Table of Contents

Forewordiii	Individual Learning Plans	
Dedication iv	Using Individual Learning Plans	. 26
Acknowledgementsv	Differences between Individual Learning	
About the Authorvi	Plans and Individual Career Plans	. 26
Preface vii	CHAPTED 4. CAREER RESOLUTOES	27
	CHAPTER 4: CAREER RESOURCES	
CHAPTER 1: INTRODUCTION	Key Concepts to Remember from the Chapter	
Purpose	Introduction	. 21
Assumptions3	The Cognitive Information Processing Approach to Career Choice	27
Effective Use of This Handbook	The Pyramid of Information Processing Domains	
	The CASVE Cycle	
CHAPTER 2: CAREER SERVICES6	Serendipity and the CASVE Cycle	
Key Concepts to Remember from the Chapter 6	Versions of the Pyramid and CASVE Cycle	. 31
Introduction	Used by Adolescents and Adults	31
A Differentiated Service Delivery Model 6	Potential Misconceptions about the CIP Approach	
Readiness for Career Decision Making6	The Career Resource Room	
Three Levels of Service Delivery 8	Selecting a Name for the Space that	. 55
Self-Help Services	Appropriately Communicates the Function	
Support Provided By Practitioners and	of the Room	. 33
Administrative Staff in Self-Help Services 9	Selecting, Organizing, and Maintaining	
Brief Staff-Assisted Services	Career Resources	. 34
Drop-in Career Services9	Establishing the Optimum Number of Resources	
Career Courses with Large Group Interaction 10	that are Available in the Resource Room	. 34
Short-Term Group Counseling10	Use of Color Coding in the Resource Room	. 34
Workshops	Providing Resources for Adolescents and	
Individual Case-Managed Services	Adults with Special Needs	. 35
Individual Counseling12	Designing the Physical Space for the Career Resource Room	2.5
Career Courses with Small-Group Interaction 13		
Long-Term Group Counseling	Staff Roles in the Career Resource Room	
Seven-Step Service Delivery Sequence	Web Sites	. 36
Four-Step Model for Promoting Effective Use of	Use of a Career Center or School Web Site by	27
Assessment and Information Resources	Level of Service Delivery	
Integrating Service Delivery Models	Need-Based versus Resource-Based Web Site Design	
Service Delivery at a Distance	Integrating Web Site Use and Distance Counseling	. 38
Collaboration in the Delivery of Career Services 17	Potential Ethical Problems in Web Site Design and Use	38
Core versus Specialized Career Services	Information Handouts	
•	Use of Information Handouts by Level	. 50
CHAPTER 3: SERVICE-DELIVERY TOOLS19	of Service Delivery	. 38
Key Concepts to Remember from the Chapter 19	Topics and Content for Information Handouts	
Introduction	Integrating Information Handouts and	
Signage	Resource Guides	. 39
Map	Design of Information Handouts	
Resource Guides	The Process for Creating Information Handouts	
Topics for Resource Guides	Providing Access to Information Handouts	
Developing an Appropriate Number of	Core versus Specialized Career Resources	
Resource Guides	1	
Design of Resource Guides	CHAPTER 5: EVALUATION AND	
Effective Resource Guide Design	ACCOUNTABILITY	
Process for Creating Resource Guides	Key Concepts to Remember from the Chapter	
Providing Access to Resource Guides	Introduction	
Diagnostic Assessment	Evaluation	
Diagnostic Measures	Formative and Summative Evaluation	
Diagnostic Interviews	Formative Evaluation	. 43
-	Summative Evaluation	. 44

