USING ONLINE ASSESSMENTS TO PROVIDE CAREER GUIDANCE & COUNSELING

CAREERS CONFERENCE 2012
MADISON, WI
MONDAY JANUARY 30TH, 1PM – 5PM

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Assistant Professor
Nova Southeastern University
kg585@nova.edu
Agenda

- **The New World of Work** 1pm–2:30
- **Career Interventions: Content and Process**
- **Grounding Interventions in Theory**
  - Vocational Choice and Personality Types
  - Career Construction Theory
  - Life Span – Life Space Career Theory
- **Extracting Vocational Narratives using multimedia & Digital Storytelling**
  - YouTube
  - Group Exercise
- **Break** 2:30-2:45
- **Career Development Inventory (CDI)** 2:45-3:15
- **Adult Career Concerns Inventory (ACCI)** 3:15-3:45
- **Break** 3:45-4:00
- **Career Adapt-Abilities Scale** 4:00-4:30
- **Discussion**
The New World of Work

- Technological Advances
- Globalization
  - Spread of companies & people across the globe
  - Increased interaction of industries and economies
- Mobile workforce
- Corporate Restructuring
  - Downsizing of companies
- Flattening of management structures
  - What happens to the corporate ladder?
- Temporary/Contract Workers
- Unstable Industries
- Unpredictable economies
- Constant change
Career Interventions: Content and Process

• **Content**
  - Attends to the ‘what’ of a career decision
    - e.g. SDS/STRONG only explain the “what” of a career decision
    - Does not attend to the ‘how’ and ‘why’
  - Too simplistic for complex world of work
  - Necessary, but not sufficient
Career Interventions: Content and Process

- **Process**
  - Addresses the ‘how’ and ‘why’
    - e.g. Career Development Inventory, Career Construction Inventory
  - Explains how we arrived at a decision

- **Content and Process**
  - Addresses the what, how and why?
  - Stories
  - Provide rich narratives
  - Reflect meaning and mattering
  - Identify purpose
Grounding Interventions in Theory

- Vocational Choice and Personality Types  What?
  - (Holland, 1997)

- A life-span, life-space approach to career development  How?
  - (Super, 1990)

- Career Construction Theory  Why?
  - (Savickas, 2011)
Holland’s RIASEC Types

- Classify individuals/work environments based on resemblance to:
  - Realistic
  - Investigative
  - Artistic
  - Social
  - Enterprising
  - Conventional

- Congruence
Holland’s RIASEC Types

- Investigative
  The “Thinkers”
- Realistic
  The “Do-ers”
- Artistic
  The “Creators”
- Conventional
  The “Organizers”
- Social
  The “Helpers”
- Enterprising
  The “Persuaders”
Career Construction Theory

“Career construction is a comprehensive theory of vocational choice and adjustment that addresses the what, how, and why of a career decision. It provides a means of integrating three viewpoints of vocational behavior.”

- What: The psychology of individual differences
- How: The psychology of development
- Why: Narrative psychology

Savickas (2005)
Integrating Differential, Developmental and Narrative Psychology
Extracting Vocational Narratives using Digital Storytelling

“a form of short narrative, usually a personal narrative told in the first person, presented as a short movie for display on a television or computer monitor”

(Davis, 2004, p.1)
Digital Storytelling: Exercise

1. Go to [http://www.youtube.com](http://www.youtube.com) and select 3 videos that have personal meaning for you
2. List the title and link for each video and explain why you chose each one
3. Show and Share
   1. Can you determine the SDS summary code?
   2. Can you extract interests, values, themes from the videos?

