

Career Intake & Counseling Scale Administrator's Guide

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This brief guide was written to provide additional information for professionals using the Career Intake & Counseling Scale (*CICS*). The *CICS* helps individuals identify their main concerns and the primary reasons for their lack of effective career development and success. In addition, the *CICS* helps career and employment counselors gather intake information that can aid them in conceptualizing their cases and developing effective treatment plans for their clients. It is designed to be self-scored and self-interpreted without the use of any other materials, thus providing immediate results for the respondent and/or counselor. It is appropriate for a wide variety of audiences, from high school to adult.

Summary and Background

Anyone seeking career assistance needs to have a comprehensive, detailed plan for how to proceed in order to further develop their career and attain long-term career success. Most often, career and employment counselors will simply ask clients what their needs are and how they can help. The problem with this approach is that most clients do not know what they need in order to be more successful, and do not know how to go about setting goals and working toward their goals. For career and employment counselors to be more successful in developing a treatment plan for their clients, they need a structured intake assessment that identifies client needs and concerns and provides a structured plan for treating their clients. The following sections will describe the treatment planning process in career counseling, provide treatment-planning basics, describe how an intake assessment can be integrated into the treatment-planning process, and describe how the *CICS* was developed.

Treatment Planning in Career Counseling

Treatment planning is a process that has been talked about more in relation to career counseling. While having a plan for the treatment of clients has always been seen as a critical component in mental health counseling, career counselors have begun to see the value of having a plan for helping their clients be more successful in developing long-term and short-term career goals.

According to the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 2013), the intake interview, assessment, and development of a treatment plan are the first steps in effective counseling. Seligman (2004) added a definition of treatment planning:

Treatment planning is plotting out the counseling process so that both counselor and client have a road map that delineates how they will proceed from their point of origin (the client's presenting concerns and underlying difficulties) to their destination, alleviation of troubling and dysfunctional symptoms and patterns, and establishment of improved coping mechanisms and self-esteem (p. 161).

Treatment plans can benefit both client and career counselor. Clients are served by having a written plan that details the specific issues that will become the focus of the career counseling sessions. Thus, career counselors will not lose track of the most important issues and needs to be addressed for client success. Treatment plans also force career counselors to think critically about the career counseling interventions that will best help clients develop their career and be more successful. Liptak (2001) stated that “because a formalized plan is developed to guide the career counseling process, career counselors are forced to stay on track and not stray from the client’s stated goals and objectives” (pp. 18-19).

Liptak (2001) suggested that career counseling should not be interested in a quick fix for clients. Rather it is an interpersonal process in which clients and career counselors develop long-term plans for treatment. He said that “career counselors are often eager to simply learn several career counseling theories and some techniques from each theory so that they have a ‘quick fix’ solution to the clients’ problems” (p. 17) and that a comprehensive treatment plan needed to be developed on all clients based on their diagnosis.

Bedi (2004) felt that as career counselors begin to see the interface of career counseling and personal, they need a system for planning the treatment of their clients. Liptak (2005) also felt the need for the systematic integration of personal counseling and career counseling. He said that career counselors needed an intake system and a framework to be able to successfully move back and forth between the two. Similarly, Peterson and Gonzalez (2005) agreed that personal and career counseling “no longer need sharp distinctions, because people who come for career counseling often require both, and the reverse is often true” (p. 270)

Seligman (2004) suggested that treatment plans play many important roles in the counseling process:

1. They provide assurance that career counseling is likely to succeed
2. They enable counselors to demonstrate accountability and effectiveness
3. They specify goals and procedures to help counselors track progress, determine if goals are being met, and facilitate revision of the goals
4. They provide structure and direction for the counseling process

As you can see, the foundation of treatment plans in career counseling is gathering data about how clients' career-related problems present themselves in the client's life and career.

