



QCF Level 6

Career Guidance and Development Theories and Models

Much of the information as well as the activities in this Career Theory Handbook has been taken from the QCF Level 6 Career Theory handbook by Liane Hambly 2010 (revised 2012)





Introduction to Unit 3

This handbook is intended to support trainee careers advisers working towards Unit 3 of the OCR Level 6 Diploma in Career Guidance and Development (2021). Unit 3 is a core unit of the qualification, aiming to develop the learner's critical understanding of career guidance and development theories and models for supporting clients, and the role of research in informing and developing career guidance and development practice (OCR, 2021)

| Learning Outcomes | Assessment Criteria |
|---|--|
| <p>The learner can:</p> <p>1. Understand career guidance and development theories and models</p> | <p>The learner will:</p> <p>1.1 critique careers guidance and development theories and models</p> <p>1.2 critically analyse theories of career choice, decision making and avoidance</p> <p>1.3 critically analyse theories of career learning and career transition</p> <p>1.4 critically analyse theories of vocational behaviour in career guidance and development</p> |
| <p>2. Understand theories of motivation and their application in career guidance and development</p> | <p>2.1 critically analyse theories of motivation and their application in career guidance and development</p> <p>2.2 evaluate the application of motivational techniques in career guidance and development</p> |
| <p>3. Understand concepts and models to support clients in career planning and development</p> | <p>3.1 critically analyse the concepts of supporting, enabling and empowerment of clients</p> <p>3.2 critically analyse theories of how people learn and their application to career planning and development</p> |
| <p>4. Understand the role and purpose of research to inform career guidance and development theory and practice</p> | <p>4.1 critically evaluate the purpose of research in developing career guidance and development practice</p> |



| Learning Outcomes | Assessment Criteria |
|---|--|
| 5. Understand theories of change management in career guidance and development | 5.1 critically analyse theories of change management and their application to career guidance and development practice 5.2 evaluate how to support clients to take advantage of unplanned events |
| 6. Understand the application of careers guidance and development theories, concepts and models to support own practice | 6.1 evaluate application of theories, concepts and models to support own practice 6.2 critically analyse ways to update practice to reflect new career guidance and development theories, concepts and models |

OCR. (2021). *Career guidance and development theories and models*. Retrieved from [www.ocr.org.uk: https://www.ocr.org.uk/images/634198-career-guidance-and-development-theories-and-models.pdf](https://www.ocr.org.uk/images/634198-career-guidance-and-development-theories-and-models.pdf)

This handbook will introduce the main theories relating to career guidance practice. However, learners will not be able to rely solely on the information contained within to gain an in-depth understanding. Each section contains a reading list, and we recommend that learners also make use of the sources noted in these as well as any additional references.

Before writing the unit 3 assignment or attending the Career Theory training in the training programme, **complete the Theories of Career Development e-learning on Learning Pool.**



The Value of Theory and Research (3.4.1)

Activity: What is your reaction when you think about “theory”?



Far too often theory is regarded as being:

- only of interest to academics
- inaccessible to practitioners
- divorced from the realities of work.

Yet a good theory will always be practical and based on research as to what actually works. Without theory and research how do we know what works? How do we justify what we do to the outside world? How do we ensure that we're doing what is best for our clients?

“There is nothing so practical as a good theory”. (Lewin, 1951:169)¹.

¹ Lewin, K. (1951) *Field theory in social science*. Chicago: University of Chicago Press.



There are several ways in which theory and research may assist practice – it:

- provides a framework for understanding behaviour and values different from our own. It helps us to make sense of the new, the unexpected or the unfamiliar.
- can help to make our personal theories more explicit and conscious, challenging those that are based on prejudice rather than fact.
- can provide an explicit framework for systematically assessing needs.
- can help to identify 'good practice' and the reasons for its effectiveness.
- can provide a framework for evaluating and justifying practice. Without an 'ideal', there are no standards against which to measure effectiveness.
- allows public scrutiny of the reasons why and how practitioners operate.

According to Law (2001)² Theory helps us to *describe* what takes place, to *explain* why it happens and to *anticipate* what would happen if interventions took place, therefore providing a model for careers work. Research and theory can therefore provide a framework for understanding the world and inform the approach we take to our work. If the thinking behind our actions is disciplined and based on theory rather than personal prejudice and assumptions, then our actions are more likely to be ethical and professional.

Theory can become dangerous when given the powerful position of absolute certainty. Theory and practice should be used to inform one another - the responsibility of the practitioner is to regard theory as something to be tailored, refined and developed through the fires of experience.

'Theory should not provide off-the-peg solutions, a clear and unambiguous path to follow, but the cloth from which to tailor our garment' (Thompson 2000: 150)³

² Extract from Law, B. (2001:7) *New Thinking for Connexions and Citizenship*. ICeGS Occasional Paper

³ Thompson, N. (2000) *Theory and practice in human services*, Open University Press



Impact Measurement

Research informs the development of theory but also serves to measure what works and provides a rationale for the service we offer. The challenge for IAG has always been whether the impact can be measured as there are so many variables effecting people's choices and behaviour – how do we prove that we helped along the way? There is however, strong evidence to prove that IAG helps to develop the softer career management skills necessary to make effective decisions and manage change (Hughes and Gration 2009)⁴.

Recommended Reading

Hambly, L and Bomford, C (2019) *Creative Career Coaching* [Creative Career Coaching - Google Books](#) chapter 2

Reid, H (2016) *Introduction to Career Counselling and Coaching* Chapter 4

Deirdre Hughes and Geoff Gration (2009) *Evidence and Impact: Careers guidance-related interventions*. [cfbt_evidence_and_impact_-_resources_2010.pdf \(warwick.ac.uk\)](#)

Tristram Hooley and Vanessa Dodd (2015) *The economic benefits of Career Guidance* [The economic benefits of career guidance \(openrepository.com\)](#)

Oxford University Press (2021) *The Oxford Handbook of Career Development* ed. Hooley, McCash, Robertson [The Oxford Handbook of Career Development - Google Books](#)

Watts et al (1996) *Rethinking Careers Education and Guidance* [Rethinking Careers Education and Guidance - Google Books](#) chapter 2, p25-6.

The CDI National Occupational Standards: NOS: CD 01: Develop and apply understanding of theory and effective practice in career development [NOS:CD 01 \(thecdi.net\)](#)

In addition to these written resources, Tristram Hooley's [Introduction to Career Theory video](#) also discusses the idea of career, introduces the concept of career guidance, covers what theory is, and why it is useful.

⁴ Hughes, D.M and Gration, G. (2009) *Evidence and Impact: Careers and guidance-related interventions*. CFBT.



Key Underpinning Concepts

Defining 'Career'

- *Career n*: 'way of making one's living, profession; course through life' (Oxford dictionary 1995)⁵
- The 'unfolding interaction between a person and society over time'. (Collin 1996 cited in Gothard et al 2001:97)⁶
- 'Career is defined broadly as an individual's progression through learning and work rather than more narrowly as a job or a series of jobs' (Andrews 2008)⁷
- 'There is no such thing as a career path - it is crazy-paving, and you have to lay it yourself.'
Sir Dominic Cadbury.

Although career is traditionally defined as one's 'profession' it can be seen that some of the above definitions allow for a wider understanding of the term. People who may not be able to obtain paid work due to certain disabilities, learning needs, caring commitments or because they live in an area with few opportunities, may still benefit from career advice and guidance as they decide on how they wish to participate in and contribute to society. Such participation may involve voluntary work, community involvement and learning (formal and informal), all of which may be seen by some to fall outside the traditional definition.

The 'boundaryless' career

Traditional careers tended to have clear progression paths and people tended to stay with one employer and maintain a clear job role and identity. Increasingly job roles are less defined with more emphasis placed on transferable skills as people move through a number of posts, roles and employers. The key feature of the *boundaryless* career (Arthur and Rousseau 1996) is the independence of the individual from traditional organisational career arrangements.

⁵ Oxford Popular dictionary (1995) Paragon

⁶ Gothard, B. Mignot, P. Offer, M. Ruff, M. (2001) *Careers Guidance in Context*, SAGE

⁷ Andrews, D. (2008) *Guidance and Careers Education*, The Nuffield Review of 14-19 Education and Training, England and Wales. Issues Paper 5.



Recommended reading on the boundaryless career

Arthur, M.B. & Rousseau, D.M. (1996). *The boundaryless career: A new employment principle for a new organizational era*. New York: Oxford University Press. P 177-202 [Career success in a boundaryless career world \(ncyu.edu.tw\)](#)

Hambly, L and Bomford, C (2019) *Creative Career Coaching* Chapter 1

Yates, J (2014) *The Career Coaching Handbook* Chapter 2

Reid, H (2016) *Introduction to Career Counselling and Coaching* Chapter 2

In addition to these written resources, Tristram Hooley's [Introduction to Career Theory video](#) discusses the idea of career, introduces the concept of career guidance, covers what theory is, and why it is useful.



The purpose of CIAG (Careers Information, Advice and Guidance)

There is always a political agenda in relation to IAG (Gothard et al 2001)⁸ and it's both interesting and important to watch the subtle shift of priorities outlined in policy documents.

At the heart of the policy debate is whether the purpose is primarily:

- a) to enable clients to develop the capabilities (knowledge, skills and attitudes) that will enable them to make effective decisions and manage change throughout life (career management), or
- b) to make sure that they have an informed plan in place (career plan).

A focus on career management aims to empower the client to make effective decisions and manage change *throughout* their career not just at a point in time.

The Career Plan

e.g. School... Training... Work



Career Management

the knowledge, skills and attitudes
required to effectively make
decisions and manage change

⁸ Gothard, B. Mignot, P. Offer, M. Ruff, M. (2001) *Careers Guidance in Context*. SAGE



Career development and career management: Definitions

Career development

NB Internationally, career education programmes are sometimes referred to as *career development programmes*, and careers advisers referred to as *career development professionals*.

'Career development is about growing through life and work; about learning, experiencing, living, working and changing; about creating and discovering pathways through one's life and work. When intentional, career development is about actively creating the life one wants to live and the work one wants to do.' Canadian Blueprint for life/work designs (Chapter 1, Introduction p2)

'Career Development is the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future'. Canadian Career development foundation 2004⁹

'Traditional career development ... has resembled riding a raft down a river – with very little control over where the currents take you, but always heading in the same general direction. 'Career management', on the other hand, would be more like paddling a canoe – choosing the best course, pausing at times, and changing speed and direction as desired'. 'The term 'career management' tends to emphasize an active, purposeful approach'. Neault (2002:10)¹⁰

Career management

'Developing skills in career planning and employing effective decision-making strategies to manage transition and make suitable career development choices, with the appropriate support, advice and guidance' UKCES (2010:17)¹¹

In Careers Wales, Career Management Skills are central to the Brighter Futures vision 2021 (see p32). [BRIGHTER FUTURES - Our vision 2021-26 \(gov.wales\)](https://www.gov.wales/brighter-futures) You may find that in older documents these skills are sometimes referred to as CMCs (Career Management Competencies).

⁹ Canadian Career development foundation (2004) Canadian standards and guidelines for career development practitioners. Glossary of Career Development Terms

¹⁰ Neault, R. A. (2002). *Thriving in the new millennium: Career management in the changing world of work*. Canadian Journal of Career Development, 1(1), 10-21.

¹¹ Improving individual choice in career direction and learning, The potential of New Technology within a World Class Careers System. UKCES Consultation paper November 2010



Career Resources Model (Andreas Hirschi 2012)

Hirschi developed a Career Resources model in 2012 which suggests that people can draw upon a range of resources to support their career management. The resources he identifies are:

1. Human Capital – the skills, experience, education, and know-how to do the job.
2. Social Capital – the people around me who can and want to help.
3. Career identity – “Who am I? and how is my work meaningful to me?”
4. Psychological Capital – HERO: Hope, Efficacy, Resilience and Optimism.



[This resource](#) developed by the University of Toronto's Academic Advising & Career Centre in 2016 demonstrates one way that the model can be used to support career management.



Activity: Career Management Skills

Below are some examples of career management skills. Review your current level of career management i.e. what are *your* strengths and what would *you* need to develop further?

Knowledge of:

How to make decisions
Own interests, skills qualities
What's available and how to access options

Skills:

Taking risks/stepping out of comfort zone
Decision making
Life-skills (communication etc)
Information management/research
Presentation at interview, applications CVs

Attitudes:

Confidence
Drive
Optimism
Resilience/bounce back
Open minded/flexible
Being OK with learning from 'mistakes'

Clients' career development needs

Most clients come to interviews with some idea of the help/ assistance they think they need from the adviser. Typical expectations include:

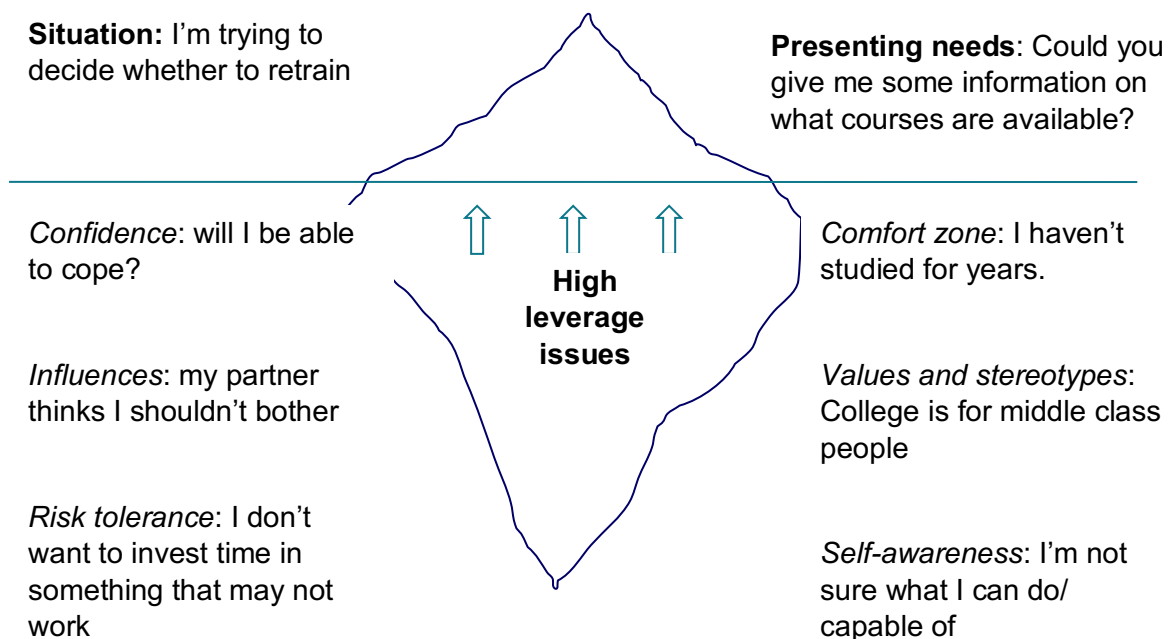
'tell me what to do', 'I don't know how you can help', 'I need information',
'can you sort it?', 'I want you to act as a sounding board', 'find me a job'.