* Use [http://www.savevid.com](http://www.savevid.com) to download and save video clips
Digital Storytelling: Case Study

- P’Diddy
  - I’ll be missing you
- The Dash
  - The-Dash-by-Linda-Ellis
Digital Storytelling: Case Study

- Loss of son in motorcycle accident
- Brevity of son’s life
- Volunteer
  - HS program Bridging Education and Attitudes with Teens (BEAT)
  - Safeplace for 4Kids
    - “sometimes I am just the calm, loving arms that try to offer comfort in the midst of their trauma”
- Started a soccer team in son’s name
- Returned to school
  - BSc Psychology
  - Masters in Mental Health Counseling
“I believe the theme of my life story is the renewal of my self-concept through self-examination of my life’s goals and purposes following the untimely death of my son”
Let’s do it!

- List two favorite videos that have personal meaning for you
- Discuss in groups
- Identify values, interests, themes, meaning purpose

YouTube
Digital Storytelling: Tips for Educators

• 10 minute time limit
• Request 2 videos to reduce time
• Make videos 3-4 mins in length
• Offer to view ‘sensitive’ material
  • e.g. 9/11
• Instruct other students to take notes
“Believe it or not, upon learning of the YouTube video project, my opinion of the assignment was that it was a pointless and ridiculous attempt at "busy work." Thankfully, I could not have been more wrong. To my immense satisfaction, I learned a great deal about myself; most importantly, the values which drive my pursuit of personal and professional success”
Career Development Inventory
Donald Super’s: Life Span – Life Space Developmental Theory

- Super looked at how careers develop over time.
- Careers span one’s entire life.
- Career occupies space in one’s life.
  - One of many “life-roles”
    - “Take me through a typical day in the life of Jane Doe.”
- Career is the implementation of one’s “self-concept.”
  - Successful implementation leads to fulfillment.
  - Failure leads to occupational frustration.
- Career Maturity & Career Adaptability.
Career Maturity

- Psychological Construct that focuses on career issues based on developmental stages & one’s chronological age
- Defined as an individual’s readiness to make occupational/educational decisions
- First encountered in adolescence
- Involves developing awareness regarding career decisions and time frames within which those decisions need to be made
- Refers to thinking about where one belongs in the world of work
- Goal is to promote vocational choices based on realism and wisdom
Career Maturity

- Reflected in an individual’s attitudes and cognitive competencies

- Career choice attitudes denote attitude toward future career decisions
  - amount of thought, effort, planning, and exploration

- Career choice competencies (cognitive):
  - Denote one’s ability to apply their knowledge and understanding of careers and the world of work in making rational career decisions.
CDI: Practical Applications

The Career Development Inventory created to:

- Measure Career Maturity
- Address career concerns in adolescence
CDI: Administration and Scoring

- CDI Versions:
  1. CDI School form designed for students in grades 8-12
  2. CDI College form designed for college students, freshman – senior

  - Measure the same constructs, but differ in content according to educational level

- The CDI consists of 2 parts which can be taken separately. Each part takes approximately 40 minutes to complete.
  - Part 1 = Measures attitudes and knowledge of the world of work in general
  - Part 2 = Measures knowledge of a specific occupation
Interpretation of the CDI Scales: CP, CE, DM, WW

Part 1: Scores are reported for 4 basic scales

- The Attitudinal Components:
  1. Career Planning (CP)
  2. Career Exploration (CE)

- The Critical Competencies:
  3. Decision Making (DM)
  4. Knowledge of the World of Work (WW)

Part 2: Knowledge of Preferred Occupation (PO)

Don’t administer below the 11th grade. Unlikely students have acquired the knowledge and maturity to answer the questions in an informed manner.
Attitudes: Career Planning

• Career Planning Scale reflects:
  • Future orientation & awareness of choices to be made
  • Disposition to be involved in preparing to make such imminent and distant choices

• Well-developed attitudes toward planning prompt behaviors such as:
  • Discussing career plans with adults
  • Engaging in part-time jobs
  • College or community activities
  • Find out what people do in one’s field of interest
Attitudes: Career Exploration

• Career Exploration scale reflects:
  • How an individual has used the resources available oneself to gain information on careers and the world of work.