Treatment Planning Basics

Liptak (2001) proposed that because the workplace is becoming much more complex, career counselor need to view their clients through a wide variety of perspectives, and treatment plans are a key for plotting out the process of career counseling so that both the client and counselor have a road map for how they will proceed. Liptak believes that "the foundation of career counseling treatment plans is the data gathered regarding how the problem presents itself in the client's life" (p. 19). He suggested that there are six phases in developing a treatment plan:

Phase I: Intake Assessment – In effective career counseling sessions, clients are seen for an intake session before treatment begins. The focus of an intake is to "gather enough information about the client to begin to formulate an effective treatment plan" (Liptak, 2001, p. 19).

Phase II: Case Conceptualization – In this phase, career counselors conceptualize the most significant problems identified in the Intake Phase. Career Counselors will work to identify specific symptom patterns that will become the focus of treatment.

Phase III: Goal Development – In this phase, career counselors and clients collaboratively establish broad goals indicative of the client's problems. These goal statements are often expressed as global, long-term objectives that will guide the treatment process.

Phase IV: Constructing Objectives – In this phase, career counselors and clients construct specific objectives that are stated in behaviorally measurable terms. Timetables for completion of the goal can help to keep counselors and clients on track.

Phase V: Interventions – In this phase, career counselors identify specific actions that need to be taken to help clients achieve their goals and objectives. The actions should be tied to the pattern symptom identified in the Intake Phase of the career counseling process.

Phase VI: Evaluation and Termination – In this phase, career counselors evaluate the effectiveness of the interventions being used in the treatment of specific client problems.

Schwitzer and Rubin (2011) later said that a set of clinical thinking tools is required by which counselors "can describe a client's functioning, gain an understanding of the person's situation and needs, identify goals for change, and decide on the most effective interventions for reaching these goals" (p. 28). Their model consists of three components including:

Diagnosis, a tool for describing client needs – They suggested that counselor need a tool for describing and categorizing client needs in a counseling situation. This tool should not reflect any specific theoretical orientation, but should help counselors across agencies to understand specific client needs.

Case Conceptualization, a tool for understanding these needs – They suggested that counselors next need to be able to make sense of the client’s skills. Case conceptualization skills include counselors being able to conceptualize a framework for working with clients. Case conceptualization consists of three steps including: evaluation of client concerns through measurement, organization of this assessment information based on patterns and themes, and select a theoretical orientation and tools for meeting the client’s needs. After the completion of case conceptualization, the counselor should have a picture of what lead to the client concerns, what features are maintaining or perpetuating the problem, and what tools and techniques will best address, reduce, manage or resolve the clients’ issues.

Treatment Plan, a tool for addressing these needs to bring about change. Once counselors have assessed and made their diagnosis and conceptualized the case, they need a coherent plan of action. Treatment plans are blueprints for the counseling process based on the themes that need addressed. They conclude that basic treatment plans have four steps including:

- Behaviorally define the career counseling problems to be addressed as a list of the issues that will be the focus of counseling
- Achievable goals are selected by prioritizing the client needs into a hierarchy of urgency
- Types of interventions are determined by taking into account the client’s particular situation and dynamics
- Explore how to know when changes have been measured and outcomes met through such means as pre- and posttesting, observation, and client reports (p. 33).

Treatment plans in career counseling help the counselor and the client track their progress and determine the effectiveness in which goals are being met. They can help the client know how effective their career-counseling sessions are, and also to help career counselors be more accountable. This model is being used as a framework in the development of the Career Intake & Counseling Scale.

Intake Assessment in Career Counseling

Liptak (2001) felt that the first and most important step in developing an effective treatment plan was an effective intake assessment. Similarly, America’s Career Resource Network (2003) suggested that comprehensive career planning, based on client strengths and needs, can lead to improved educational attainment and increased retention rates, higher levels of work satisfaction and career retention, and is positively linked to shorter periods of unemployment. Zunker (2006) felt that identifying problems that can interfere with career choice and development are at the heart of most career intake interviews.

An intake can provide career counselors with valuable information about clients and their primary concerns and is usually a combination of an intake assessment and a conversation about the issues that bring each client in for career counseling. Career counselors need to be able to make sound decisions so that their interventions fit through the appraisal of client needs and strengths. Capuzzi and Stauffer (2012) suggested that by using objective and subjective methods of appraisal, career counselors “are better able to develop plans that aid their clients in identifying problems and discovering effective problem-solving strategies” (p. 417). Intake assessments in career counseling can promote discussion about the goals and direction of the counseling sessions, and encourage independent thinking and reflection in clients.