Participation of Adolescents, Adults,	(4) Train Staff in Pilot Sites	
and Staff in Evaluation	Plan Staff Training for the Pilot Sites	63
Use and Development of Evidence-Based Practice 44	Provide Staff Training in the Pilot Sites	63
Accountability	Conduct a Formative Evaluation of	
A Five-Step Model of Accountability 45	Staff Training in the Pilot Sites	
Diagnosis	Communicate with Staff and Stakeholders	
Prescription	(5) Conduct Pilot Testing	63
Process	Conduct the Pilot Test	63
Outputs45	Evaluate Progress in Pilot Testing	63
Outcomes	Prepare to Market Career Resources and	
Sources of Accountability Data	Services to the Public	
	Communicate with Staff and Stakeholders	
CHAPTER 6: IMPLEMENTING CAREER	(6) Train Staff in All Career Centers and Schools	
RESOURCES, SERVICE-DELIVERY TOOLS,	Revise the Plan for Staff Training as Needed.	
AND SERVICES	Conduct Staff Training	64
Key Concepts to Remember from the Chapter 47	Market Career Resources and Services	
Introduction	to the Public	
Assumptions about Implementation51	Communicate with Staff and Stakeholders	
An Eight-Step Implementation Model52	(7) Deliver Career Resources and Services	65
(1) Evaluate Current Career Resources,	Deliver Career Resources and Services in	
Service-Delivery Tools, and Services	Career Centers and Schools	65
Prepare for Evaluation	Market Career Resources and Services	
Assess Needs	to the Public	
Evaluate Current Career Resources,	Communicate with Staff and Stakeholders	65
Service-Delivery Tools, and Services 55	(8) Conduct Ongoing Evaluation and	65
Prepare for Implementation	Continue Accountability	03
Communicate with Staff and Stakeholders 56	Collect, Analyze, and Interpret Evaluation Data	65
(2) Select, Adapt, Revise, and Develop	Collect, Describe, and Disseminate	05
Improved Career Resources, Service Delivery	Accountability Data	65
Tools and Services	Communicate with Staff and Stakeholders	
Prepare for Improving Career Resources,	Communicate with Start and Starcholders	05
Service-Delivery Tools, and Services 56 Improve Career Resources, Service-Delivery	CHAPTED TANAMAN AND ENTERTION A	
Tools, and Services	CHAPTER 7: MAKING IMPLEMENTATION A SUCCESS	66
Plan and Use a Formative Evaluation of	Nature of the Organization	
Resources, Service-Delivery Tools,	Staff Participation in Decision Making	
and Services		00
Explore Opportunities for Collaboration	Accepting the Continuing Nature of Implementation	66
with Other Organizations60	Cultivating Attitudes of Cautious Optimism	
Communicate with Staff and Stakeholders 61	and Persistence	67
(3) Integrate Improved Career Resources,	Using Empowering Language	
Service-Delivery Tools, and Services with	Implementing Change	
Existing Career Resources, Service-Delivery Tools, and Services	Consistent Leadership	
Prepare for Integrating Career Resources,	Allocating Adequate Time and Effort	
Service-Delivery Tools, and Services 61	for Implementation	67
Integrate Improved and Existing Career	Being Clear About Staff Roles in	
Resources, Service-Delivery Tools,	Implementing Change	68
and Services	Proactively Addressing Staff Resistance to Change .	68
Plan Strategies for Summative Evaluation	Providing Effective Staff Training	68
and Accountability 62	Willingness to Repeat Steps in the	
Evaluate Progress in Integrating Career	Implementation Process	68
Resources, Service-Delivery Tools,	Cultural Issues in Implementing Change	
and Services	in Career Centers and Schools	
Plan the Specific Delivery of Resources	Cultural Differences	
and Services at Pilot Sites	Cultural Similarities	73
Prepare to Market Career Resources and Services to the Public	Relevance of the Eight-Step Implementation	_
Communicate with Staff and Stakeholders 62	Model in Various Cultures	73

CHAPTER 8: ADAPTING THE DESIGN AND IMPLEMENTATION MODELS IN THIS HANDBOOK	Table 4-2. Elements of the CASVE Cycle
Options for Adapting the Models Included in this Handbook	
Recommendations for Adaptation	Table 6-1. Effective and Ineffective Implementation of Change
Visiting the Florida State University Career Center 74	Table 6-2. An Overview of the Eight-Step Implementation Model
EPILOG	
	LIST OF FIGURES
REFERENCES	Figure 2-1. Service Delivery Sequence for Drop-in Career Services
APPENDICES81	Figure 2-2. Integrating Service Delivery Models 16
Duplication of Handouts, Forms, and Worksheets	Figure 4-1. The Pyramid of Information
in the Appendices81	Processing Domains
Powerpoint Presentations81	Figure 4-2. The CASVE Cycle
Appendix A: Glossary of Key Terms83	Figure 4-3. "What You Need to Know to
Appendix B: Key Elements in Designing and Implementing Career Resources and Services 86	Make a Career Choice"
Appendix C: Template and Example of a	Make a Career Choice"
Resource Guide91	Figure 6-1. An Eight-Step Model for Implementing
Appendix D: Identifying Potential Career Resources and Services for Resource Guides93	Improved Career Resources, Service-Delivery Tools, and Services
Appendix E: Resource Guide Worksheet	Figure 7-1. Options for Reconsidering Resources,
Appendix F: Individual Learning Plan	Service-Delivery Tools, and Services
Appendix G: Example of a Completed Individual	after Problems are Identified
Learning Plan	Figure 7-2. Integrating or Improving Resources,
Appendix H: Example of an Information Handout105	Service-Delivery Tools, and Services after Problems are Identified in Training Staff in
Appendix I: Implementation Checklist 108	Pilot Career Centers and Schools
Appendix J: Managing Implementation of	Figure 7-3. Retraining of Staff after Piloting,
Improved Career Resources, Service	Reintegrating or Changing Resources, Service
Delivery Tools, and Services	Delivery Tools, and Services after Problems
	are Identified in Pilot Testing
AUTHOR AND SUBJECT INDEX	Figure 7-4. Options for Repeating Previous Steps after Initial Completion of the Implementation
LIST OF TABLES	Model
Table 1-1. Organizing Key Concepts	Figure 7-5. Complete Eight-Step Implementation
Table 2-1. Three Levels of Service in the	Model for Improved Career Resources, Service-Delivery Tools, and Services Showing
Differentiated Model of Service Delivery 8	all Options for Repeating Steps as Needed
Table 2-2. The Seven-Step Service Delivery Sequence 13	an options for responding steps as recoded
Table 4-1. Elements of the Pyramid of Information	
Processing Domains 28	