• Well-developed attitudes toward exploration prompt behaviors such as:
  • Information-seeking
  • Talking with career counselors, professors, and professionals in one’s field of interest
Career Choice Competency Decision Making (DM)

Career Decision Making Scale

• Indicates one’s ability to apply the principles of rational decision making to one’s educational and vocational choices.

• Fictitious scenarios used to illustrate people in the process of making career decisions.

• One is asked for the most appropriate solution from a list of possible answers.

• Individuals who can solve the career problems in these scenarios are likely to make wise decisions regarding their own careers.
Career Choice Competency (WW & PO)

- **Knowledge of World of Work Scale**
  - *in breadth (WW)*: Involves knowing the requirements, routines, and rewards of a variety of occupations in which one may be interested.

- **Knowledge of Preferred Occupation Scale**
  - *in depth (PO) – preferred occupation*: Involves having detailed knowledge about the occupational group that one currently prefers.
The High School Career Development Inventory: Results

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<td>Career Orientation Total (COT)</td>
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Case Study: Laura – High School Senior Who Wants to be a Lawyer

CDI Scale Scores for Laura

CP, 72
PO, 99
CDK, 90
COT, 75
CDA, 40
WW, 57
CE, 18
DM, 99

Scale

%
The Story Behind the Scores

- High on Career Planning
- Low on Career Exploration
- Strong Decision Making Skills
- High on Knowledge of Preferred Occupation

- Crystallization without Exploration
- Why?
- Use scores to explore story
  - Use answers to specific questions
  - Where/how did Laura learn about lawyers

- How would you advise Laura?
Laura

- Most of her energy had been directed toward investigating kinds of law rather than types of career, and she reported relying primarily on her father as a source of information.

- She has prematurely specified a major without exploring other options
Laura

- "I believe exploration would be good for me because if I know exactly where I want to go and it's the right decision, then exploration can't hurt. If it turns out to be wrong, without any exploration, I'll have nothing to fall back on. If you never allow yourself to seek out where your talents are, then, like a football player who breaks a leg, you could end up with nothing to do in life if your plans fall through."
Adult Career Concerns Inventory
Most individuals who seek counseling do so during the exploration and disengagement stages.
Super's Original Career Activities 
And Developmental Tasks

The Maxicycle, whose stages are labeled according to their typical developmental tasks. Each transition involves a recycling through some or all of the stages in a series of minicycles.
Career Development Across The Life Span

• Career Development
  • Linear progression through series of career stages
  • Predefined Stages engaged during specific age ranges
Super and Savickas: Career Adaptability and Career Construction

- Career adaptability is characterized by 5 activities. These include growth, exploration, establishment, maintenance, and disengagement.
- Each contain developmental tasks.
- Mastery of these tasks prepares one to move onto the next activity.
- Not everyone will progress through these activities at the same age, or in same manner.
- Progression through these activities does not necessarily occur in a linear fashion.
- Possible, and even likely, for individuals to recycle through earlier activities regardless of the activity they are currently engaged in.
- An individual may also be engaged in more than one activity at the same time.
The Mini-cycle

- Exploration
- Growth
- Maintenance
- Establishment
- Disengagement
The Mini-Cycle

The mini-cycle describes how an individual can successfully navigate the transition between jobs as well as between occupations. A mini-cycle may consist of 2 or more career activities. For example, it is possible for an individual to successfully complete the developmental tasks within the exploration activity, specifying and implementing a vocational choice.

However, upon establishing oneself in a new job, one may decide he or she does not want to stay in that line of work, and therefore may return to exploration. In such a case it is likely the individual is engaging in both establishment and ‘new’ exploration at the same time.
Multiple mini-cycles

• In current economy likely to see careers constructed of numerous jobs and occupations.

• Recycling through the mini-cycle.

• Mini-cycles constitute transitions between positions

• Successful transitions require proper planning and management.
Multiple mini-cycles

• Difficulties in navigating the mini-cycle will prompt individuals to seek vocational guidance.

• Focus on helping client with interventions based on current position in the mini-cycle, as well as educating clients.