Intake assessments serve to categorize client concerns so that these concerns can be dealt with effectively. Amundson (2003) said that the career intake process can be a messy one because most people come to counseling with problems that are not easy to categorize, but must be categorized. By categorizing career issues that are blocking client’s career development, career counselors can develop a comprehensive plan for treating their clients. Liptak (2001) suggested that intake assessments can assess the urgency of client concerns and allow career counselors to gather enough information to develop an effective plan for treatment.

Many career counselors utilize the intake assessment several times throughout the course of career counseling. Gysbers, Heppner, and Johnston (2003) felt that career counselors need to be careful and conduct career intakes multiple times during their career counseling sessions with clients. They suggested that “client presenting problems are only a beginning point, and as counseling unfolds, other problems emerge” (p. 3). Zunker (2006) said that career counselors “are encouraged to expand the career counseling intake to incorporate a more holistic approach when identifying client problems” (p. 149-150). He said that intake interviews assist clients in developing self-understanding, forming conclusions, identifying strengths and weaknesses, setting goals and identifying alternative actions.

Liptak (2001) concluded that an intake assessment is the first important step in the process of career counseling. He suggested that “in career counseling, accurate interviewing and assessment are critical in diagnosing the client’s problem and in developing and implementing an effective treatment plan” (p. 29). Some of his thoughts about the purpose of intake assessments include:

- Intake assessments will probably take place in the first meeting with a client.
- Intake assessments will include a process that is much more than gathering background information.
- The purpose of an intake assessment is to formulate a diagnosis and develop a treatment plan.
- Intake assessments help to determine whether clients can be treated or should be referred to another agency.
- Intake assessments provide career counselors with an opportunity to explore the client’s fears, motivation and commitment.
- Intake assessments help clients tell their unique story.

- Intake assessments allow career counselors to know as much as possible about their clients and the contexts in which their concerns occur.

Career counselors must be responsible for helping their clients address issues of career satisfaction and adjustment by initially identifying client desires, needs, competencies, and challenges (Capuzzi & Stauffer, 2012). Bezanson (2004) suggested that the term collaborating professional replace the term counselor, and that the client and collaborating professional co-construct a reality or framework that acts as a knowledge base from which to begin developing a plan of action. As can be seen, the *CICS* can be very beneficial as an intake assessment to help career and employment counselors develop a conceptualization of their cases, develop goals to enhance the client's career development, and create an effective treatment plan. The next section will describe the need for the *CICS*.

Need for the *CICS*

The *Career Intake and Counseling Scale (CICS)* is designed to meet the need for a brief assessment instrument that acts as an intake for clients requesting career counseling services. The *CICS* is based on the notion that as career development and career counseling becomes more complex, there is an increasing need for tools to help career counselors gather information about their clients, conceptualize client cases, and develop an effective treatment plan for helping clients develop in their careers effectively. Liptak (2001) found that “a well-written treatment plan will clearly stipulate the client's presenting problems and the intervention strategies that will facilitate the career counseling process” (p. 19).

Career counselors have increasingly seen the need to follow treatment plans in helping their clients be more successful. As the use of treatment plans grows in working with clients who present career-related issues, so does the need for effective intake assessments. Intake assessments allow career counselors to conceptualize their clients most significant and urgent problems. Liptak (2001) said that “each individual client will present his or her story in a unique manner with regard to how the problems present themselves” (p. 19).

The *CICS* is designed to help career counselors to help their clients to explore their most urgent presenting problems, identify specific symptom patterns, and focus treatment based on information gained from the intake assessment.

The *CICS* is intended for use in any type of program that provides career counseling, job search assistance, or vocational guidance including comprehensive career guidance programs, employment counseling programs, rehabilitation counseling programs, college counseling centers, college career centers, outplacement programs, prisons and parole-oriented programs, military transition programs, One Stop Centers, school-to-work programs, welfare-to-work programs, and employee development programs.