One option for advisers is to base the interview directly on what the client has asked for i.e. to follow their agenda. The advantage of this approach is that the client feels listened to and the course of action is usually more straightforward for the adviser. However, there is a risk that other needs which are not initially presented may go unidentified and unresolved.

Clients' decisions may be affected by factors such as self-esteem, resilience, fear of failure, peer and parental pressure, motivation, geography, community values, decision making skills and a range of inaccurate myths and assumptions about both themselves and the opportunities available. Whilst it is not for the adviser to judge whether a client should address these issues or not, the process can play a key part in bringing these issues to light and enabling the client to consider whether *they* wish to do so. Such issues could be what Egan (2002)¹² calls 'high leverage' issues which, if addressed, may have a more significant impact on clients' decisions than the needs which they initially present. One way of envisaging this is to regard the client as an iceberg (fig 3). The tip is what they *present* but underneath may be a more complete picture of what is affecting their decision.

Fig 3: The relationship between presenting needs and high leverage issues (Hambly 2008)¹³



¹² Egan, G, (2002) *The Skilled Helper*. 9th Edition. Wadsworth

¹³ Hambly, L (2008) *Let's Talk Guidance*. DVD and workbook. Guideline Careers Service



Why clients may not present the most significant issues

There are numerous reasons why clients may not initially raise the most significant issues with the adviser:

- low expectations of guidance due to previous negative experiences or what they have heard from other people;
- being misinformed as to what the process entails and so have unrealistic or unethical expectations such as 'decide for me' or 'sort it';
- being tentative about sharing the issues out of a fear of seeming foolish or not yet sufficiently trusting the adviser;
- possessing 'blind spots' (Egan 2002) of which they are not fully conscious.

Therefore, the adviser can acknowledge the presenting needs but offer *more* than the client expected by explaining the potential benefits of guidance and what the process entails. Having done so, the client can make an informed decision as to whether they wish to engage in a more in-depth service.

The relationship between information, advice and guidance

Historically there has been debate about the relationship between information, advice and guidance (IAG). The OECD (2004:10) definition of guidance is as follows:

*'Career guidance refers to services and activities intended to assist individuals, of any age, and at any point of their lives, to make educational, training and occupational choices and to manage their careers'*¹⁴

This definition is broad and covers face-to-face, group work, telephone and web-based delivery. It also covers information, career counselling, assessment and career education. The advantage of a broad definition is that it reflects the variety of activities that may take place in supporting clients to move forward and is less confusing from the client's point of view. However, one drawback is that it can make it difficult to explain the difference between a light touch service and something more-in-depth.

The following definitions reflect an approach which distinguishes between the elements of information, advice and guidance.

¹⁴ OECD (2004) *Career Guidance, a handbook for policy makers*, OECD/ European communities



Information and advice

Corney and Watts (1998)¹⁵, define information and advice as:

“... providing an immediate response to the needs of clients who present an enquiry or reveal a need that requires more than a straightforward information response. Advice is usually limited to helping with the interpretation of information and with meeting needs already clearly understood by the client...”

DES (2003)¹⁶ defined information as the process of informing clients about issues relevant to their development. Such information usually needs some interpretation (converted into intelligence). Advice is concerned with helping clients to undertake that interpretation of information and select the most appropriate option.

Information and Advice is therefore concerned with meeting clients' presenting issues relating to information.

Guidance

Guidance seeks to explore behind the 'presenting wants' to gain a more in-depth understanding of what the client may need before taking action:

“Guidance is a process not a product, a means not an end: at its' heart is not meeting people's immediate wants, but helping them to clarify their longer term needs.” Watts, A.G. (1999)¹⁷

‘Guidance involves an in-depth session or series of sessions between the client and advisor, in which the careers advisor helps the client through the process of making decisions about learning and careers’ (Skills Commission 2008:16)¹⁸.

According to DES (2003), Guidance is concerned with helping clients to understand their own needs relating to learning and work; set and review goals/ objectives for learning and work; understand their barriers to learning and work; overcome barriers/ obstacles to learning and work; and to produce learning and career action plans.

¹⁵ Corney M and Watts AG 1998 *Individual Learning Accounts: The role of Information, Advice and Guidance* CRAC/NICEC Conference Briefing Cambridge: CRAS.

¹⁶ DES (2003) *21st Century Skills: Realising our Potential*, London: Department of Education and Skills

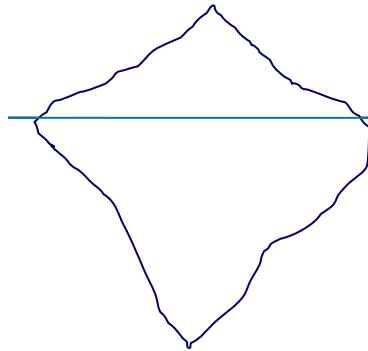
¹⁷ Watts A.G. (1999) *Reshaping Career Development for the 21st Century* CRAC/NICEC

¹⁸ Skills Commission (2008) *Inspiration and Aspiration, Realising our potential in the 21st Century*.



The iceberg analogy (Hambly 2008;16)¹⁹

The iceberg is a practical and useful analogy for explaining the process of guidance.



= **Advice and information (i.e. clarifying and meeting presenting needs)**

= **Guidance** (including advice and information if appropriate) i.e. exploring additional needs (high leverage issues)

Exploring additional needs: High leverage issues

Advice and information are regarded as meeting the client's presenting needs. Guidance is regarded as exploring behind the presenting issues to identify additional or high leverage issues or needs which may impact on the client's ability to make use of information and advice. It is important to note that advice and information work would be most appropriate when a) there are pressing concerns which need to be met immediately or b) when the client, being fully aware of the benefits of guidance, prefers to have their presenting needs addressed.

Recommended reading on High leverage issues, IAG and Career Management

Egan, G, (2010) *The Skilled Helper*. [The Skilled Helper: A Problem-Management and Opportunity-Development Appra... - Google Books](#)

Hambly, L and Bomford, C (2019) *Creative Career Coaching* [Creative Career Coaching - Google Books](#) chapter 5

Reid, H.L and Fielding, A. J (2007) *Providing Support to Young People: a guide to interviewing in helping relationships*. [Providing Support to Young People - Google Books](#) See Chapter 3: activities in the Helping Relationship.

In addition to these written resources, you could watch [Liane Hambly's What is Career Guidance video](#) or [Katherine Jennick's Introduction to Career Guidance for Young People](#). Tristram Hooley's [Introduction to Career Theory video](#) also discusses the idea of career, introduces the concept of career guidance, covers what theory is, and why it is useful.

¹⁹ Hambly, L. (2008) *Let's Talk Guidance*. Guideline Careers Service



Career Coaching

Just as with advice and guidance there are different perspectives on what constitutes coaching, as well as several coaching models.

- Life coaching
- Performance/ skills coaching
- Cognitive behavioural coaching
- NLP
- Solution focused
- Transformative coaching
- Story telling coaching
- Thinking spaces
- Transpersonal coaching
- Motivational interviewing

There are also several models used to structure the process such as GROW (Goals, Reality, Options and Will) and CLEAR (Contracting, Listening, Exploring, Action and Review). The CLEAR model predated the GROW model and, with its emphasis on contracting and review, can easily be mapped to most guidance models.

Areas of debate within the coaching field

There are several areas of debate within the coaching field:

- *Can you give advice?* Life coaching says no, skills coaching says yes when needed;
- *Do you need expertise in the area being coached?* life coaching 'no', skills coaching 'it can be useful'
- *Should you look at the past?* solution focused coaching says 'it's often not helpful', whereas storytelling and transformative coaching says that understanding the past can help make sense of the present and future.



However, there are common themes that tend to be held by all coaching models

- Structured conversation
- Facilitative approach
- Deep/ active listening
- Setting goals to work towards

- Incisive questions
- Reflecting back
- Enabling coachee to come up with their own answers
- Links between mindset and behaviour -challenging limiting beliefs
- Use of visualisation/ imagination

Discussion point: how closely does this reflect your understanding of guidance?

Life coaching

In Life Coaching, the aim is to enable a client to bring about change in their life, the coach acting as facilitator but never giving advice and always working from the client's agenda. The GROW model (source debated) is a life coaching model.

Skills and performance coaching

The skills or performance coach is different from the life coach in that the coach has expertise in the area which the client wants to work on (Parsloe and Wray 2000)²⁰. This type of coaching is more commonly found in the workplace. There appear to be more commonalities between this type of coach and guidance as the adviser's expertise in career management (LMI, decision making etc) are recognised.

²⁰ Parsloe, E and Wray, M (2000) *Coaching and Mentoring*, London: Kogan Page



Discussion point: how does your work compare to the two coaching models below?

| Life coaching: | Performance or skills coaching: |
|--|--|
| <p>Designed to facilitate growth/ learning</p> <p>Agenda is set by the client</p> <p>The coach does not need expertise in the area being discussed</p> <p>Purely facilitative – the coach doesn't give advice/ information</p> | <p>Designed to facilitate growth/ learning</p> <p>The agenda is negotiated between coach/ coachee</p> <p>The coach has expertise in the area being coached but adopts a facilitative approach. The coach will give advice/ information if needed</p> |
| <p><i>Authors</i></p> <p>Jenny Rogers, Julie Starr²¹</p> | <p><i>Authors</i></p> <p>Clutterbuck²², Parsloe and Wray, Garvey, Stokes and Megginson²³</p> |

²¹ Starr, J. The Coaching Manual – the definitive guide to the process, principles and skills of personal coaching

²² Clutterbuck, D. and Megginson, D. (2009) *Further Techniques for Coaching and Mentoring*, Butterworth-Heinemann

²³ Garvey, R. Stokes, P. and Megginson, D. (2009) *Coaching and Mentoring, Theory and Practice*. SAGE (this is an academic rather than practical text)



Recommended reading on coaching

Hambly, L and Bomford, C (2019) *Creative Career Coaching* Preface

Yates, J (2014) *The Career Coaching Handbook*

Reid, H (2016) *Introduction to Career Counselling and Coaching*

Garvey, R. Stokes, P. and Megginson, D. (2009) *Coaching and Mentoring, Theory and Practice*. SAGE (this is an academic rather than practical text)

O'Connor, J. and Lages, A. (2004) *Coaching with NLP, A practical guide to getting the best out of yourself and others*, Element

Rogers, J. (2004) *Coaching Skills, a handbook*, Open University Press (this is predominantly a Life Coaching text but many of the techniques are transferable)

The coaching network has many articles on coaching <https://new.coachingnetwork.org.uk/>



Career Counselling

In 1986 UDACE²⁴ identified 9 elements of helping activities - informing, advising, counselling, assessing, enabling, advocating, feeding back, networking and referring. Since then the term career counselling has been used to describe the use of counselling skills in the context of career helping. As Reid and Fielding (2007:26)²⁵ explain, it is a process of working with clients to 'help them discover, clarify and understand their needs and the possible ways of meeting these. This involves using counselling skills in the helping relationship'. The emphasis is therefore on facilitation rather than being directive, utilising skills such as deep listening, empathy and reflecting back. However, *career* counselling is not the same as *personal* counselling as a) the subject matter is bounded (related to career issues) and b) does not mirror the therapeutic relationship necessary for personal healing.

Career counselling draws not only on counselling skills but also the attitudes that underpin the person-centred approach. Rogers' Humanistic Client Centred approach (Rogers 1961)²⁶ claimed that three attitudes or core conditions are essential to an empowering process:

- **Respect** – demonstrating 'unconditional positive regard', a positive attitude towards the person even if their behaviour and attitude is challenging (being non-judgemental);
- **Genuineness** – being open and honest with the client about your feelings and attitudes towards them (being real);
- **Empathy** – attempting to understand the client's world; sensing what is going on for the other person.

Advice, guidance, counselling or coaching?

Using counselling skills and possessing the core conditions may also be used in advice, guidance and coaching and so the myriad definitions can be confusing as there can be a great deal of similarities in actual practice. What seems to matter is whether the interaction:

- Is directive or facilitative;
- Responds to the goals and needs as set by the client or a negotiated agenda is agreed where you may probe further and explore additional needs;
- Uses counselling skills;
- Is person-centred
- Requires expertise in a subject matter

How would you describe your work - advice, guidance, coaching or counselling? To what extent is it a blend? Why do you prefer the term you have chosen?

²⁴ Unit for the Development of Adult and Continuing Education (1986) *The Challenge of Change*, London: UDACE

²⁵ Reid, H.L and Fielding, A.J. (2007) *Providing Support to Young People*, Routledge

²⁶ Rogers, C.R. (1961) *On Becoming a Person*, Boston: Houghton Mifflin



Support, enablement and empowerment (3.3.1)

According To the UKCES (2010:18)²⁷ Career **support** 'describes a range of services and relationships that people draw upon in order to help them to make decisions, navigate changes, deal with adversity and maximise their personal and economic potential'. This support may be formal or informal, professional and non-professional. With the advent of technology and 'blended services' which integrate face-to-face, web and telephone provision, there is the potential for people to be able to choose the nature of support they require and access it at a time and place suitable to them. The nature and level of support required will vary according to individual need - some clients may already be sufficiently motivated to take control and possess the career management skills required to follow through an action plan. Support may be more along the lines of information and advice rather than guidance.

Empowerment is generally taken as having the freedom to act, whereas being enabled means having the capacity or skills to make use of that freedom. In terms of career management, people may have the freedom to make decisions and manage change. This is an interesting area of debate as the extent of freedom may vary according to the constraints people may face. These factors may include geography, family expectations, ability, social structures and discrimination (see opportunity structure theory). *To be disempowered* suggests being unable to act, to experience barriers to taking control. Sometimes advisers may work together with clients to directly address such constraints and therefore increase freedom to act.

Empowerment also needs **enablement** - people still need to be able or enabled to make effective use of that freedom. In terms of career work this entails engaging clients in a learning process whereby they acquire the necessary career management skills (confidence, information management skills, decision making skills, self-awareness, resilience etc.).

