approach.
Pyramid of Information Processing Domains
In Career Decision Making
Reprinted from Career Counseling and Services by J. P. Sampson, R. C. Reardon, G. W. Peterson, and J. G. Lenz (2004). Used with permission of the authors.
The Five Stages of the CASVE Cycle of Information Processing Skills Use in Career Decision-Making

Reprinted from Career Counseling and Services by J. P. Sampson, R. C. Reardon, G. W. Peterson, and J. G. Lenz (2004). Used with permission of the authors.
The process of decision-making

Communication

Bridging a gap:

- External demands:
  - Event.
  - Significant others.
- Internal state:
  - Emotions.
  - (Avoidance) Behavior.
  - Physiological.
- Exercise: see handout.
Analysis

- Enhance self-knowledge:
  - Values
  - Interests
  - Skills
  - Employment preferences

- Exercises: see handout.
What is employability?

http://dictionary.cambridge.org/dictionary/english/employability#translations

employability

“the skills and abilities that allow you to be employed:

There will no longer be jobs for life, but employability for life.”
Work values are global aspects of work that are important to a person's job satisfaction.

Three categories:

- Intrinsic values
- Extrinsic values
- Lifestyle values

Exercise: see handout.
Determine Skills
from: http://www.career.cornell.edu/students/goals/skills.cfm

Skills come from a variety of work, academic, and life experiences.

Skills generally fall into three categories:

- Work-content skills
- Functional skills
- Self-management skills

Exercise: see handout.
Transferable Skills for graduate students
from: http://www.career.cornell.edu/students/grad/skills.cfm

- Research and Analytical Skills.
- Communication Skills.
- Interpersonal Skills.
- Organization and Management.
- Supervision Skills.
- Entrepreneurial Skills.

21st century skills
http://www.philippinesbasiceducation.us/2012/07/education-for-life-and-work-developing.html
Analysis (continues)

- Generic information processing skills:
  Capacity to apply e.g. the CASVE Model.

- Metacognitions:
  Self-talk, Self-awareness, Control and monitoring.

- Enhance occupational knowledge:
  Individual occupations or jobs.
  Structure of the world-of-work (e.g. Holland Hexagon).

- Exercise: see handout.

- [O*NET Online](http://www.onetonline.org): detailed descriptions of the world of work (United States Department of Labor), e.g. by interest, values, and skills.
The process of decision making

Communication – Bridging the gap.
Analysis – understanding myself and my options.

- Synthesis – expanding and narrowing my options.
- Valuing – prioritizing my options.
- Execution – implementing my first choice.
- Back to Communication – to know if I made a good choice.

Exercises: see handout.
"What did you learn in school today?"
(Eddie Skoller, 1994)

For a review:

The aim of the workshop was to:

- Introduce you to a theory based career counseling model useful to support students in their career development; from choosing a major to graduation and into the labor market.
- Provide you with theory based activities that can be applied with clients.

Where the expected outcomes met?

- That participants should understand how practitioners and persons seeking career assistance can use the CIP approach.
Homework suggestions…

From the CIP Practitioner Self-Test:

- Draw and label the CIP Pyramid and the CASVE cycle.
- Which CASVE cycle phase is associated with:
  - defining the “gap” or career problem?
  - expanding and narrowing options?
  - prioritizing options?
  - implementing one’s first choice?

Any questions or feedback for the authors of the CIP?
References


Thank you for being great today!

I don't know about you, But I am ready for the..... WEEKEND!!