Administration and Interpretation

The *CICS* has been designed for ease-of-use and can be administered electronically or in print format. It can be easily scored and interpreted by the respondent. The assessment consists of 50 items that have been grouped into five scales that are representative of the threats and barriers to career development identified in the literature. The print assessment includes scoring directions. (Scoring is done automatically on the electronic, web-based assessment.) Both print and electronic versions of the assessment includes a profile and interpretation guide, a Suggestions for Attaining Career Success checklist, and a My Career Success Plan form.

The *CICS* can be administered to individuals or to groups. It is written for individuals at or above the 7th grade level. Since none of the items are gender-specific, the *CICS* is appropriate for a variety of audiences and population.

Steps of the CICS

The *CICS* is simple to take and can be easily scored and interpreted. Each assessment contains 50 statements that are related to client career concerns. Each statement asks test takers to rate how well the statement describes their level of concern on a 3-point scale ranging from “A Major Concern” to “Not a Concern.” The *CICS* also includes scoring directions, a scoring profile, descriptions of the five essential career intake areas, and an interpretive guide that helps test takers to connect their results to strategies that can help them to overcome career barriers and concerns and a space is provided for test takers to develop a career success plan. The *CICS* uses a series of steps to guide respondents. In Step 1, respondents are asked to circle the response that represents their answers for each of the 50 statements. Respondents are asked to read each statement and circle the response that describes them based on the following Likert-scale choices:

A Major Concern *Somewhat of a Concern* *Not a Concern*

Each of the scales is made up of 10 items that represent specific career concerns being measured by the *CICS*.

In Step 2 respondents add their scores for each color-coded scale. (In the electronic, web-based version, this step is done automatically for the test taker. The subsequent steps are then renumbered.) Step 3 provides a chart which allows test takers to chart their scores from 10 to 30. Results are recorded in the Intake Profile table. This Intake Profile table helps respondents to understand their scores better. Step 3 also helps test takers to interpret what their scores mean by providing descriptions of the five scales. Step 4 helps test takers explore activities for developing a long-term satisfying career by setting short-term career goals. Step 5 encourages test takers to develop a career success plan, and apply what they have learned to assist them in career and life transitions.

Understanding and Interpreting CICS Scores

The *CICS* yields content-referenced scores in the form of raw scores. A raw score, in this case, is the total of the numbers circled for each of the ten self-report career concern statements for the five scales. The performance of individual respondents or groups of respondents can only be evaluated in terms of the mean scores on each of the scales.

Each respondent will get a score falling into one of the following three categories:

Scores from 10 to 16 are low and indicate that clients need limited additional career counseling and career planning in this area. This probably means that they feel they have the skills and/or resources in this area to find and be successful in a job. The activities in Step 4 will help them to develop skills for meeting their most pressing career needs and concerns.

Scores from 17 to 23 are average and indicate that clients need some additional career counseling and career planning in this area. This probably means that they feel they have some of the skills and/or resources in this area to find and be successful in a job, but they could use some additional career counseling. The activities in Step 4 will help them to develop skills for meeting their most pressing career needs and concerns.

Scores from 24 to 30 are high and indicate that clients need a great deal of additional career counseling and career planning in this area. This probably means that they feel they do not have many of the skills and/or resources in this area to find and be successful in a job, and they could use career counseling. They should make every effort to acquire the skills they need to be successful in this aspect of your career. They also need to seek out programs, professionals, and others who can help them. The activities in Step 4 will help them to develop skills for meeting their most pressing career needs.

Respondents generally have one or two areas in which they score in the high or average categories. The respondents should concentrate on exploring their strengths and weaknesses first. However, they should also look for ways to use their scores to enhance their chances of personal and career success. This is best accomplished by having respondents complete all of the activities in Step 4. This will help them to think about important methods for overcoming personal concerns and barriers, identify educational and training opportunities, developing a career, searching for a job, and transitioning into the workforce.