With the increase in web-based resources, it is important to consider its relationship to empowerment, enabling and support. Bill Law (2010)²⁸ makes some interesting observations of the role of the internet in terms of empowerment.

'Empowering means taking more control over how things are done. In career management terms that means more control of who gets to do what. The net appears to be doing that' (Law 2010:8)

'Users can meet whom they want to meet, believe what they want to believe, and do what they want to do. Who can deny that this is empowering? (Law 2010:8)

²⁷ Improving individual choice in career direction and learning, the potential of new technology within a world-class careers system. UKCES November 2010 Consultation paper

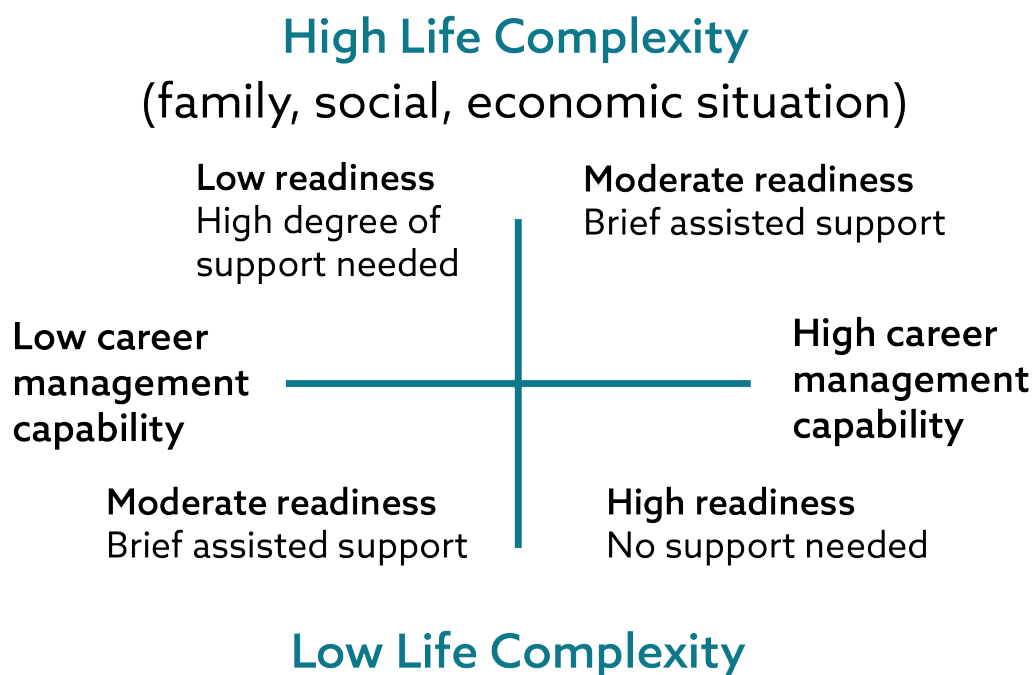
²⁸ Law, B. (2010) *Career learning on the net – colonise or inhabit?* The Career Learning Café. www.hihohiho.com



However, empowerment without enablement has its limitations:

‘It’s better to have power than to not have power – who would not applaud empowerment? But a cheering crowd can overlook things. And there are concerns: ‘are we diluting what counts as knowledge?’ And ‘is that weakening our grasp of reality?’ Is it possible that empowering people to find what they seek can mean that they will miss what they need?’ (Law 2010:9)

In determining levels of support required, Sampson’s Readiness Model (Sampson et al 2000) indicates that individuals with high life complexity combined with low career management capability would require a greater degree of support as compared with those with high career management capability combined with low life complexity.



Recommended reading on enabling and empowerment

Hambly, L and Bomford, C (2019) *Creative Career Coaching*

Sampson, J. P., Jr., Peterson, G. W., Reardon, R. C., & Lenz, J. G. (2000). *Using readiness assessment to improve career services: A cognitive information processing approach. The Career Development Quarterly, 49*, 146-174. National Career Development Association.

Law, B. (2010) Law, B. (2010) Career learning on the net – colonise or inhabit? The Career Learning Café. www.hihohiho.com



Introduction to Career Theory

Activity: career choice theories

Read the following statements and identify those that you **most** agree with:

1. To make a career decision you need to identify your interests and skills and then match these to job profiles
2. We can't simply match people to jobs people are too complex, their interests and skills change over time
3. Only a minority of people have real choice. Most people's options are constrained by factors such as gender, race, family, finance, background
4. Careers are seldom planned but 'happen' by being aware of and acting on events as they arise
5. It may be unwise to commit to a single path when both you and the world are constantly changing
6. Listening to your intuition can be just as effective as making lists of pros and cons
7. What we choose is often informed by our relationships with other people such as parents, partners and friends.
8. Career choice is a result of the interplay between our life experiences, what we believe about ourselves and our genetic ability.
9. We need to understand our past and our present in order to make sense of our future.
10. Effective decision making is a process not an event – a process of exploration before focusing on something.
11. How we view opportunities will depend on our life experiences and the interpretation we give to them. These personal constructs or ways of viewing the world, will impact on our decision making.

Each of the above statements reflects a particular theory:

- | | |
|--|---------------------------|
| 1. Differentialism -Trait and Factor | 7. Community interaction |
| 2. Developmentalism | 8. Social learning theory |
| 3. Opportunity structuralism | 9. Narrative theory |
| 4. Planned happenstance | 10. Career learning |
| 5. Planned happenstance | 11. Constructivism |
| 6. Narrative theory/ role of intuition | |



Types of career theory

Career theory is usually divided into two categories:

- Theories about how people make decisions and manage change
- Theories about 'career helping', i.e. how people can be enabled to become effective at this process

These two categories may become intertwined as theories about how people make decisions are often translated into tools for helping. There is therefore a direct relationship between the theory of career choice subscribed to and one's guidance practice - for example, if an adviser believes that choice is largely determined by external constraints (structuralism) then their work is more likely to focus on job search and advocacy. What follows is an overview of the key career theories and allied helping models. It is important to note that any attempt to neatly categorise will inevitably lead to simplification and not reflect areas where there may be overlap.

Overview of key theories linked to practice

| Type of theory | Simple explanation | Allied practice models |
|--|--|--|
| Differentialist theories Holland | People's interests and needs can be identified, classified and then matched to opportunities | Psychometric tests, skills checklists, computer aided guidance matching |
| Developmental theories Super, Levinson | People develop and change over time and in the light of life experiences. People can learn the knowledge, skills and attitudes required for career management. | Activities and methods that develop career management skills for life-long career management. Flexible career planning. |
| Structural theories | Real choice can be limited as it is influenced by social structures such as family background, class, | Placement and job search. Reality adjustment. Capacity building. |



| Type of theory | Simple explanation | Allied practice models |
|---|--|--|
| Roberts | ethnic background, religion, gender, sexuality. | Advocacy/ challenging discrimination and provision |
| Social learning theories Linked to constructivism. Krumboltz et al | Career 'choice' is a result of the interplay between the individual, their experiences and how they learn from them. | Reframing/ CBT/ NLP Experiential learning activities (voluntary work, tasters etc). Holistic; takes into account pressures of family/ context. |
| Constructivist approaches Collins, Bandura, Savickas, Cochran, Reid, Law | People are engaged in a continual process of making sense of their world and so there may be a number of ways of perceiving and experiencing 'career'. | Narrative approach. Visualisation. Cultural preparedness (attempting to understand other people's worlds and perceptions. |
| Transition, Motivation and Career Inaction theory Maslow, Herzberg, Mayo, Kubler-Ross, Pink, Verbruggen & De Vos, Hodgkinson, Colley, Miller and Rollnick | Closely aligned to developmental theory, transition theories explore how people experience and respond to change. Motivational and career inaction theory explain why people work or move forward, and why some don't or can't | Motivational interviewing Solution focused work. CBC/ NLP Rickter Mentoring and coaching Role models |
| Community Interaction Law, Arulmani | Choice is influenced by interactions with others, by community and culture | Exploring community and cultural influences. |
| Growing after job loss Shepherd and Williams | The impact of losing a job, and how to recover | Exploring possible selves and having back-up options Building resilience |



| Type of theory | Simple explanation | Allied practice models |
|---|--|--|
| Tedeschi and Calhoun | | |
| Feminist Maniero and Sullivan | Women's circumstances and motivations may differ from men's, and lead to different career paths at different stages in life. | Flexible career planning Understanding self and needs |
| Neuroscience Kahneman, Rock | The way the brain works influences our desires and responses. | Mentoring and coaching CBC |



Differentialist theories (3.1.1, 3.1.2)

Matching or 'Trait and Factor' theories

According to Hodgkinson et al. (1996)²⁹, the 'technical rational' method, asserts that career decisions should be reached 'in a systematic way, moving logically from a consideration of their own strengths and achievements through to a decision about what they want to do'.

The Trait and factor model has in the past been referred to as 'square pegs into square holes'. At the heart of this theory is the notion that the characteristics of a person may be measured and matched to work opportunities to find the best possible fit. A typical matching process would entail assessing a client's interests, skills, personality and ability and matching this profile to a range of job profiles to arrive at a recommendation of the most suitable option. Psychometric tests may be used or less formal methods such as self-awareness checklists or computer matching programmes.

The Seven Point Plan (Rodgers 1952;1970)³⁰ and the work of Holland are perhaps the most well-known models. Holland's latest work (1996)³¹ places a greater emphasis on the relationship between the work environment and individual career satisfaction – these theories are known as '**person-environment fit**'. He claimed that people's career interests are an expression of their personality – similar personalities are drawn to similar jobs. He identified six personality types and corresponding occupational environments.

²⁹ Hodgkinson, P., Sparkes, A.C. and Hodgkinson, H. (1996) *Triumphs and Tears: young people, markets and the transition from school to work*, London: David Fulton Publishers.

³⁰ Rodger, A. (1970). *The seven point plan*. 3rd ed. NIIP paper; no 1. London: National Institute of Industrial Psychology.

³¹ Holland, J.L, (1996) Integrating career theory and practice: the current situation and some potential remedies in Savickas, M.L and Walsh, W.B.(Eds) (1996) *Handbook of Career Counselling Theory and Practice*. Palo Alto, California: Davies-Black Publishing.



Activity: Holland's 6 personality types and environments

1. Read through the statements for each type and tick those that relate to you. See whether you fit one type more than another.
2. Try and think of jobs that may fit each personality type.

Realistic

- Likes to work with animals, tools, or machines; generally avoids social activities like teaching, healing, and informing others;
- Has good skills in working with tools, mechanical or electrical drawings, machines, or plants and animals;
- Values practical things you can see, touch, and use like plants and animals, tools, equipment, or machines;
- Sees self as practical, mechanical, and realistic.

Investigative

- Likes to study and solve math or science problems; generally avoids leading, selling, or persuading people;
- Is good at understanding and solving science and math problems;
- Values science;
- Sees self as precise, scientific, and intellectual.

Artistic

- Likes to do creative activities like art, drama, crafts, dance, music, or creative writing; generally avoids highly ordered or repetitive activities;
- Has good artistic abilities -- in creative writing, drama, crafts, music, or art;
- Values the creative arts -- like drama, music, art, or the works of creative writers;
- Sees self as expressive, original, and independent.

Social

- Likes to do things to help people -- like, teaching, nursing, or giving first aid, providing information; generally avoids using machines, tools, or animals to achieve a goal;
- Is good at teaching, counselling, nursing, or giving information;
- Values helping people and solving social problems;
- Sees self as helpful, friendly, and trustworthy.

Enterprising

- Likes to lead and persuade people, and to sell things and ideas; generally avoids activities that require careful observation and scientific, analytical thinking;
- Is good at leading people and selling things or ideas;
- Values success in politics, leadership, or business;
- Sees self as energetic, ambitious, and sociable.



Conventional

- Likes to work with numbers, records, or machines in a set, orderly way; generally avoids ambiguous, unstructured activities
- Is good at working with written records and numbers in a systematic, orderly way;
- Values success in business;
- Sees self as orderly, and good at following a set plan.

Recommended reading on differentialist models

Hambly, L and Bomford, C (2019) *Creative Career Coaching* [Creative Career Coaching - Google Books](#) chapter 2

Yates, J (2014) *The Career Coaching Handbook* Chapter 3

Reid, H (2016) *Introduction to Career Counselling and Coaching* Chapter 4

Savikas, M.L and Walsh, W.B.(Eds) (1996) *Handbook of Career Counselling Theory and Practice*, Palo Alto, California: Davies-Black Publishing.

Watts et al (1996) *Rethinking Careers Education and Guidance* [Rethinking Careers Education and Guidance - Google Books](#) chapter 2.

Gothard, B. et al (2001) *Careers Guidance in Context*. SAGE. [Careers Guidance in Context - Google Books](#) Chapter 2.

Extracts of Arthur, M.B et al (1989) *The Handbook of career Theory* [Handbook of Career Theory - Google Books](#). See chapter 2.

Bimrose, J (2006). *The Changing Context of Career Practice: Guidance, Counselling or Coaching?* University of Derby. Derby: Centre for Guidance Studies, University of Derby. [cegs occasional papper \(warwick.ac.uk\)](#)

A very useful/accessible article on why the trait and factor model is dominant and summarises its limitations.

Extracts of Kidd, J. (2006) *Understanding Career Counselling*. SAGE [Understanding Career Counselling - Google Books](#) (this is useful for identifying the merits of the model)

Gelatt, H.B (1989) *Positive Uncertainty: a new decision making framework for counselling*. Journal of counseling psychology, vol 35(2), pp252-256.
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.337.4511&rep=rep1&type=pdf> A classic article which criticises the reliance on rational decision making.

The NGRF is an excellent site for articles on career theory, providing accessible overviews and critiques of each theory. Please note that these resources have not been updated for several years, but the information on older theories will still be useful.
<https://warwick.ac.uk/fac/soc/ier/ngrf/effectiveguidance/improvingpractice/theory/>



[Liane Hambly's Traditional Career Choice Theory video](#) includes a summary of differentialism.

The CDI has produced a video about traditional careers guidance theories [Career guidance theories part 1 - YouTube](#) which includes discussion of Differentialist theory (person-environment fit)

[Tristram Hooley also has an introductory career theory video](#) covering matching theories.



Developmental Theories (3.1.1, 3.1.2, 3.1.4)

The main criticisms of matching theories are that:

- a) they simplify and categorise what is too complex in reality;
- b) they only provide a 'snapshot' in time.