• Educating helps normalize client’s experience as well as prepare them for future transitions.
Life Span: Career Stages and Developmental Tasks

Career Activities

- Growth
- Exploration
  - Crystallization
  - Specification
  - Implementation
- Establishment
  - Stabilizing
  - Consolidating
  - Advancing
- Maintenance
  - Upholding
  - Updating
  - Innovating
- Disengagement
  - Decelerating

Most individuals who seek counseling do so during the exploration and disengagement stages.
Career Adaptability (Super & Savickas): Career Activities 1 & 2

1. Exploration
   - Explore one’s interests, values and beliefs
   - Acquire knowledge about occupations and the world of work.
   - Goal is to find a best fit between the two
   - Involves Crystallization, Specification & Implementation

2. Establishment
   - One attempts to become established in a specified occupation.
   - Establishment is determined by the mastery of 3 tasks, stabilizing, consolidating and advancing
3. Maintenance
   • Maintain and Uphold productivity
   • Update
   • Innovate

4. Disengagement
   • Disengage from current position
   • Transitional period
   • Conducted in conjunction with exploration
Exploration: Crystallization

- Represents one engaging in **broad** exploration
- Attempts to Crystallize one’s vocational self concept
- An effort to translate one’s self concept into preference for a **group** of occupations
- Use of Interest inventories (purpose is to explore & educate)
- Work/Educational experiences
  - Job shadowing
  - Part-time jobs
  - Volunteer work
  - Gain knowledge about the world of work
Exploration: Specification & Implementation

• Reduce a group of preferences to an occupational choice.
• Trial and error period
  • Search for work most congruent with one’s interests, values and self concept
  • Adolescence – School to work transition
  • Adulthood – Occupational Transition
• Important as it reveals one’s identity

“Stating an occupational choice constitutes a very public presentation of the self; it displays who we are and announces what we want to become.” (Savickas, 2004)”
Establishment: Stabilizing

- **Become stable in new position**
  - Adapt to the culture
  - Display ability and competence
  - Familiarize oneself with the people, politics, history
  - Know and understand employer expectations
  - Know how he/she will be assessed
  - Take responsibility and be accountable
Establishment: Consolidating

- Consolidate one’s position
- Attend to personal issues
  - Develop good work habits
  - Positive Attitude
  - Conscientious and disciplined work ethic
- Interpersonal issues
  - Establishing friendly and collaborative relationships
  - Cooperative and supportive attitude toward supervisors and co-workers
  - Understanding the politics
  - Use communication skills to build friendships
Establishment: Advancing

- Advancing via promotion
- Show initiative
- Assume greater responsibilities
- Know and understand company goals
- Adapt oneself accordingly
- Promotion not always possible
- May require transition to another company
Maintenance: Upholding

• Passive
  • Maintaining the status quo
  • Getting by
  • Care less
  • Possibly seeking a new position or waiting to retire
  • Holding on vs Upholding

• Active
  • Proud of achievements
  • Setting new standards
  • Actively engaged in company
Maintenance: Updating and Innovating

- **Updating**
  - Invested in the success of the organization
  - Stay afresh of new developments/technologies
  - Seek to update skills through continuing education and training

- **Innovating**
  - Proactive
  - Seek new challenges
  - Researching and implementing new technologies, or ways to do things better
  - Focus on efficiency and effectiveness
  - May lead to transition
Disengagement

- Disengaging from one position
- Transitioning to another position
- Retirement
- Combining Exploration and Disengagement
- Deceleration and management of time
  - Fulfilling current work responsibilities while exploring new possibilities.
Who is concerned with what?

- Tony Blair
- Dan Rather
- Barack Obama
- Bill Gates
- Freddy Adu
- Donald Trump
- Rod Stewart
- Mike Tyson
- Hillary Clinton
The Adult Career Concerns Inventory

- Operationalizes Super’s Theory of Career Adaptability
  - Donald Super, Albert Thompson, Richard Lindeman

- Determines the Career activity and task an individual is most concerned with

- The ACCI consists of 61 statements of career concerns. Individuals are asked to indicate, on a lickert scale, how strong these concerns are at this point in their career.