Keep in mind that it is not necessary to score high on every scale on the *CICS*. This assessment is designed to help people identify career deficiencies, barriers and needs that may be keeping them from being more successful in their professional lives and careers.

Alternatively, some respondents may score in the average or low ranges for most or all of the five scales. If this is the case, the person may need to work very hard to develop the necessary career goals and a plan for attaining the goals. For these people, it may be beneficial to focus on strengthening one area, rather than trying to tackle all scales with a low-range score.

Scales Used on the CICS

Because the primary objective of this instrument is to help people identify the types of career activities they need to address in order to reach long-term goals and attain career success. The *CICS* is organized around five scales that represent major career deficiencies that keep people from being successful. These scales were chosen as representative based on a literature review related to concerns and barriers people have in developing a career. They are as follows:

I. Personal Barriers

High scores on this scale indicate that it is important for you to get help in meeting your basic needs to be more employable. You may need help in finding a place to live while you are unemployed, being able to afford food for yourself and your family, buying clothes for work, finding medical and dental care you can afford, making enough money to live on, and being able to afford a car or public transportation. You may need to learn more about government agencies that can help you meet your basic needs and the needs of your family.

II. Education and Training

High scores on this scale indicate that it is important for you to get additional training and/or education in order to be more employable. You may need help in learning better study skills, test-taking skills, or basic academic skills to succeed. You may need help in finding a way to finance additional educational opportunities. You may not know about available financial assistance, or you may not be aware of the costs of going back to school. You may need help in overcoming certain social barriers to education such as poor health, lack of partner/family support, living in an isolated area, or have mental and/or physical disabilities that interfere with educational attainment. You may also have to deal with family responsibilities that interfere with getting additional education.

III. Career Development

High scores on this scale indicate that it is important for you to learn more about the career development process in order to be more employable. You may not have defined a clear career path or started to look at yourself or potential careers. You may also not know much about jobs that match your interests, skills, and personality. You may need to set career goals and identify ways to meet these career goals. You may also need some counseling about career decision making and ways to implement your career goals.

IV. Job Search

High scores on this scale indicate that it is important for you to plan and organize your job search in order to be more employable. You need help in the process of looking for a job, learning more about how to network for employment, learning how to talk about your experiences in employment interviews, exploring jobs of interest, and learning how

to overcome gaps in your employment history. Your career counselor can also teach important job search skills such as writing a resume and cover letter, developing a portfolio, and learning how to answer interview questions effectively.

V. Job Transition

High scores on this scale indicate that it is important for you to learn more about working at a job to be more employable. You need help in learning how to be more dependable and reliable in the workplace. You need career counseling about how to be a good follower of your supervisor, how to effectively communicate with co-workers, and learn techniques that will ensure you are promoted. You need help in developing your career and how to transfer skills from job to job or assignment to assignment.

Illustrative Case Using the CICS

Profile Results for Sarah: Sarah is a homemaker returning to the workplace. She voluntarily left the workplace in order to raise her young children. She has a high school diploma and previously worked for three years as a cashier in a local supermarket. She is married and her husband currently works as an auto mechanic in a garage in the community. Now that her children are in school, Sarah wants to return to the workplace, but does not know how. She did not like working as a cashier and wonders if she should look for a different type of job. The problem is that she does not know what she is good at and what she might like to do. She knows that she needs career counseling, but is not sure where to begin. She completes the *CICS* to help her identify her most pressing needs and concerns for developing her career.

Her scores on the *CICS* included (scores range from 10 to 30):

Personal Barriers = 18 (average)

Education and Training = 25 (high)

Career Development = 27 (high)

Job Search = 19 (average)

Job Transition = 15 (low)

As can be seen from her results on the *CICS*, Sarah needs to overcome multiple barriers in order to be more successful in the workplace. She scored in the High range on the Career Development and Education and Training scales. Most importantly, she needs to deal with her needs related to her career development. Sarah needs help in exploring her interests, skills, values, and personality. She does not know what types of jobs best fit her personal characteristics. After learning more about herself, she will need to learn more about jobs she likes by researching them on the Internet, by reading books about them, or by talking to people who work in them. She will also need to develop a long-range career

plan by describing the steps she will take within 3 months, 6 months, 1 year, 2 years, 3 years, 4 years, and 5 years. Because Sarah's Education/Training score is high, she needs help in obtaining additional education and/or training. She will need to explore adult education programs, community colleges, or other community resources to gain more education. She will benefit by talking to a financial aid counselor at schools of interest and learning more about financial aid resources and student loans. She will also need to develop better study skills and overcome her learning difficulties.