In contrast, developmental theories recognise that people change over time and go through different life stages. There are two main types of developmental theories:

Life span development theories have their root in psychology and explore how people think and feel at different ages, (Super 1957, 1990)³². Super's early work considered how people become more 'vocationally mature' as they move from fantasy to more realistic career ideas.

Career development theories identify the different challenges that people face as they move through their life and career, in particular the roles that people play, for example child, student, homemaker, worker, and the impact these have on career choice. **Career learning and career management** aim to help people develop the knowledge, skills and attitudes required to navigate these challenges effectively.

Life Span development (Super 1957, 1990)

Super argued that people's occupational preferences and self-concept change with time and experience. He believed that people passed through five stages:

- *growth*, which lasted from birth to fourteen;
- *exploration* lasting from age fifteen to twenty-four
- *establishment* from twenty-five to forty-four
- *maintenance* from forty-five to sixty-four
- *decline* from age sixty-five onwards

For Super it is always important to maintain three time perspectives: the past, the present, and the future toward which one is moving. All three are important as the past shapes the present and the present is the basis for the future. He developed the concept of **vocational maturity**, which may or may not correspond to chronological age and reflects the purpose of career guidance i.e. to enable someone to become more vocationally mature and able to make informed career choices.

³² Super, D.E (1957) *The Psychology of Careers*. New York: Harper Row

Super, D.E. (1990) 'a Life-span, life-space approach to career development' in D. Brown and L. Brooks (eds) *Career Choice and Development*, 2nd edition. San Francisco: Jossey-Bass



Over a fifty-year period he continued to develop his ideas, arriving at the concept of the **life-career rainbow**. This model acknowledged:

- a) the importance of the different roles that people play at different stages of their life e.g. child, student, worker, spouse, homemaker, parent, pensioner
- b) the impact of *life space* i.e. home, community, education, work
- c) the contextual forces such as social policy, community and the economy that influence individual choice and behaviour.

The main criticisms of the earlier developmental theories are that they are too focused on individual development and do not sufficiently take into account economic and social factors such as background and gender (see structuralist theories for the critique). The stages of development are also criticised for being too linear (many people's careers no longer mirror the identified stages but are more complex, reflecting the concept of the *boundaryless career* and working beyond 'retirement').

Recommended reading on developmental theories

Hambly, L and Bomford, C (2019) *Creative Career Coaching* [Creative Career Coaching - Google Books](#) chapter 2

Reid, H (2016) *Introduction to Career Counselling and Coaching* Chapter 4

Lifespan theory: Infed article by Mark Smith (1999) <https://infed.org/mobi/life-span-development-and-lifelong-learning/>

Extracts of Kidd, J. (2006) *Understanding Career Counselling*. SAGE [Understanding Career Counselling - Google Books](#)

Extracts of Arthur, M.B et al (1989) *The Handbook of career Theory* [Handbook of Career Theory - Google Books](#). See chapter 2.

Extracts of Killeen, J (1996) *Career Theory*, in Watts et al (1996) *Rethinking Careers Education and Guidance* [Rethinking Careers Education and Guidance - Google Books](#) Chapter 2

For further information on developmental theories go to the NGRF: <https://warwick.ac.uk/fac/soc/ier/ngrf/effectiveguidance/improvingpractice/theory/>

[Liane Hambly's Traditional Career Choice Theory video](#) includes a summary of developmentalism.

Tristram Hooley has produced a [video containing an introduction to developmentalism](#).

The CDI has produced a video about traditional careers guidance theories [Career guidance theories part 1 - YouTube](#) which includes discussion of Developmental theory



Structuralist Theories (3.1.1, 3.1.2)

Structuralism has its roots in sociology and focuses less on the individual and more on the impact that social structures may have in shaping career choices and development. People's access to opportunities is limited by factors such as gender, race, social class, globalisation, geography and culture.

Roberts' Opportunity Structuralism

Perhaps the most well-known writer is Roberts (1968) who challenged the emphasis on individual choice inherent in the psychological theories of career choice. His initial research (1968) into working class males indicated that entry into employment is determined by the home, the environment, school, peer groups, job opportunities.

He challenged the notion of 'occupational choice', preferring the concept of 'opportunity structure'. He suggested that career guidance should focus on enabling the client to adjust to what was available and providing a placement service with job search. A criticism of this theory is that it does little to address inequalities in society, being far too deterministic and that a more proactive approach of advocacy, capacity building and challenging of opportunity structures is required (Daws 1977 cited in NGRF).

Recommended reading on structuralism

Roberts, K. (1997) 'Prolonged Transitions to Uncertain Destinations: the implications for careers guidance', in *British Journal of Guidance and Counselling*, 25, 3, p345-360

Daws, P.P. (1981) The socialisation/opportunity-structure theory of the occupational location of school leavers: A critical appraisal, in Watts, A.G., Super, D.E. & Kidd, J.M. (Eds) *Career Development in Britain: Some contributions to theory and practice*, Cambridge, England:CRAC/Hobsons Press, 246-278.

Hambly, L and Bomford, C (2019) *Creative Career Coaching* [Creative Career Coaching - Google Books](#) chapter 2

Reid, H (2016) *Introduction to Career Counselling and Coaching* Chapter 4

For further information on structuralist theories go to the NGRF:
<https://warwick.ac.uk/fac/soc/ier/ngrf/effectiveguidance/improvingpractice/theory/>

Tristram Hooley has produced a [video containing an introduction to structuralism and the sociological tradition](#).



[Liane Hambly's Traditional Career Choice Theory video](#) includes a summary of structuralism.

The CDI has produced a video about traditional careers guidance theories [Career guidance theories part 1 - YouTube](#) which includes discussion of Opportunity Structures.



Social and career learning theories (3.1.2, 3.1.3, 3.3.2)

One of the main critiques of structuralist models is that they pay insufficient attention to the role of the individual i.e. people have a choice as to how they react to and engage in events.

Social Learning Theory

Social Learning Theory, based on the work of Bandura (1977), proposes that both environmental and cognitive factors interact to influence the way people learn and behave. We learn by observing and copying those around us (role models), especially those whom we see as being similar to ourselves.

The theory explores why people perceive and react differently to a similar experience and argues that people acquire their world view and values by:

- a) learning from the consequences of their own behaviour; and
- b) through observing what others do.

People's belief in their own ability to succeed (self-efficacy) will be influenced by what they observe through other people's performance, but also through feedback and experience.

Career choice is regarded as an interplay of natural ability (genetic endowment), environmental conditions, learning experiences and task approach skills (Mitchell et al. 1979)³³. The practical implications of this theory are as follows (Mitchell and Krumboltz 1996 cited in NGRF)³⁴:

- a) *People need to expand their capabilities and interests*: practitioners should assist clients to explore new activities, rather than routinely directing them on the basis of measured interests that reflect limited past experiences.
- b) *People need to prepare for changing work tasks*: Learning new skills for the changing labour market can be very stressful for clients. Practitioners have a role to play in helping them to help them cope with stress as they learn to develop new skills on an ongoing basis.
- c) *People need to be empowered to take action*: many issues relevant to career decisions are often overlooked in guidance practice (for example, a family's reaction to taking a particular job). This could cause a fear of the decision-making process (referred to by Krumboltz as 'zeteophobia') or cause delay in making a decision. Practitioners need to be prepared to help with these issues as well as providing effective support during the exploration process.

³³ Mitchell, A., Jones, G. and Krumboltz, J. (1979) *Social learning and Career Decision Making*. Rhode Island: Carroll

³⁴ Mitchell, L.K. & Krumboltz, J.D. (1996) Krumboltz's Learning Theory of Career Choice and Counseling in Brown, D., Brooks, L. & Associates (eds) (3rd edition) *Career Choice and Development* San Francisco, California: Jossey Bass



d) *Career Practitioners need to play an extended role*: Career and personal counselling should be integrated. Issues such as burnout, career change, peer relationships, obstacles to career development and the work role itself together with its effect on other life roles are examples of potential problems that should attract the support of the careers practitioner.

e) *Practitioners actively need to promote client learning*. This may require creative re-thinking which involves designing new learning experiences for clients. It will also involve developing flexibility in clients (e.g. teaching clients that the criteria for work satisfaction are likely to change over time, as are labour market requirements).

f) career practitioners becoming proficient in using cognitive restructuring. This implies 'reframing' the perspective of the client, enabling them to see a situation in more positive light and engage in positive self-talk.

g) career practitioners should use behavioural counselling techniques, including role playing or trying new behaviours (CBT),

Career Learning Theory

Law (1996)³⁵ outlines the process of learning required to make effective career decisions. The following are capacities required for effective decision making:

- *Sensing*: gathering and assembling information
- *Sifting*: making comparisons and using concepts
- *Focusing*: dealing with points of view and taking one's own view
- *Understanding*: developing explanations and anticipating consequences

One of the main implications of this theory is that career education and guidance should begin early with an emphasis on sensing and sifting i.e. exploration before focusing in on a career plan.

³⁵ Law, B. (1996) A Career Learning Theory in A.G. Watts et al. *Rethinking Career Education and guidance: Theory, Policy and Practice*. London: Routledge



Cognitive Information Processing (CIP)

Although Sampson et al's (2004)³⁶ model does recognise that emotions play a part in decision making, the CIP model primarily emphasises the acquisition of information processing capabilities. People need knowledge about themselves and about the world of work, but they need processing skills to make sense of and enhance the knowledge gained.

Planned Happenstance

Planned Happenstance is a development of social learning theory and recognises the impact that unexpected or 'chance' events have on career choice - 'Our pathways are often not planned but unfold in the light of whom and what we meet along the way' (Mitchell et al 1999)³⁷. Rather than trying to work out a long-term plan, career choice may be arrived at by keeping an open mind, making interim decisions and engaging a process of active exploration and networking. Advisers may support the client by increasing their networking skills, reframing self-limiting beliefs, and helping the client to access interim opportunities whilst engaging in open-minded exploration.

The suggestions for practice include (Krumboltz and Levin 2004)³⁸:

- The ultimate goal of career counselling is creating satisfying lives, not just making a decision;
- Tests should be used to stimulate learning, not just to match;
- Practitioners should get clients to engage in exploratory action;
- Open-mindedness should be celebrated, not discouraged;
- Benefits should be maximised from unplanned events; and
- Lifelong learning is essential.
- Career counselling should be a lifelong process, not a one-off event;
- The distinction between career counselling and personal counselling should disappear;
- 'Transitional counselling' is more appropriate than career counselling;
- Professional training should be expanded to ensure practitioners are properly supported in this extended role.

³⁶ Sampson et al (2004) *A cognitive information processing approach*. Belmont, CA: Thomson/Brooks/Cole

³⁷ Mitchell, K., Levin, A., Krumboltz, J. (1999), *Planned Happenstance: Constructing Unexpected Career Opportunities*. Journal of Counselling & Development, Spring 1999, Vol 77

³⁸ Krumboltz, J.D and Levin, A.S (2004) Luck Is No Accident. *Making the Most of Happenstance in Your Life and Career*. Impact



Rather than having a long-term career plan in place, the client engages in a process of curious exploration, keeping an open mind and taking interim decisions to see where they lead.

Reframing career myths

Too often clients are unable to progress because of career myths such as ‘there is a perfect job out there’, ‘some people are lucky and I’m not one of them’.

Reframing method:

1. Identify a negative belief (see the next page for some examples).
2. Tentatively suggest changing the language, for example, ‘there are no jobs’ can be changed to ‘there are few jobs and I am going to increase my chances to beat the competition’; ‘I’m no good with computers’ can be changed to ‘I’m not good at computers *at the moment*’.
3. Write it down as a statement.
4. Ask it feels when they say it out loud. Adjust it if it doesn’t feel comfortable.

The following are examples of career myths that can be reframed with the client:



Some typical career myths ... reframed as....

| | |
|--|--|
| I need to find something similar to what I've been doing – I don't want to waste my expertise | My expertise is transferable to other fields so I could consider other options |
| Once I decide on a career I should stick with it | I don't have to stay in something that makes me unhappy. |
| I should know what I want to do | It's ok to keep an open mind – it means that I'm flexible and open to opportunities I may not have thought of |
| There's nothing I can do – getting a job is down to who you know not what you know | I can create my own opportunities by expanding my circles/ getting to know new people |
| Something will just come along | I need to make things happen |
| There is the perfect job out there somewhere. I don't want to waste time and effort on the wrong job | Many people find what they want to do not by planning but by taking a transitional job and seeing where it leads |
| It's all down to luck and I'm not lucky | I can create my own luck |
| I mustn't get it wrong | Mistakes can be really useful – you can learn from them and you never know where they may lead |



Community Interaction theory

A critique levelled at the Trait and Factor model is that it is inherently individualistic and pays insufficient attention to the impact of significant others and one's community (Alrumani 2007)³⁹. A primary influence on career planning is the interaction that a client has with parents, peers and teachers (Law 1981)⁴⁰ (Alrumani 2007). One of the key implications of this theory is that advisers must strive to understand and work within the client's system of influence and support.

Recommended reading on social and career learning theories

Krumboltz, J.D and Levin, A.S (2004) Luck Is No Accident. *Making the Most of Happenstance in Your Life and Career*. Impact [Luck is No Accident - Google Books](#)

Law, B. (1996) A Career Learning Theory in Watts et al (1996) *Rethinking Careers Education and Guidance* [Rethinking Careers Education and Guidance - Google Books](#)

Arulmani, G. (2007) *Pride and Prejudice: How do they matter to career development?* Centre for Guidance Studies Occasional Paper, University of Derby can be found at <https://www.voced.edu.au/content/ngv%3A54568>
http://iacplp.org/yahoo_site_admin/assets/docs/7_Arulmani_IJCLP_11.238191128.pdf

To see Krumboltz talking about Luck being no accident, see http://www.youtube.com/watch?v=_3x9BN221FI

For an excellent overview search the NGRF site for learning theory of career choice and counselling <https://warwick.ac.uk/fac/soc/ier/ngrf/effectiveguidance/improvingpractice/theory/>

³⁹ Arulmani, G. (2007) *Pride and Prejudice: How do they matter to career development?* Centre for Guidance Studies Occasional Paper, University of Derby

⁴⁰ Law, B. (1981) Community Interaction: a 'Mid-Range' Focus for Theories of Career Development in Young Adults, in *The British Journal of Guidance and Counselling* 9(2), p142-58.



For a critique of trait and factor and a good introduction to Planned Happenstance see Shottin, B. (2010), Planned Happenstance – giving ‘chance’ more of a chance in Reid, H. (ed) *The re-emergence of Career: Challenges and Opportunities*.