- The inventory is administered via the internet and takes approximately 20 - 30 minutes to complete.
# Case Study: ACCI Sample Output

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## ACCI Output for Jamye Jones

### Career Concerns Chart

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### Career Stage and Substage Profile

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<tr>
<td>Crystallization</td>
<td>4 (Considerable)</td>
</tr>
<tr>
<td>Specification</td>
<td>5 (Great)</td>
</tr>
<tr>
<td>Implementation</td>
<td>2 (Moderate)</td>
</tr>
</tbody>
</table>

---

### Establishment Stage

<table>
<thead>
<tr>
<th>Items</th>
<th>Career Concerns</th>
<th>Amount of Current Concern</th>
<th>Weighted Sum</th>
<th>Average</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-20</td>
<td>Stabilizing</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>21-25</td>
<td>Consolidating</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>26-30</td>
<td>Advancing</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>16-30</td>
<td>Total Establishment</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>10</td>
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</tbody>
</table>

### Maintenance Stage

<table>
<thead>
<tr>
<th>Items</th>
<th>Career Concerns</th>
<th>Amount of Current Concern</th>
<th>Weighted Sum</th>
<th>Average</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-35</td>
<td>Holding</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>36-40</td>
<td>Updating</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>41-45</td>
<td>Innovating</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>31-45</td>
<td>Total Maintenance</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>12</td>
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</table>

### Disengagement Stage

<table>
<thead>
<tr>
<th>Items</th>
<th>Career Concerns</th>
<th>Amount of Current Concern</th>
<th>Weighted Sum</th>
<th>Average</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>48-50</td>
<td>Deceleration</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>13</td>
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<tr>
<td>51-55</td>
<td>Retirement Planning</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>56-60</td>
<td>Retirement Living</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>46-60</td>
<td>Total Disengagement</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>16</td>
</tr>
</tbody>
</table>
Case Study: Jamye Jones
Whether to Reenter the Labor Force

Jamye Jones is a 37-year-old woman who came to the counseling center for help in deciding whether or not to return to college to prepare for a new field of work. At 23, she had become a full-time homemaker upon the birth of her first child; before that, she was employed as a physician's assistant.

The ACCI indicates that her concerns lie clearly with Exploration, focusing especially on the tasks of crystallizing and specifying a vocational preference, and of planning accordingly and acting.

She is not yet seriously concerned with establishing herself in an occupation or with looking ahead to retirement: she evidently feels secure in her home situation and confident of her economic future.

Other inventories showed Jamye to have an interest in teaching.

In interviewing, the counselor should ascertain how much she knows about teaching. One of the counselor's tasks is to help her to develop concrete plans for clarifying her occupational career goals and to take the necessary steps to qualify for and reenter the work force.

Career Adapt-Abilities Scale
Career Adapt-Abilities Scale (CAAS)

• Operationalizes Savickas’ construct of career adaptability (Savickas, 2011)

• Adaptability: The ability to perform behaviors that address changing conditions
  • i.e. the ability to adapt
  • “a psychosocial construct that denotes an individual's **resources** for coping with current and anticipated developmental tasks, occupational transitions, and work traumas” (Savickas, 1997)

• Adaptability resources
  • “are the self-regulation capacities that a person may draw upon to solve the unfamiliar, complex, and ill-defined problems presented by developmental vocational tasks, occupational transitions, and work traumas.”
Career Adapt-Abilities Scale

- 4 scales
  - Concern
  - Control
  - Curiousity
  - Confidence
- Each Scale contains 6 items (total of 24)
- Total score represents your career adaptability
- For use with adolescents and adults
CAAS: Concern Scale

• Concern - extent to which an individual is oriented to and involved in the process of planning future career moves.