Research and Development

This section outlines the stages involved in the development of the *CICS*. It includes guidelines for development, item construction, item selection, item standardization, and norm development and testing.

Guidelines for Development

The *CICS* was developed to fill the need for a quick, reliable instrument to help people identify their strong and weak areas in developing long-term career success, set goals for enhancing their career development, and develop a treatment plan for overcoming weak areas and creating a career success plan.

The inventory consists of five scales, each containing ten statements that represent the scales. It also provides counselors and job search specialists with information that they can use to help their clients and students be more successful in a variety of career counseling situations. The *CICS* was developed to meet the following guidelines:

- 1. The instrument should measure a wide range of career intake areas.** To help people identify their career strengths and deficiencies, five scales were developed that were representative of critical career components reviewed in the literature. The five scales on the *CICS* included Personal Barriers, Education & Training, Career Development, Job Search, and Job Transition.
- 2. The instrument should be easy to use.** The *CICS* uses a three-point Likert question-answer format that allows respondents to quickly determine their career development needs and set long-term career goals. The consumable format makes it easy to complete, score, and interpret the assessment and helps people explore their career development strengths and weaknesses.
- 3. The instrument should be easy to administer, score, and interpret.** The *CICS* utilizes a consumable format that guides the test-taker through the five steps necessary to complete the *CICS*.
- 4. The instrument should not be gender biased.** Norms for the *CICS* have been developed for both men and women.

5. **The instrument should contain items which are applicable to people of all ages.**
 Norms developed for the *CICS* show an age range from 18-59.

Scale Development

Scale development for the *CICS* was based primarily on a review of the literature related to the importance of career goal-setting and treatment planning in creating a successful long-term career. Many researchers have developed models for intake interviewing in the career counseling process. Isaacson & Brown (1997) developed a goal setting model that served as the basis for their book *Career Information, Career Counseling & Career Development*. Table 1 shows the correlation between their model and the scales on the *CICS*.

Table 1 Comparison of Isaacson & Brown's <i>Career Information, Career Counseling & Career Development</i> model and the scales on the <i>Career Intake & Counseling Scale</i>	
Career Intake Categories	<i>Career Intake & Counseling Scales</i>
Personal Factors Influencing Work	Personal Barriers
Career Development & Education	Education and Training
Career Development Needs	Career Development
Outplacement & The Job Search Process	Job Search
Preparing for Work	Job Transition

Similarly, Liptak (2001), suggested a treatment planning model for career counseling that integrates the critical aspects that career counselors need to explore in order to help clients meet their career goals, develop their careers, and attain long-term career success. Table 2 shows the correlation between Liptak's treatment planning model and the scales on the *CICS*.

Table 2 Comparison of Liptak's treatment planning model and the scales on the <i>Career Intake & Counseling Scale</i>	
Treatment Planning Model	<i>Career Intake & Counseling Scales</i>
Personal Development	Personal Barriers
Education Barriers	Education and Training
Career Choice	Career Development
Job Search	Job Search
Job Implementation	Job Transition

Many researchers have identified the critical issues that are faced by people who have become unemployed and are seeking a new job. Campbell and Cellini (1981) completed a classic study and presented a model for understanding and treating adult career concerns. Table 3 shows the correlation between their model and the scales on the *CICS*.

