

Annex 6: Career theories underpinning aspects of web delivered guidance services

<p>Information delivery</p> <p>Information advice</p> <p>Guidance training</p>	<p>Clients need Career Management Skills to make the most of the available information.</p> <p>Knowledge – how to make decisions; own interests; skills, qualities; what’s available and how to access options</p> <p>Skills – taking risks/stepping out if comfort zone; decision making; life skills – communication etc.; information management/research/; action planning; job search; networking</p> <p>Attitudes – confidence; drive; resilience; optimism; open minded/flexible; being ok with learning from mistakes</p>
<p>Self-assessment questionnaires (matching)</p>	<p>Differentialism or Trait and Factor/Person Environment Fit/Matching theories</p> <p>Frank Parsons – key principles – 1909; John Holland 60’s/1996 – 6 personality types; - Alec Rodgers – 7 point plan 1952, 1970.</p> <p>One of the most dominant models it was first proposed by Parsons in the early 1900’s and developed by Holland and Rodgers in the 50’s/60’s in a time of high employment and traditional industries.</p> <p>The ‘matching approach’ involved ascertaining the client’s skills and abilities, personal qualities and interests and matching them to the most appropriate job role. ‘Square pegs into square holes’ theory. See Holland’s Model - https://www.careers.govt.nz/assets/pages/docs/career-theory-model-holland.pdf</p> <p>Strengths</p> <ul style="list-style-type: none"> • It is a good starting point, encourages reflection and gives food for thought; • Step by step approach; • Appears measurable to policy makers; • Reassuring; • Needed for CV/applications. <p>Limitations</p> <ul style="list-style-type: none"> • People and jobs are more complex – change over time; • Doesn’t account for context/external influences/emotional influences; • Practitioner seen as expert; diagnostic model; • Provides snapshot in time – basis for computer generated questionnaires such as Kudos; Skills Health Check etc. for further exploration; • Suggests then that the individual needs a good sense of ‘self’ and the options available; • Criticised for undervaluing intuition in decision making .and what vocational opportunities may/may not be available; • Too individualistic – people are influenced by community and culture; • No account of the unpredictable; • Some sections of society may resist the matched suggestions as they don’t meet their status expectations, see one example Gideon Arulmani 2007 https://www.derby.ac.uk/media/derbyacuk/contentassets/documents/ehs/icegs/2007ArulmaniG-Pride-and-Prejudice.pdf
<p>Career counselling/guida</p>	<p>An experienced practitioner will use different theories according to the needs of the clients and circumstances. Making Sense of Career Theories https://www2.warwick.ac.uk/fac/soc/ier/ngrf/effectiveguidance/improvingpractice/theory/</p>

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making-sense/

It can include Planned Happenstance - Mitchell et al (1999) Krumboltz and Levin (2004).

A development of Social learning Theory (Bandura 1977), Mitchell and Krumboltz et al (1979, 1996)) developed the Planned Happenstance Theory. It recognises that unexpected or 'chance' events can have an impact on an individual's career path.

'Careers and seldom planned but are often developed by being aware of and acting on the landmarks that appear along the way'. Mitchell (2003).

Liane Hambly (2010) has explained this theory as being in two parts:

- Happenstance – refers to a random event (chance, fate, serendipity, the unpredictable);
- Planned – we can prepare for random events and be active agents.

Life is unpredictable – where you are born, what you are exposed to; changes in the economy; relationships; redundancy; who you meet; health etc.

Therefore, rather than have a fixed plan, individuals can prepare for random events if they are encouraged to have an open mind, actively explore, network and take vocational risks. Again LMI plays a key role in helping individuals:

- Be ready and willing to take action;
- Being open minded and flexible;
- Taking a risk and seizing the opportunity;
- Networking – being out there and talking to people;
- Being involved – voluntary work, interests, learning;
- Exploring, being curious, research;
- Staying positive/optimistic.

However, this theory may not suit all personality types. Nor does It does not offer the structure for those clients who need certainty and stability.

<http://creativecareercoaching.org/wp-content/uploads/2015/09/Career-Development-Theory-V3-excerpt.pdf>

Motivational Interviewing (MI)

Miller and Rollnick <http://www.stephenrollnick.com/about-mi.php>

Information handling is considered within MI and puts forward a relevant model that can be used within career guidance to ensure we involve the client and do not assume they know nothing.

ELICIT→→INFORM→→ELICIT

Elicit - find out what the client thinks and knows already

Inform – fill in the gaps – check if they have understood and provide further detail if necessary. This also allows the practitioner to maximise client involvement and avoid going into “expert mode”. Also allows the practitioner to notice any assumptions and misunderstanding.

Elicit – find out what the information means for the client and for their next step – do they need more info or clarification.

In this way, we can avoid overloading the client with information and tailor it to suit their specific and individual needs.