For an article on Planned Happenstance search Hambly, L. and Neary-Booth, S (2007). *The role of chance in career choice: Planned Happenstance in action* [NN issue27 web \(ncge.ie\)](#) page 14

Hambly, L and Bomford, C (2019) *Creative Career Coaching* [Creative Career Coaching - Google Books](#) chapter 2

Yates, J (2014) *The Career Coaching Handbook* Chapter 3

For several articles on Career Learning theory visit Bill Law’s career café at www.hihohiho.com/ Start by searching ‘memory’ and looking at NEW DOTS, but there are many interesting articles to be found on a variety of subjects.

Neault, R.A. (2000) *Planning for Serendipity? Career Management for Changing Times*. NATCON paper p2-9. Available to download from https://www.researchgate.net/publication/228997136_Planning_for_serendipity_Career_management_for_changing_times

Liane Hambly discusses social and career learning theory, planned happenstance and community interaction theory in her [Modern Career Choice Theory video](#).

Tristram Hooley explores Bandura’s social cognitive theory, including self-efficacy, in [this video](#).

The CDI has produced a video about traditional careers guidance theories [Career guidance theories part 1 - YouTube](#) which includes discussion of Community Interaction. Their video [Career guidance theories part 2 - YouTube](#) includes discussion of Social Learning Theory (Planned Happenstance).



Constructivist and Post-modern approaches (3.1.1, 3.1.2)

Constructivism

As with community interaction theory, constructivism acknowledges that the process of career choice cannot be pinned down to a simple explanation. According to Gothard et al (2001)⁴¹, whilst people are capable of rational thinking, the notion of a rational 'self' is untenable. Rational career planning is limited because it 'neglects the subjective perspective that a person lives' (Cochran 1997:viii)⁴². The way in which people interpret the world and make sense of it is highly personal and informed by experience and culture. Trait and Factor matching approaches impose a set of constructs which may have little relevance to the way in which the client views and makes sense of the world. In contrast, the constructivist approach emphasises the importance of exploring and understanding the client's constructs.

Individuals make their choices in context (Young and Collin 1992)⁴³ (Savikas 1997, 2005)⁴⁴ and construct their own meaning and interpretation of their world. Each time a choice has to be made a range of different factors may come into play. Advisers need to be aware of and strive to understand the client's constructs but also be watchful of imposing their personal constructs and values onto the client.

Post modernism is a philosophical position that believes that there are no true answers, only different perspectives.

⁴¹ Gothard, B. et al (2001) *Careers Guidance in Context*. SAGE Ch 2.

⁴² Cochran, L. (1997) *Career Counseling: A Narrative Approach*, Thousand Oaks, California, Sage.

⁴³ Young, R.A. and Collin, A. (1992) *Interpreting Career: Hermeneutical studies of Lives in Context*. Westport, CT: Praeger

⁴⁴ Savickas, M.L. (2005) 'The theory and practice of career construction' in Brown, S.D. and Lent, R.W. (eds) *Career Development and Counseling: putting theory and research to work*, New Jersey, USA: John Wiley & Sons Inc, p42-69.

Savickas, M.L. (1997) 'Constructivist career counseling: models and methods', *Advances in Personal Construct Psychology*, Vol.4, No.2. pp149-182.



The narrative approach to working with clients

The narrative approach is an example of the practical application of constructivist theory, attempting to address the demands of constructivism by regarding the client as the author of their own life story. Through the telling of their story, they become aware of what they are doing and why, developing insights that will enable them to navigate present and future decisions (Stewart 2005)⁴⁵. The adviser's role is therefore to *facilitate* the telling of the story (Cochran 1997) not only through questioning but also by using creative techniques such as timelines, storyboarding, visualisation and image work. This may work particularly well for clients who struggle to respond to the typical question-answer approach.

The use of the imagination and intuition in decision making

There is evidence to suggest that intuitive decision making may even be more effective in some situations than rational decision making (Gladwell 2005) (Zhaoping and Guyader 2007)⁴⁶. Intuition has received scant attention due to a misapprehension that it is a fuzzy, emotional knee-jerk response that maintains clients' comfort zones (Claxton 2000)⁴⁷. However intuition is an informed way of knowing, a mental process that is informed by *tacit* rather than *explicit* knowledge (Gladwell 2005)⁴⁸.

a) Visualisation: the adviser may facilitate exercises which involve visualising themselves or the situation in a different way, for example, mentally rehearsing job interviews. When trying to decide between options, the adviser can ask the client to imagine what the different options would look like, or to imagine that they have decided on a particular option and notice/ reflect on how it feels.

b) 'What if': many advisers use *hypothetical removal* i.e. asking the client to imagine what they would feel and do if a particular option wasn't available or if a barrier didn't exist. This exercise may be made more interactive by writing the options on pieces of paper which are then folded. The client is asked to pick one, open it and notice how he/ she would feel if they had to choose that option. These exercises are not flippant but structured exercises which

⁴⁵ Stewart, M (2005) *Is Egan's Skilled Helper Missing the Target?* Careers Guidance Today. Volume 13.3

⁴⁶ Zhaoping, L. and Guyader, N. (2007) *Interference with bottom-up feature detection by higher level object recognition*. Current Biology, Vol 17, 26-31

⁴⁷ Claxton, G in Atkinson, T. and Claxton G (eds) (2000) *The Intuitive Practitioner. On the value of not always knowing what you are doing*. Open University Press.

⁴⁸ Gladwell, M. (2005) *Blink, The Power of Thinking Without Thinking*. Penguin (an easy to read book about the nature of intuition)



may cut through the log-jam of rational thought (Cochran 1997) in which a client may be stuck. This is similar to the miracle question used in solution focused work where you ask the client to:

- imagine that they woke up the next morning and the problem had been solved;
- to describe the new situation, who would notice and how would they know that the problem had been solved
- to consider what would have needed to have taken place

c) Reacting to opportunities: the rational approach requires that the client starts by reflecting on their 'self' in order to identify the criteria by which they wish to appraise opportunities. However, many clients find it easier to start by looking at vacancies, prospectuses and job families and notice their reactions as an aid to reflecting on their own interests and needs. When using this method, the adviser may ask the client to quickly glance at a range of opportunities and notice their gut reactions e.g. which ones attract and repel, which words or pictures stand out. These 'gut reactions' are then used as a basis for further reflection.

d) Drawing and mind-mapping: rather than using the 'left brain' to think about their interests etc, the client is asked to draw four different pictures or symbols entitled *What I am*, *What I'd like to be*, *What hinders me*, and *What will overcome the obstacle* (Dial 1989 cited by Cochran 1997). This method may be combined with a visualisation or guided fantasy. Mind-mapping is a similar attempt to use the 'right brain' through drawing, symbols, colour and maps (search 'Tony Buzan' and you'll find many sites explaining how to use this approach).

Recommended reading on constructivism and narrative approach

For an overview of the narrative method (and plenty of practical ideas for working with clients) see Cochran, L. (1997) *Career Counseling: A Narrative Approach*, Thousand Oaks, California, Sage. [SAGE Books - Career Counseling: A Narrative Approach \(sagepub.com\)](https://www.sagepub.com)

Reid, H.L. (2006) 'Introduction - constructing the future: transforming career guidance' in Reid, H.L. and Bimrose, J. (eds) *Career Guidance, constructing the future: transforming careers guidance*, Stourbridge, UK: Institute of Career Guidance. [Constructing the future : transforming career guidance - WRAP: Warwick Research Archive Portal](https://www.wrap.ac.uk)

Savickas, M.L. (2005) 'The theory and practice of career construction' in Brown, S.D. and Lent, R.W. (eds) *Career Development and Counseling: putting theory and research to work*, New Jersey, USA: John Wiley & Sons Inc, p42-69. [The Theory and Practice of Career Construction. - PsycNET \(apa.org\)](https://www.apa.org)



Savickas, M.L. (1997) '*Constructivist career counselling: models and methods*', *Advances in Personal Construct Psychology*, Vol.4, No.2. pp149-182.

Law, B. (2006) *Which way is forward? Fewer Lists, More Stories*. The Career Learning Network [Career-learning Home Page \(hihoiho.com\)](http://Career-learning-Home-Page-(hihoiho.com))

For an excellent range of articles reflecting the narrative approach see Reid, H (ed) (2011) *Vocation, Vocation, Vocation: placing meaning in the foreground of career decision-making*. Canterbury Christchurch University available at: [Vocation, vocation, vocation: placing meaning in the foreground of career decision-making : CCCU Research Space Repository \(canterbury.ac.uk\)](http://Vocation,vocation,vocation:placingmeaningintheforegroundofcareerdecision-making:CCCUResearchSpaceRepository(canterbury.ac.uk)) This includes papers by Gideon Arulmani, Bill Law, Hazel Reid , Alison Fielding, A.G Watts and Liane Hambly

For an article which uses real client stories to illustrate career theory see Mary McMahon, Mark Watson and Jenny Bimrose (2010) *Stories of careers, learning and identity across the lifespan: Considering the future narrative of career theory*. [Stories of careers, learning and identity across the lifespan : considering the future narrative of career theory - WRAP: Warwick Research Archive Portal](http://Storiesofcareers,learningandidentityacrossthelifespan:consideringthefuturenarrativeofcareertheory-WRAP:WarwickResearchArchivePortal)

Hambly, L and Bomford, C (2019) *Creative Career Coaching* [Creative Career Coaching - Google Books](http://CreativeCareerCoaching-GoogleBooks) chapter 2

Yates, J (2014) *The Career Coaching Handbook* Chapter 2

Reid, H (2016) *Introduction to Career Counselling and Coaching* Chapter 7

Tristram Hooley has produced a video on [Narrative Theory and Life Design](http://NarrativeTheoryandLifeDesign).

Liane Hambly discusses constructivism and the narrative approach in her [Modern Career Choice Theory video](http://ModernCareerChoiceTheoryvideo).

The CDI has produced a video about more recent careers guidance [Career guidance theories part 2 - YouTube](http://Careerguidancetheoriespart2-YouTube) which includes discussion of Narrative theory.



Psychodynamic Theory: Motivation (3.1.1, 3.2.1)

Maslow's Hierarchy of Needs

Psychodynamic theories attempt to explain the more subjective elements of career choice i.e. 'the individual motives, purposes and drives to facilitate career exploration'. (Watkins & Savickas, 1990:79)⁴⁹. There has been little development of psychodynamic theories of career choice within the UK although Maslow's Hierarchy of Needs (1954)⁵⁰ has long been used as a model for understanding human motivation. The model states that there are lower order needs that must be met before higher order needs can be considered, for example, the need for physical survival must be met before the need for self-actualisation (personal development). Maslow's refined model (1971)⁵¹ is as follows:

- 1) **Physiological:** hunger, thirst, bodily comforts, etc;
- 2) **Safety/security/** being out of danger;
- 3) **Belongingness and Love:** acceptance by others
- 4) **Esteem:** to achieve, be competent, gain approval and recognition.
- 5) **Cognitive:** to know, to understand, and explore;
- 6) **Aesthetic:** symmetry, order, and beauty;
- 7) **Self-actualisation:** to find self-fulfillment and realize one's potential; and
- 8) **Self-transcendence:** to connect to something beyond the ego or to help others find self-fulfillment and realize their potential.

It is interesting to consider the link between this hierarchy and community interaction theory – it may explain why some people are more concerned with acceptance than self-actualisation. However, it is important to note that the model may be criticised as culturally biased, being individualistic and western in positioning self actualisation as a higher order need above community acceptance. There is no empirical base for this model, despite its popularity.

⁴⁹ Watkins, C.E. & Savickas, M.L. (1990) 'Psychodynamic career counselling', in Walsh, W.B. and Osipow, S.H. (Eds) *Career Counseling: contemporary topics in vocational psychology*, Hillsdale, New Jersey, Lawrence Erlbaum Associates, pp79-116.

⁵⁰ Maslow, A. (1954) *Motivation and Personality*, New York: Harper

⁵¹ Maslow, A. (1971). *The farther reaches of human nature*. New York: The Viking Press



Herzberg's Hygiene Factors

Also known as Two-Factor Theory, Dual Factor Theory, or Motivation Hygiene Theory. Herzberg et al argued that there are separate sets of factors in the workplace which cause either job satisfaction or dissatisfaction. Influenced by Maslow's hierarchy of needs, Herzberg suggests that motivation factors lead to job satisfaction due to the need for self-growth and self-actualisation. Removing dissatisfiers does not automatically lead to job satisfaction.

| Satisfiers (Motivating Factors) Improving these helps to increase satisfaction | Dissatisfiers (Hygiene Factors) Improving these helps to decrease dissatisfaction |
|---|--|
| <ul style="list-style-type: none">• Performance and achievement• Recognition• Status• Responsibility• Opportunities for promotion• Personal growth• The work itself | <ul style="list-style-type: none">• Salary• Working conditions• Working environment• Relationship with colleagues• Relationship with supervisor• Quality of supervisor• Policies and rules |

Taylor's Principles of Scientific Management

F.W. Taylor was an early theorist who proposed that workers and managers needed to have a co-operative relationship, and that productivity could be increased by simplifying jobs and making processes more efficient. He believed that all workers were motivated solely by money, not by enjoyment, and that incentivised pay would motivate them and increase their productivity. Workers should be closely supervised and controlled to ensure that the employer got their money's worth. As a result of time and motion studies, he concluded that some people were able to work more efficiently and productively than others, so they should be matched to jobs based on their capability and levels of motivation.

Mayo's Motivation Theory: Human Relations

Unlike Taylor, Mayo proposed that employees weren't all that motivated by pay or working environment, but that positive relationships were much more important to them. Based on studies of factory workers (Hawthorne Experiments), he proposed that managers should treat workers as individuals with worthwhile opinions, consult them and allow them to work in groups or teams.



Schein's Career Anchors

A career anchor is one thing that you wouldn't give up about your job, your inner drive or motivation. Out of the eight anchors is there one anchor that you wouldn't trade? Does your current job satisfy that anchor?