Table 3 Comparison of the Taxonomy of Adult Problems and <i>Career Intake & Counseling Scale</i>	
Taxonomy of Adult Career Problems	Career Intake & Counseling Scales
Problems with barriers related to characteristics of the individual and characteristics external to the individual	Personal Barriers
Problems related to preparation and keeping up with technological advances	Education and Training
Problems in getting started and planning for a career	Career Development
Problems related to searching for the best fit	Job Search
Problems related to initial entry into a profession	Job Transition

Later, the *Career Attitudes & Strategies Inventory* (Holland & Gottfredson, 1994) was developed to help clients explore the beliefs, events, and forces affecting their career as well as a way to identify influences or problems requiring further discussion and exploration. Table 4 shows the correlation between the *CASI* and the scales on the *CICS*.

Table 4 Comparison of the scales used on the <i>Career Attitudes & Strategies Inventory (CASI)</i> and the <i>Career Intake & Counseling Scale (CICS)</i>	
<i>CASI</i>	<i>CICS</i>
Career Worries Interpersonal Abuse Family Commitment	Personal Barriers
Skill Development	Education and Training
Work Involvement	Career Development
Risk-Taking Style Dominant Style Geographical Barriers	Job Search
Job Satisfaction	Job Transition

As can be seen, the scales on the *CICS* share many characteristics of other well-established theories and models related to treatment planning, goal setting and adult career concerns and is based on decades of research. All four models are considered important in attaining long-term career success and suggest that the five scales used for the *CICS* are the specific career concerns that keep people from developing their career and attaining their career goals.

Item Selection

A large pool of items which were representative of the five major scales on the *CICS* was developed and later revised. This enabled the elimination of items which did not correlate well. In developing items for the *CICS*, the author used language that is currently being used in the career and job-search literature, research, and job training and counseling programs. After the items were developed, they were reviewed and edited for clarity,

style, and appropriateness for identifying career concerns in developing a career. Items were additionally screened to eliminate any reference to sex, race, culture, or ethnic origin.

Item Standardization

The *CICS* was designed to measure career development tasks that are critical in managing career transitions, successfully developing a career, being successful in the workplace, and in setting and attaining long-term career goals. The author identified adult populations to complete the *CICS*. These populations completed drafts of the *CICS* to gather data concerning the types of career development barriers that need to be overcome in order to develop a successful career. Experts in the field of career counseling were asked to sort the items into categories to ensure item standardization. From this research, a final pool of twelve for each category on the *CICS* was chosen to administer for statistical validation.

This initial research yielded information about the appropriateness of items for each of the *CICS* scales, reactions of respondents concerning the inventory format and content, and reactions of respondents concerning the ease of administration, scoring, and profiling of the *CICS*. The data collected was then subjected to Chronbach's Alpha correlation coefficients to identify the items which best represented the scales on the *CICS*. Based on this analysis, ten items were selected for the final version of the assessment. The items accepted for the final form of the *CICS* were again reviewed for content, clarity, and style. Careful examination was conducted to eliminate any possible gender or race bias.

Reliability

Reliability is often defined as the consistency with which a test measures what it purports to measure. Evidence of the reliability of a test may be presented in terms of reliability coefficients, test-retest correlations, and interscale correlations. Tables 5, 6, and 7 present these types of information. As can be seen in Table 5, the *CICS* showed very strong internal consistency validity with Chronbach Alpha Correlations ranging from 0.87 to 0.90. All five of these correlations were significant at the 0.01 level. To establish test-retest reliability, one month after the original testing, 47 people in the sample population were retested using the *CICS* (see Table 6). Test-retest correlations for the *CICS* ranged from 0.876 to 0.901. All of these correlations were also significant at the 0.01 level and showed that the *CICS* demonstrates reliability over time. Table 7 shows the correlations among the *CICS* scales. As can be seen, all of the correlations were small. In fact, many of the scales had negative correlations. The largest correlation was for the Education and Training scale and Job Search scale ($R = 0.237$). All of the interscale correlations were much smaller, adding to the independence of each of the scales on the *CICS*.

Table 5 <i>CICS</i> Internal Consistency (Chronbach's Alpha Correlations)*	
Scales	Correlation Coefficients
Personal Barriers	0.88**
Education and Training	0.90**
Career Development	0.87**
Job Search	0.89**
Job Transition	0.90**
* N = 68 Adults; ** Correlation was significant at the 0.01 level.	