• You can make better choices and work changes by anticipating what you must do in the future and making a plan. You must first become aware of the changes and choices that you must make in the immediate and intermediate future. Anticipating the decisions and the moves that you will have to make should prompt you to become involved in preparing to do so.
CAAS: Control Scale

• Control - extent to which an individual feels a responsibility for building a career.

• You can build a better career by being decisive and conscientious rather than relying on chance or luck. It is important to be proactive rather than reactive. Take a disciplined, deliberate, goal-oriented, and organized approach in choosing goals and then entering positions that allow you to achieve those goals.
CASS: Curiosity Scale

- Curiosity-extent to which an individual is exploring the work world and seeking information about occupations and their requirements.

- You can reduce confusion about managing your career by exploring your own abilities and interests along with occupation and opportunities that fit your personality and talents. The information you have is the limit of your possibilities. Increasing information increases opportunities and alternatives.
CAAS: Confidence Scale

• Confidence - extent to which an individual has faith in her or his ability to make and carry out wise career decisions and realistic occupation choices.

• By working up to your ability and learning new skills you will succeed in solving the problems and overcoming the challenges involved in career decision making and moving to new occupational positions. You must trust in your ability to handle the complex challenges that you might face as you seek and enter a new job and develop your career.
Career Adapt-Abilities Scale

Directions

Different people use different strengths to build their careers. No one is good at everything, each of us emphasizes some strengths more than others. Please rate how strongly you have developed each of the following abilities using the scale below.

<table>
<thead>
<tr>
<th>Strongest</th>
<th>Very Strong</th>
<th>Strong</th>
<th>Somewhat Strong</th>
<th>Not Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
CAAS: Items

How strongly you have developed each of the following abilities…

- Concern
  - Thinking about what my future will be like
  - Concerned about my career

- Control
  - Making decisions by myself
  - Taking responsibility for my actions

- Curiosity
  - Becoming curious about new opportunities
  - Probing deeply into questions that I have

- Confidence
  - Overcoming obstacles
  - Solving problems
## Career Adapt-Abilities Scale Results

<table>
<thead>
<tr>
<th>Scale</th>
<th>Score</th>
<th>View Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern</td>
<td>22</td>
<td><img src="image" alt="View" /></td>
</tr>
<tr>
<td>Control</td>
<td>19</td>
<td><img src="image" alt="View" /></td>
</tr>
<tr>
<td>Curiosity</td>
<td>16</td>
<td><img src="image" alt="View" /></td>
</tr>
<tr>
<td>Confidence</td>
<td>17</td>
<td><img src="image" alt="View" /></td>
</tr>
</tbody>
</table>

![Graph](image)
Career Adapt-Abilities Scale
Concern Scale

Concern - extent to which an individual is oriented to and involved in the process of planning future career moves.

You can make better choices and work changes by anticipating what you must do in the future and making a plan. You must first become aware of the changes and choices that you must make in the immediate and intermediate future. Anticipating the decisions and the moves that you will have to make should prompt you to become involved in preparing to do so.
<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>Strongest</th>
<th>Very Strong</th>
<th>Strong</th>
<th>Somewhat Strong</th>
<th>Not Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Thinking about what my future will be like</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Realizing that today's choices shape my future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Preparing for the future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Becoming aware of the educational and vocational</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Planning how to achieve my goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Concerned about my career</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CAAS – Results Page (Concern Scale)
CAAS: Interventions

- Psycho-educational
- Use Integrative Interpretation
- Low Concern
  - Time perspective
- Low Control
  - Decision-making and assertiveness training
- Low Curiosity
  - Information-seeking and exploration training
- Low Confidence
  - Self-efficacy and self-esteem
See two attachments. The manuscript will appear in June 2012 JVB. The attached manuscript introduces the special issue which contains reports on the CA-AS from 13 countries. Eventually, we will make rationales for each scale and item, similar to what we published for CMI-form C. Interpretation is similar to CMI. I also attached something I wrote specifically for you years ago. It still holds.
References