Technical/ functional competence

- Likes to be an expert at something
- Likes being challenged to develop that skill further
- Would avoid general management if it means losing their expertise
- Interested in management of their area of expertise

General managerial competence

- Wants to be a manager, to climb the ladder and earn more money
- Likes problem solving
- Likes being responsible and accountable

Autonomy/ independence

- Doesn't like to be tied down by procedures and other people's rules
- Likes to do it own way

Security and stability

- Likes to feel safe and secure
- Likes continuity and predictability
- Avoids risks and tend to stay in same job

Entrepreneurial creativity

- Dedicated to creating new business, products and services
- Will sacrifice autonomy for the business to work
- Gets bored easily
- Success is the business doing well

Sense of service/ dedication to a cause

- Pursues own values in work
- Wants to make a difference by helping others
- Seeks to influence others by sharing their values
- Not driven by money



Pure challenge

- Seeks constant stimulation/ Gets bored easily and will change jobs if bored
- Likes overcoming obstacles
- Single minded

Lifestyle

- Seeks to achieve work-life balance
- Employment conditions may be more important than the job itself
- Likes flexibility and is prepared to compromise to get the conditions wanted

Pink's Motivation 3.0

Pink proposed a new motivational model in his book *Drive*. Based on the work of psychologist, he argued that traditional extrinsic “carrot and stick” methods to motivate workers were outdated, and that autonomy and freedom to innovate and be creative (intrinsic factors) were more motivating for modern workers. His three crucial motivating factors were:

Autonomy

To be fully motivated, workers need to be able to control what they do, when they do it, and who they do it with.

Mastery

Someone who is motivated by mastery will seek to improve and see their potential as unlimited.

Purpose

People who don't see the point of what they're doing are likely to become disengaged and demotivated. On the other hand, if they feel they are working towards an important purpose, they are likely to be hardworking and productive.

The Kaleidoscope Career Model

Maniero & Sullivan proposed (2005) that a new theory was needed, suggesting that traditional career theories had been written by, based on and tested on men, and did not take into account the less linear career paths of women.

They suggested that women were likely to have three career drivers, the balance of which is likely to change through their lives:

1. Authenticity – how to be themselves
2. Balance – how to do what they want to do outside of work
3. Challenge – how to grow and progress



Early in their careers, women are likely to be motivated most by their desire for challenge (the same desire as for young men). However, mid-career, when they are more likely to have childcare or other caring commitments, women are most driven by the need for work-life balance, whereas men are more driven by challenge/authenticity. Later in their careers, freed from their caring responsibilities, women seek authenticity, whereas men are more driven by the desire for balance.

Recommended reading

Nickerson, C. (2021, Nov 16). *Herzberg's Motivation Two-Factor Theory*. Simply Psychology. www.simplypsychology.org/herzbergs-two-factor-theory.html

[Taylorism and Scientific Management - from MindTools.com](#)

[Taylor Theory Of Motivation Commerce Essay \(ukessays.com\)](#)

Schein, E. H. (1990) *Career Anchors, discovering your real values*. Jossey-Bass

[Career Anchors - Marcr](#)

[Pink's Autonomy, Mastery and Purpose Framework - From MindTools.com](#)

[David Rock on the SCARF Model - YouTube](#)

[Using the Kaleidoscope Career Model to Understand the Changing Patterns of Women's Careers: Implementing Human Resource Development Programs to Attract and Retain Women \(fairfield.edu\)](#)



Transition and Motivation Theory (3.1.1, 3.1.3, 3.2.1, 3.5.1)

Transition and motivation theories are closely allied to developmental theory as they explore how people navigate the changes they face throughout life. Traditional transition theory tends to focus on the predictable changes that people faced during their career, for example, Super's (1990)⁵² five stage model of growth, exploration, establishment, maintenance and decline/disengagement.

As life has become more complex, so has the number and type of transitions that people face (Roberts 1997)⁵³. According to Chen (1998)⁵⁴ many traditional worker-roles have disappeared, with new opportunities reflecting social, economic and technological changes. Career no longer reflects the traditional notion of a ladder but has become 'boundaryless' (Arthur and Rousseau 1996)⁵⁵ characterised by multiple employers and using transferable skills to occupy a number of roles.

As a result, career change has become a regular part of working life and increasingly clients need to develop the career management skills that will enable them to face repeated change: this includes the ability to manage uncertainty, to be flexible/ change course if needed, and to bounce back from setbacks (career resilience). Terms used for this ability include 'positive uncertainty' (Gelatt 1989)⁵⁶, 'career agility' (Skills Development Scotland CEIAG Strategy, 'career adaptability' (Savikas 1997⁵⁷) and 'moxie'. Moxie is the 'courage, assertiveness, energy, skills and competence and shrewdness that represent critical human quality for success in today's competitive labour market' (Admunson 1996, cited in Chen 1998).

In addition to the change models mentioned in this handbook, you could also research the Lewin 3 step change model, the Lippitt 7 stage model, Kotter's change model, or Tannenbaum & Hanna's 3 stage model.

⁵² Super, D. (1990) A life span, life-space approach to career development, in D. Brown and L Brooks (eds) *Career Choice and Development*. San Francisco: Jossey-Bass

⁵³ Roberts. K. (1997) *Prolonged transitions to uncertain destinations*. British Journal of Guidance and Counselling, 25 (3): 345-60

⁵⁴ Chen, C.P. (1998) *Understanding career development: a convergence of perspectives*. *Journal of Vocational Education and Training*, 50:3, 347-461

⁵⁵ Arthur, M.B. & Rousseau, D.M. (1996). *The boundaryless career: A new employment principle for a new organizational era*. New York: Oxford University Press.

⁵⁶ Gelatt, H.B (1989) *Positive uncertainty: a new decision making framework for counseling*. *Journal of Counselling Psychology*. Vol 36, no 2, (p252-256)

⁵⁷ Savikas, M.L. (1997) *Career Adaptability, an integrative construct for life-space, life-span theory*. *Career Development Quarterly* Vol 5 pp 247-259



Transition Models

The extent to whether a change is anticipated or unanticipated, voluntary or involuntary will have a direct bearing on how clients respond to the event (Hopson and Adams 1977⁵⁸; Schlossberg 1987⁵⁹). Schlossberg defined the types of transition as being anticipated, unanticipated, chronic hassle and non-event. The more enforced and unpredictable, the greater degree of strain experienced, for example, when people have been unexpectedly made redundant. Schlossberg argues that the transition itself needs to be considered in the light of its impact on other factors such as relationships and roles, and also in the light of the circumstances or context in which the transition occurs. Timing, relationships, support and the individual's own coping strategies will all have a bearing on whether the transition is regarded as a chronic hassle or a non-event.

Although developed for work with adults, the model can be applied to young people. The model has 3 major parts:

1. Approaching Transition: transition identification & transition process.

People view transition differently and therefore advisers should begin by exploring the nature of the change faced i.e. is it anticipated, unanticipated, how does it change the person's life, where is the person in the transition?

2. Taking stock of coping resources, The 4 S's System.

The aim is to identify potential resources which the person can draw on to cope with the transition. The way the transition is dealt with depends on the 4S's.

Situation: what is happening?

Self: their personal situation and psychological resources.

Support: What help is available? Level & type of support (internal & external) & options vary (e.g. family, individuals, networks, institutions).

Strategies: What is the person's range of coping resources? People navigate transitions in different ways.

3. Taking Charge: Strengthening Resources

Development & use of new strategies

4. Implications

⁵⁸ Hopson B. and Adams, J.D. (1977) Towards and understanding of transitions: defining some boundaries of transition, in Adams, Hayes and Hopson (eds), Transition: understanding and managing personal change. Montclair: Allenheld and Osmun

⁵⁹ Schlossberg (1987) Taking the Mystery out of change. Psychology Today 21(5) pp 74-75



More individuals are changing occupations. Practitioners should therefore be open to clients who want to change & should understand & empathise with the emotions (positive & negative) involved in the transition process.

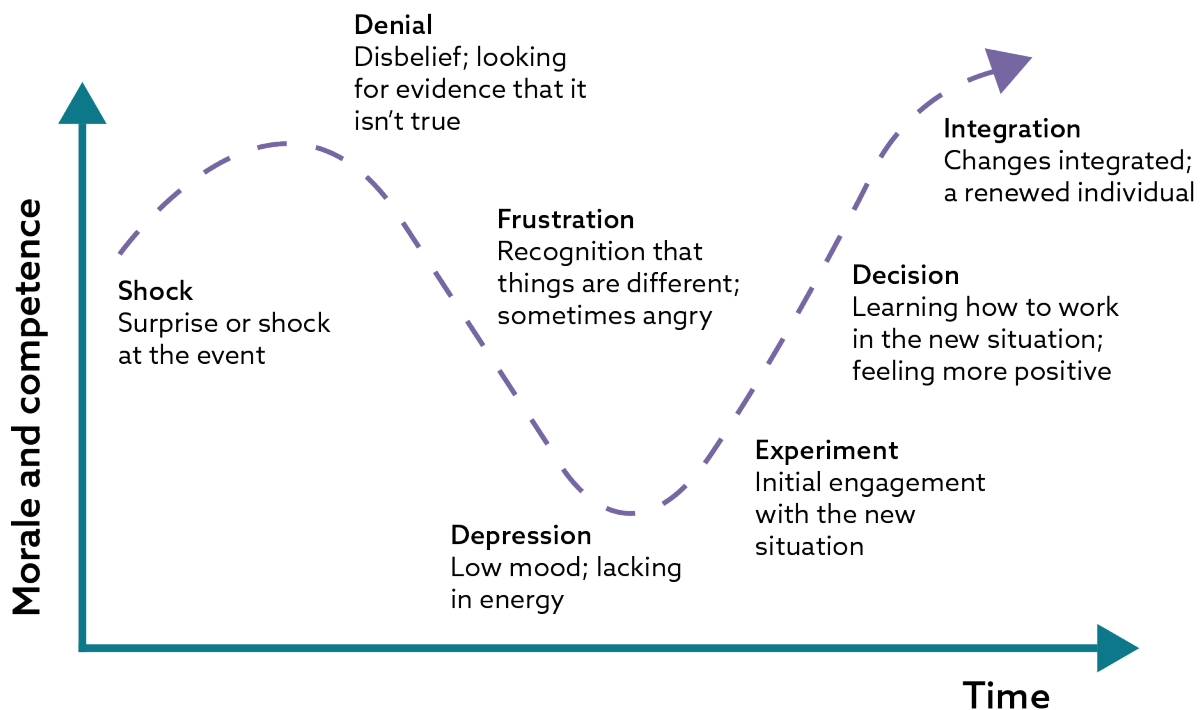
Clients going through transitions often experience anxiety & emotional upheaval. It is therefore useful to provide a safe environment which focuses on the use of listening, attending & focusing skills.

Clients involved in transitions often have difficulty in reframing & refocusing their situations. Practitioners need to provide new perspectives through interpretation, theme identification & information.

Clients involved in transitions usually need assistance in moving on. It is therefore important to help them develop problem-solving, decision-making & coping skills.

The Kubler-Ross Change Curve

Based on a model developed in the 1960s to explain how people grieve, the Change Curve seeks to explain how people react to transition or major upheaval. It can be used in change management to predict how people will respond if presented with a major change in their life or work. It can also be used to explain the differing stages of readiness to move on when clients experience change such as job loss.



Source Kübler-Ross, E. (1969). On death and dying. New York Macmillan

[the_change_curve.pdf \(exeter.ac.uk\)](#)



The three main stages consist of:

1. Shock and denial, with the focus on the past;
2. Anger and depression, causing low morale and performance;
3. Acceptance and integration, when people start to feel hopeful.

The Cormier/ Hackney model⁶⁰

The Cormier/Hackney Model (1993) is based on the premise of a client/ practitioner relationship which is developmental. The diagram integrates Schlossberg's transition model to provide a framework for advisers to help clients manage transition.

| Stages in the Cormier Hackney Model: | The 4 S Transition Model: | | | |
|--------------------------------------|---|-----------------------|---|------------------------------|
| | Situation | Self | Supports | Strategies |
| Relationship Building | Counsellor Uses Basic Listening Skills | | | |
| Areas to Assess | Client's environment | Internal resources | External resources | Current repertoire of coping |
| Sample Client Goals | Modifying the environment | Return to equilibrium | Increasing support | developing an Action Plan |
| Possible Counsellor Interventions | Reframing, Assertion Training | Positive asset search | Negotiate access to available support systems | Problem solving strategies |
| Termination Follow Up | Counsellor helps clients review what has happened and plan next steps | | | |

⁶⁰ Cormier, L. S., & Hackney, H. (1993). The professional counselor: A process guide to helping (2nd ed.). Needham Heights, MA: Allyn & Bacon.



The Process of Change

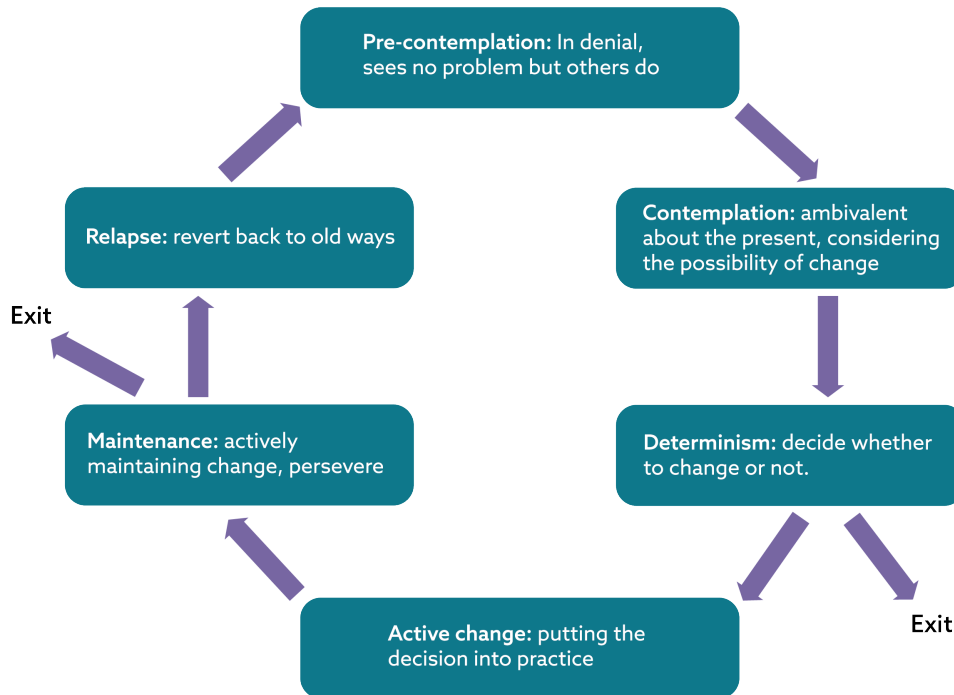
Scott and Jaffe (1994) identified four stages that people go through when facing an enforced change:





The Transtheoretical Wheel of change: Prochaska and DiClemente

A similar model, the 'Wheel of Change' (Prochaska and DiClemente (1994)⁶¹) describes how people can move from a place of denial, through ambivalence to a place of determination and sustained change. This model recognises that relapse or drop out may occur. The model has been used to inform the practice of Motivational Interviewing, an approach for working with clients who are experiencing ambivalence about change.