Table 6 <i>CICS</i> Stability (test-retest correlation)*+	
Scales	Correlation Coefficients
Personal Barriers	0.876**
Education and Training	0.893**
Career Development	0.901**
Job Search	0.896**
Job Transition	0.899**
* N = 47 Adults; + 1 month after testing; ** Correlation was significant at the 0.01 level.	

Table 7 <i>CICS</i> Interscale Correlations *					
Scales	Personal Barriers	Education/Training	Career Development	Job Search	Job Transition
Personal Barriers	1				
Education and Training	-0.118	1			
Career Development	0.123	0.129	1		
Job Search	0.218	0.237	0.151	1	
Job Transition	-0.117	-0.141	0.142	0.114	1
* N = 54					

Validity

Validity is often defined as the extent to which a test measures what it purports to measure. Evidence of validity for the *CICS* is presented in the form of means and standard deviations. Table 8 shows the scale means and standard deviations for men and women who completed the *CICS*.

Women scored highest on the Personal Barriers (M = 23.44) scale, followed by the Career Development (M = 21.79) scale. This suggests that for women, personal barriers

seem to be interfering with their ability to develop a long-term successful career. Therefore, career counselors must help women develop and work to achieve goals to overcome their personal barriers. Women also seem to need assistance with their career development barriers. Women scored lowest on the Job Search (M = 19.89) scale and the Job Transition (M = 20.60) scale. This suggests that women need less assistance with searching for employment and then subsequently transitioning into the workplace.

Men scored highest on the Job Search (M = 22.03) scale, followed by the Personal Barriers (M = 21.74) scale. This suggests that men tend to have the highest need for help in the more practical aspects involved in developing their career. They need help in learning more about how to search for a job, and help in dealing with the personal barriers they are confronting. Conversely, Men scored lowest on the Job Transition (M = 20.13) scale and the Career Development (M = 20.49) scales. This suggest that they may feel fairly skilled in transitioning into the workplace, and also in knowing who they are and what they want in their career development.

Overall, people completing the *CICS* scored highest on the Personal Barriers (M = 22.59) scale and lowest on the Job Transition (M = 20.36) scale. This suggests that people seeking long-term career success need help with overcoming their personal barriers first and foremost. Career counselors can best address this need by setting goals to help clients deal with the barriers that are keeping them from taking steps to develop their careers. Conversely, test takers seem to need the least amount of assistance and instruction in making the transition to the workplace once they have secured a job.

Scales	Combined Mean	Standard Deviation	Men Mean	Standard Deviation	Women Mean	Standard Deviation
Personal Barriers	22.59	3.7	21.74	3.7	23.44	3.6
Education and Training	20.57	4.1	20.49	4.1	20.64	4.2
Career Development	21.09	3.8	20.39	3.9	21.79	3.5
Job Search	20.97	3.5	22.03	3.5	19.89	3.2
Job Transition	20.36	3.9	20.13	3.7	20.60	4.0

* N = 404; Male N = 203, Female N = 201

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About the Author

John Liptak, EdD, is one of the leading developers of quantitative and qualitative assessments in the country. He is the Associate Director of Career Services at Radford University in Radford, Virginia. He provides career assessment and career counseling services for students and administers and interprets a variety of career assessments. Dr. Liptak focuses on helping students develop their careers by becoming engaged in a variety of learning, leisure, and work experiences. In addition to the *CICS*, Dr. Liptak has created the following assessments for JIST Publishing: *Re-Employment Success Inventory (RESI)*, *Life Skills Inventory (LSI)*, *Transferable Skills Scale (TSS)*, *Career Exploration Inventory (CEI)*, *Transition-to-Work Inventory (TWI)*, *Job Search Knowledge Scale (JSKS)*, *Job Survival and Success Scale (JSSS)*, *Barriers to Employment Success Inventory (BESI)*, *Job Search Attitude Inventory (JSAI)*, and *College Survival and Success Scale (CSSS)*.