Career Inaction Theory

Verbruggen & De Vos (2020) proposed that certain Inertia-enhancing mechanisms prevented clients from taking action:

1. Fear and anxiety
2. Short term-ism
3. Cognitive overload

Because career choices are likely to have an uncertain outcome, are complex and generally mean giving up security and familiarity, clients may be reluctant to step outside their “comfort zone” and, consequently, do not realise their career aspirations.

[When people don't realize their career desires: Toward a theory of career inaction. - PsycNET \(apa.org\)](#)

⁶¹ Prochaska, J. and DiClemente, C (1994) *The Transtheoretical Approach. Crossing Traditional Boundaries of Therapy*. Malabar, Florida: Krieger Publishing Company



Motivating people to change: carrot or stick?

Government policy aims to combat social exclusion, unemployment & skills shortages by encouraging people to participate in education, training and employment through a mixture of carrots & sticks (Watts, 2001). Our understanding of how people experience and manage change has led to innovative ways of working with clients and an understanding of what isn't helpful.

Unhelpful responses to resistance

'Helpers, especially beginning helpers, who are unaware of the pervasiveness of resistance are disconcerted by it and face unexpected feelings and emotions in themselves when they encounter it. For instance, they feel confused, panicky, irritated, hostile, guilty, hurt, rejected, meek or depressed' (Egan, 2002:197)⁶².

Clients who are struggling to face change may act this out through what may be perceived as challenging behaviour e.g. counteracting every positive suggestion by the adviser with 'yes but', a negative reason why it's not possible. They also may appear not to care or display anger. It is easy for clients' behaviour to trigger negative responses in the interviewer, responses which may make matters worse.

For example:

- You become impatient and think that you haven't got all day to waste like this.
- You do nothing and hope the resistance will disappear.
- You lower your expectations of the client and what you can do for them (you doubt they will change).
- You try and win the client over by pacifying them.
- You start to become critical of the client, showing irritation when they give reasons why they can't take action.
- You allow the client to blame you for them not moving forward.
- You let client take total control of the exchange between you.
- You finish the session when it feels difficult.

⁶² Egan, G. (2002) *The Skilled Helper*. A problem-management and opportunity-development approach to helping. Thomson: Brooks/Cole. 7th edition.



Motivational interviewing

How about trying this?

Well, I could... but it's easier not to... there's too much to lose... I can't be bothered.

Ambivalence is defined as the experience of conflicting emotions i.e. wanting to change but not wanting to, a fluctuating readiness. People often recognise the harm of their behaviour but are attached to it. Trying to persuade/ force people to change often isn't productive - if the adviser represents one side of the argument then it allows/encourages the client to give voice to the other i.e. the 'you should' leads to 'yes but'. The conflict is thus acted out and is counterproductive with the client's defences continually being reinforced.

Motivational interviewing (MI) (Miller and Rollnick 1991)⁶³ provides a creative way of working with 'resistance', with people who are ambivalent about changing patterns of behaviour or stepping outside their comfort zone. The aim is to develop *intrinsic* rather than *extrinsic* motivation so that the argument for change comes from the client rather than from the professional. To achieve this, the adviser uses strategies that are more persuasive than coercive, more supportive than argumentative.

MI draws on client centred counselling, cognitive therapy and systems theory. It appears client centred and 'yet the counsellor maintains a strong sense of purpose and direction, and actively chooses the right moment to intervene in incisive ways' (Miller and Rollnick 1991). It is therefore regarded as semi-directive.

Instead of fighting or counteracting the client's resistance with solutions and advice, Miller and Rollnick suggest that advisers accept ambivalence as a normal, acceptable and understandable state and 'to make moves that are more like a friendly game of chess than a frontal assault on a castle. This approach, in turn, evokes less resistance'.

There are pros and cons to each side of the conflict which create a see-saw effect. As the weight begins to tip one way, the person tends to focus on (and shifts weight to) the opposite side. This is known as the 'decisional balance'. To create a shift one way or the other, the adviser does the following:

1. Listens and 'rolls with' the client's reasons as to why change may be too difficult, empathising through empathic reflecting back. This diffuses resistance and creates a positive relationship.

⁶³ Miller, W.R. and Rollnick, S. (1991). *Motivational Interviewing: Preparing People to Change*. Guilford Press



2. At a point where the client appears to be going round in circles, the adviser attempts to create dissatisfaction with the status quo and increase the desirability of change by:
 - reflecting back the negative aspects of the status quo
 - asking the client to identify or imagine the consequences of not changing;
 - asking the client to identify/ imagine the benefits of changing
 - where appropriate, using amplified reflection to create discomfort (deliberately exaggerating the client's position). N.B. the timing of using amplified reflection is critical as the client must first experience empathy.

The basics of MI: when you hear 'yes but' or reluctance...

1. Avoid fix it tendency.



2. Explore the reasons why it's difficult to change/take action. Empathise by reflecting back.

The tipping point



3. Ask the client to identify benefits of changin and consequences of not doing so - reflect back to consolidate

4. Use amplified reflection to create discomfort e.g. so you seem happy where you are... with not having a plan in place.



Amplified reflection is deliberately reflecting back an exaggerated version of the client's negative position. The intention is to create a level of discomfort so that the client reacts and starts to move towards a more positive position i.e. the negative position amplified by the adviser is so uncomfortable that the client counteracts this with more positive statements.

NB. Timing is important - this should be done after an empathic relationship has been developed and the tone should be curious and tentative rather than confrontational.

Examples of amplified (exaggerated) reflection

'so you feel ..that changing would be too hard'

'It sounds like you're... happy as you are'

'You're wondering ifthere's anything at all to be gained from changing'

'It seems like you...don't really want to change'

'You're thinking perhaps that.. it might be hopeless, that there's nothing you can do'

'What I'm hearing in what you've said ... is that you feel you have nothing at all to offer an employer'



Motivational techniques used in career coaching

Aside from Motivational Interviewing there are other motivational techniques that may be used to support client's career development.

Cognitive behavioural coaching (CBC)

According to CBC, merely setting goals is often insufficient to bring about change:

'what often blocks the way are the coachee's self-limiting/ defeating thoughts and beliefs (e.g. 'I'm not good enough'), counterproductive behaviours (e.g. procrastination) and troublesome emotions (e.g. prolonged anxiety)'. (Neenan 2006:91)⁶⁴

Typical 'thinking traps' (also known as cognitive biases) include:

- *All or nothing thinking* e.g. 'if I can't do that I can't do anything'
- *Overgeneralization*, drawing sweeping conclusions on the basis of a single event e.g. 'I didn't like school so I won't like any study'
- *Mental filter*, only seeing the negative aspects of an event or situation
- *Catastrophising*, assuming the worst – 'It'll go wrong' ...I just won't be able to cope'
- *Musts and shoulds*
- *Fallacy of fairness*, believing in a just world – 'If I work hard I'll get the promotion'
- *Perfectionism* – 'I have to get it 100% right to be good enough'

For more on this, see the section on Cognitive Bias under Neuroscience.

CBC helps coachees to 'identify, examine and change such thoughts and beliefs, develop productive behaviours and become more skilled at emotional management'. The coach may ask the coachee to try out experiments to test the validity of the beliefs and predictions, using action to challenge thinking patterns as well as setting thinking exercises to interrupt unhelpful negative thinking and learn healthier thinking. The way to counteract beliefs is to continually think and act against them by adopting more helpful and realistic beliefs. There are some key questions that the coach can use (adapted from Needham 2006):

- *what thoughts are going through your mind in that situation?* (helping the coachee to become aware of negative thoughts linked to unpleasant feelings, bodily sensations and behaviours). If the coachee says 'I don't know', the coach has to facilitate visualising the situation

⁶⁴ Neenan, M in Passmore, J ed (2006) Excellence in Coaching. Kogan Page. Chapter 6



- *What stops you from (taking a particular course of action)?*, assessing the blocks to change? If this doesn't work use the next question ...
- *Imagine you're not stuck, what would have needed to have happened to get there?*
- *What are the short and long-term costs and benefits of change?* The coachee has to be encouraged to explore both aspects of this question (if they are not making the change, there must be some costs)
- *What is the clear and specific goal you want to achieve?*, encouraging the coachee to be more specific than 'I want to be happier', for example.
- *What's the problem with making mistakes or experiencing failure?* (what's the worst that can happen?) If they say 'it would be the end of the world', those beliefs need further attention
- *What advice would you give someone else struggling with the same issue as yourself?* encouraging objectivity. If they say 'but I wouldn't follow my own advice' then they are harder on themselves than on others and the reasons need further exploration
- *What would be the first concrete steps towards reaching your goal?*
- *How will you know you are making progress?*, moving beyond 'I'd feel better' to more specific descriptions of behaviour e.g. 'what would you be doing differently?'



Transpersonal coaching

Transpersonal means 'beyond the personal' and is a systems approach which recognises the interconnectedness of individuals, families, communities and organisations.

'It recognises and works with yearning ingrained in the human psyche for something *beyond the personal*, beyond the material and everyday. This may be expressed in many different ways, through religious or ethical practice, through creativity within and outside the workplace, through volunteering, community work and other forms of service' (Whitmore and Einzig 2006)⁶⁵

The approach focuses on the future and the development of potential, accessing intuition and inspiration and exploring higher feelings and values. Attention is paid to the unconscious as much as the conscious. The use of *guided imagery* is central as it accesses the unconscious and utilises the imagination to bring about deep change.

Another aspect of transpersonal coaching is the idea that our identity is made up of many *sub-personalities*, some of which may be identifications with *roles* e.g. father, mother, boss, with *job titles* e.g. lawyer, nurse, with *personality characteristics* e.g. bossy, organised, angry, fun, and *psychological formations* e.g. the winner, the victim, master, servant. Some of these sub-personalities can become dominant and prevent us from fulfilling our potential

The coach may ask questions such as 'which part of you wants this and which part of you wants that', helping the coachee to identify and name the sub-personalities. Then they may ask 'what would you say to that part of yourself', which helps the coachee to gain objective distance and engage in helpful self-talk.

Transpersonal coaching regards every problem, crisis, painful experience as the opportunity to discover the next step on the journey.

Solution focused coaching

Instead of focusing on the problem or the past, the coach enables the individual to envision a preferred scenario in the future and look at what is needed to get there. The coachee is also enabled to review their present life, to become more aware of current successes and to build on these. This doesn't mean that the problem isn't discussed at all but that the emphasis is on unearthing evidence of skills and resources that the client is already using but which he/she may not be aware of. This approach may be particularly useful for those who are stuck in a negative cycle of thinking and non-action, for those who understand the problem but who

⁶⁵Whitmore, J and Einzig, H in Passmore, J ed (2006) Excellence in Coaching. Kogan Page. Chapter 8



struggle to move forward. It may not be suitable for those who have not yet felt listened to or who are still trying to make sense of what has happened.

The approach is often known for its use of the **miracle question**:

'Imagine you woke up tomorrow and overnight a miracle has happened. All the problems that brought you here today are solved. But since it happened overnight you're not initially aware of it. What would the first signs be that the miracle occurred? ... what would you notice Who else would notice?'

The question must be asked slowly, with attention paid to the person's non-verbal communication and allowing silences, to allow the person to think beyond 'I don't know responses'.

The miracle question is often followed by the use of **scaling questions** and also what are known as **exception seeking questions**. SF Practitioners argue that there are always times when the problem is less severe or absent. Therefore, the coach encourages the coachee to review what circumstances or behaviour make a difference and to build their confidence that they can bring about change e.g. 'are there times when it doesn't feel so bad?', 'can you think of a time when you have taken a risk'.

'Coping questions' are designed to draw attention to the coachee's ability to manage difficult situations, for example, I can see that you often feel overwhelmed, and yet you still came here today and so you are obviously still motivated to do something different. What keeps you so motivated? (displaying genuine admiration and curiosity). This challenges a problem-focused narrative.

Additional reference: MacDonald, A. (2007) Solution-Focused Therapy: Theory, Research and Practice. SAGE

The Storytelling Coach (Doug Lipman)

Lipman's model consists of four stages:

- *listening* (active, empathetic) provides about 80% of the coaching benefit
- *appreciating* (providing positive feedback) provides about 15% of the potential benefit of coaching
- *suggesting* options can expand the individual's understanding of what is possible
- *asking* 'what else do you need?'

The aim is to create an emotionally safe environment, to listen and provide positive feedback and suggestions. This approach appears to be closely aligned to the narrative approach to guidance.

Reference: Lipman, D. (1995) The Storytelling Coach: How to Listen, Praise, and Bring Out People's Best. American Storytelling



Thinking environments

Based on her work 'Time to think', Nancy Kline's approach has two underlying principles:

1. Attentive and respectful listening encourages people to think for themselves
2. When a person's thinking becomes blocked, they are usually making an assumption which they treat as the truth and which prevents progress.

These assumptions can be removed by creating a thinking environment which involves asking the following questions:

- *What do you want to think about? Is there anything more you want to think about?* (keep repeating this question until they cannot come up with any other topics)
- *What more do you want the rest of the session to achieve?*
- Help them to find their limiting assumptions ... *'what do you think is stopping you from..?'* *'What else?'* (repeat until they can't come up with any more assumptions).
- Free the assumptions by using reframing techniques e.g. *'what is the opposite view to that assumption?'*
- Use the incisive question to remove the limiting belief and reveal the ideas on the other side, e.g. *'if you knew it was ok not to be perfect, to be 'good enough', what would you do?'*

Transformational coaching (Robert Hargrove)

A core activity is helping people to surface, question and reframe the stories they tell about who they are. These stories shape, limit and define our way of being.

There are two forms of stories: rut stories and river stories. Rut stories keep people in old ways of being and thinking patterns and result in inaction. River stories are those of personal growth, self-renewal and transformation. The coach seeks to transform rut stories into river stories by helping people realise that a) they are authors of their own stories and b) that they can choose to tell stories that open up new possibilities and fulfil their potential.

Additional reference: Beck, M. (2012) *Finding Your Way In A Wild New World: Four steps to fulfilling your true calling*. Free Press (chapters of this book can be accessed online for free via amazon books (accessed 20/3/2012))



Recommended reading on transition and motivational theory

Hodkinson P. Sparkes A.C. & Hodkinson H. (1996) *Triumphs & Tears: Young People, Markets & the Transition from School to Work*. David Fulton Publishers, London

Miller, W.R. and Rollnick, S. (1991). *Motivational Interviewing: Preparing People to Change*. Guilford Press

Extracts of Schlossberg, N. et al (2006) *Counselling Adults in Transition*, Spinger publishing, are available on the web (search Google books then search Schlossberg adult career development)

Hambly, L and Bomford, C (2019) *Creative Career Coaching* [Creative Career Coaching - Google Books](#) chapter 10

Yates, J (2014) *The Career Coaching Handbook* Chapters 10 and 12 (MI and CBC)

For further information on transition theories, in particular Roberts' theory of transition, search the NGRF

<https://warwick.ac.uk/fac/soc/ier/ngrf/effectiveguidance/improvingpractice/theory/>

An article on Motivational Interviewing by Rollnick and Allinson is available on the web. See chapter 7 in Heather, N and Stockwell T. (2004) *The Essential Handbook of Treatment and Prevention of Alcohol Problems*, Wiley and Sons.

<http://robinsteed.pbworks.com/w/file/fetch/52176344/TreatmentAndPreventionOfAlcoholProblems.pdf>

For further information about MI, see <http://www.motivationalinterviewing.org/> and [Motivational Interviewing | Stephen Rollnick](#)

Nancy Kline's Thinking Environment: Ten components <https://www.timetothink.com/thinking-environment/the-ten-components/#:~:text=as%20The%20Ten%20Components%20of,this%20process%20its%20transformative%20impact.>

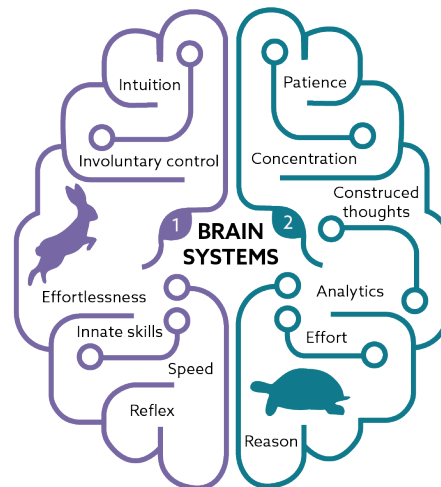
A video [introduction to solution focused coaching](#).

Neuroscience

By studying the working of the brain, psychologists are able to consider how it influences decisions and human responses in different situations.

System 1 and 2 Thinking

Nobel prize-winner Daniel Kahneman studied how we learn and make decisions. He explained the brain's systems in a simplified way.























System 1 is fast and intuitive, happening below our conscious awareness to respond quickly to threats. We may think of this as our “gut instinct”. It is useful when we have a lot of relevant experience to draw on or our skills have become very well established (unconscious competence) because it sifts through all our previous experiences to find relevant information and relies on mental shortcuts (heuristics). It can be more helpful than system 2 when there are many factors to consider including unknowns, and we need to assign value to many different factors (how do we feel about them? how important are they?).

System 2 is slow, rational and deliberate, useful for analysis and logical reasoning. It is useful when we are learning something new (conscious competence).

Research shows that many of our decisions are actually made through System One thinking, and then as we act on this thinking, System Two kicks in and provides a logical explanation for the decision that we have already made and started acting on.

Cognitive Bias

We should bear in mind that decisions may also be affected by unconscious bias which tends to make us more likely to decide one way rather than another. The table below shows some examples.

| | | | |
|---|--|--|--|
| <p>1. Anchoring bias People are over-reliant on the first piece of information they hear. In a salary negotiation, whoever makes the first offer establishes a range of reasonable possibilities in each person's mind.</p>  | <p>2. Availability heuristic People overestimate the importance of information that is available to them. A person might argue that smoking is not unhealthy because they know someone who lived to 100 and they smoked three packs a day.</p>  | <p>3. Bandwagon effect The probability of one person adopting a belief increases based on the number of people who hold that belief. This is a powerful form of groupthink and is the reason why meetings are often unproductive.</p>  | <p>4. Blind-spot bias. Failing to recognise your own cognitive biases is a bias in itself. People notice cognitive and motivational biases much more in others than in themselves.</p>  |
| <p>5. Choice-supportive bias When you choose something, you tend to feel positive about it, even if that choice has flaws. Like how you think your dog is awesome - even if it bites people every once in a while.</p>  | <p>6. Clustering illusion This is the tendency to see patterns in random events. It is key to various gambling fallacies, like the idea that red is more or less likely to turn up on a roulette table after a string of reds.</p>  | <p>7. Confirmation bias We tend to listen only to information that confirms our preconceptions - one of the many reasons it's so hard to have an intelligent conversation about climate change.</p>  | <p>8. Conservation bias Where people favour prior evidence over new evidence or information that has emerged. People were slow to accept that the Earth was round because they maintained their earlier understanding that the planet was flat.</p>  |
| <p>9. Information bias The tendency to seek information when it does not affect action. More information is not always better. With less information, people can often make more accurate predictions.</p>  | <p>10. Ostrich effect The decision to ignore dangerous or negative information by "burying" one's head in the sand, like an ostrich. Research suggests that investors check the value of their holding significantly less often during bad markets.</p>  | <p>11. Outcome bias Judging a decision based on the outcome - rather than how exactly the decision was made in the moment. Just because you won a lot in Vegas doesn't mean gambling your money was a smart decision.</p>  | <p>12. Overconfidence Some of us are too confident about our abilities, and this causes us to take greater risks in our daily lives. Experts are more prone to this bias than laypeople, since they are more convinced that they are right.</p>  |
| <p>13. Placebo effect When simply believing that something will have a certain effect on you causes it to have that effect. In medicine, people given fake pills often experience the same physiological effects as people given the real thing.</p>  | <p>14. Pro-innovation bias When a proponent of an innovation tends to overvalue its usefulness and undervalue its limitations. Sound familiar, Silicon Valley?</p>  | <p>15. Recency The tendency to weigh the latest information more heavily than older data. Investors often think the market will always look the way it looks today and make unwise decisions.</p>  | <p>16. Salience Our tendency to focus on the most easily recognisable features of a person or concept. When you think about dying, you might worry about being mauled by a lion, as opposed to what is statistically more likely, like dying in a car accident.</p>  |
| <p>17. Selective perception Allowing our expectations to influence how we perceive the world. An experiment involving a football game between students from two universities showed that one team saw the opposing team commit more infractions.</p>  | <p>18. Stereotyping Expecting a group or person to have certain qualities without having real information about the person. It allows us to quickly identify strangers as friends or enemies, but people tend to overuse and abuse it.</p>  | <p>19. Survivorship bias An error that comes from focusing only on surviving examples, causing us to misjudge a situation. For instance, we might think that being an entrepreneur is easy because we haven't heard of all those who failed.</p>  | <p>20. Zero-risk bias Sociologists have found that we love certainty - even if it's counterproductive. Eliminating risk entirely means there is no chance of harm being caused.</p>  |



The SCARF Model

Rock's SCARF model uses insights from neuroscience to consider factors ("domains") which influence behaviour. These five key domains are:

1. **Status**
2. **Certainty**
3. **Autonomy**
4. **Relatedness**
5. **Fairness**

These five domains link to threat and reward responses in the brain. Workers may feel threatened by believing a colleague to be more skilled than them, by insensitive feedback, by being unsure of what to do, lonely, being treated unfairly or perceiving that they are being micromanaged. On the other hand, if they are praised, allowed to take on responsibility and use their initiative, given opportunities to bond with their team, and are treated fairly, they will be motivated and satisfied in their job.

Decision-making styles and Mindsets

So far, we have considered a range of theories about how people make decisions. This raises the question as to whether any single decision-making method is more effective than others.

Activity: How have you made decisions in the past?

Which of the following statements apply to how you have made career decisions in the past?

- 'I tend to stick to what I know and is familiar'
- 'I worry about making the wrong decision and go round in circles'
- 'I reflect a lot on myself and what I want'
- 'I don't think too much but just decide and see where it leads'
- 'I hate uncertainty and so like to sort things out as soon as possible'
- 'I'm comfortable with taking risks and trying out new things'
- 'I don't worry and tend to see what turns up at the time'
- 'I research all the options available'
- 'I make lists of pros and cons and weigh up the options to find the best fit'
- 'I listen a lot to my intuition'
- 'I tend to avoid making decisions if I can'
- 'I like to try things out rather than just read about it'
- 'I have to take into account the wishes of other people'



As you went through these statements it's likely that you thought 'well, it depends', i.e. how you have made decisions in the past will have been impacted by factors such as your confidence and attitude at that time in your life, past experiences, whether the decision was enforced or voluntary, the importance of the decision and the pressures, influences and responsibilities you faced.

Law (2001)⁶⁶ argues that clients need a set of skills for effective career planning, namely decision-learning, self-awareness, opportunity-awareness and transition learning (DOTS). According to Law, people need to integrate what they have learnt about self and opportunities but in doing so they may utilise one of many valid decision-making styles as appropriate to the situation. Research suggests that there is no one 'right' way of making a decision, that we have different mindsets and use different methods as and when appropriate (Blenkinsop et al 2006⁶⁷, Bimrose 2008⁶⁸). The important question is whether the mindset and decision-making method is working for us at that point in time.

What follows is an illustration of how different approaches to decision-making have their inherent advantages and disadvantages. Whether a method is appropriate or not can only be measured in the light of the individual client's personality, the nature of the decision in hand, and the resources and time available.

| Rational approach (pros and cons) | |
|--|--|
| May challenge bias; can justify one's plans to others and oneself and therefore be reassuring; considers potential consequences | Can be time consuming; may become stuck and overwhelmed in looking for 'perfect match'; ignores subconscious world and intuition |
| Narrative approach using intuition/ imagination to listen to inner voice/ feelings | |
| Can be exciting and quicker; takes into account the subjective world (intuition/ wisdom); can create positive feelings which may lead to increased commitment, drive and action and a greater level of ownership | Can reinforce comfort zone and bias; may struggle to explain the decision to others |

⁶⁶ Law, B. (2001) New DOTS: Career Learning for the Contemporary World. NICEC Briefing

⁶⁷ Blenkinsop, S. et al (2006). *How do Young People Make Choices at Age 14 and Age 16?* ([DfES Research Report 773](#)). London: DfES

⁶⁸ Bimrose, J., Barnes, S.A. and Hughes, D. (2008) *Adult Career Progression & Advancement: A five-year study of the effectiveness of guidance*, Warwick: Institute of Employment Research.



| Planned Happenstance (being open to and creating chance opportunities) | |
|--|---|
| Is flexible and optimistic; promotes a positive attitude towards learning from mistakes; is open-minded; can create opportunities; is prepared to take calculated risks and seize opportunities. | Requires a degree of confidence and resilience to manage uncertainty; the opportunities may not arise and may therefore face prolonged uncertainty. |
| Community Interaction | |
| Can lead to acceptance and belonging. Benefit from wise perspectives. | Compromise of own interests. |

Working with diverse decision-making approaches

Below are some ideas for utilising diverse decision-making approaches. They are not mutually exclusive –effective career management may depend on using one or more methods depending on the decision in hand.

| Rational matching | (Narrative) Intuition and imagination | Planned Happenstance | Community interaction |
|---|--|---|---|
| <p>List interests, skills and qualities.</p> <p>Support with evidence.</p> <p>Identify priorities and criteria.</p> <p>Identify related opportunities.</p> <p>Weigh up pros and cons and match to select / best option according to criteria</p> | <p>Visualisation – imagine what each option would feel like if you had chosen it.</p> <p>What if? consider each option. Imagine if it wasn't available. Note feelings and reflect on why. Write the options on pieces of paper, fold and pick to note your reaction if you had to choose it.</p> <p>Work from opportunities: look at vacancies, courses, job families or visit places and note reactions as to which you are drawn to/ repelled by. Reflect on why this might be the case</p> | <p>Reframe myths that hold you back</p> <p>Take action explore without having a long-term goal in mind</p> <p>Keep an open mind, try things and see where they lead</p> <p>Create luck/ opportunities by networking and engaging in new activities without having to know where they lead.</p> <p>Make interim decisions, develop risk taking, confidence and resilience</p> | <p>Involve others important to the client</p> <p>Identify the wishes of the client and key parties</p> <p>Identify areas of commonality and tension</p> <p>Consider the benefits and disadvantages of compromise</p> <p>Explore any solutions that are most satisfying to all parties</p> |



Recommended reading on neuroscience, decision making styles and mindsets

Bimrose, J. (2006) *The Changing Context of Career Practice: Guidance, counselling or coaching?* iCeGS (Search ICEGS publications)

NICEC (1996) *How Career Decisions Are Made. NICEC Briefing paper.*

https://warwick.ac.uk/fac/soc/ier/people/jbimrose/publications/jb_changing_context_of_career_practice_final_31_8_06.pdf

Hambly (2011) ***Prayer, meditation and contemplation in career decision making*** in

Reid, H. (ed) *Vocation, Vocation, Vocation: placing meaning in the foreground of career decision-making*. Occasional Paper, Canterbury Christchurch University.

<https://creativecareercoaching.org/prayer-meditation-and-contemplation-in-career-decision-making/>

Hambly, L (2009) The courage of confidence: the role of faith in career choice. Constructing the future. <https://creativecareercoaching.org/wp-content/uploads/2015/02/The-Courage-Of-Confidence.pdf>

Kahneman, D (2011) *Thinking Fast and Slow*

Hambly, L and Bomford, C (2019) *Creative Career Coaching* [Creative Career Coaching - Google Books](#) chapters 11 and 14.



Theories about how people learn (3.3.2)

Carl Rogers' Facilitative Learning Theory

Carl Rogers developed Client-centred therapy in the 1940s: a counselling approach viewing a problem through the client's eyes. Rogers' starting beliefs are that people are by nature good and healthy and that every living creature strives to do its best from his existence (the actualizing tendency).

"Facilitative learning theory" was based on these principles and was developed in the 1960s. David Kolb attributed this theory as one of the foundations of his own experiential learning theory.

The teacher plays a key role in learning, but as a **facilitator** of learning.

Three attitudinal qualities are necessary in the facilitator: Firstly **Realness**, Secondly **Prizing, acceptance and trust** and thirdly **Empathy**. (See Career counselling section.)

Learning will only be effective if the learner is also:

- Aware of the conditions implemented for their benefit;
- Aware the learning is Realistic, Relevant and Meaningful;
- Motivated – Rogers believes that motivation is present in all healthy individuals.

The teacher should be a role-model encouraging the learner and providing them with reasons and motivation for every new part of the learning process.

Criticisms

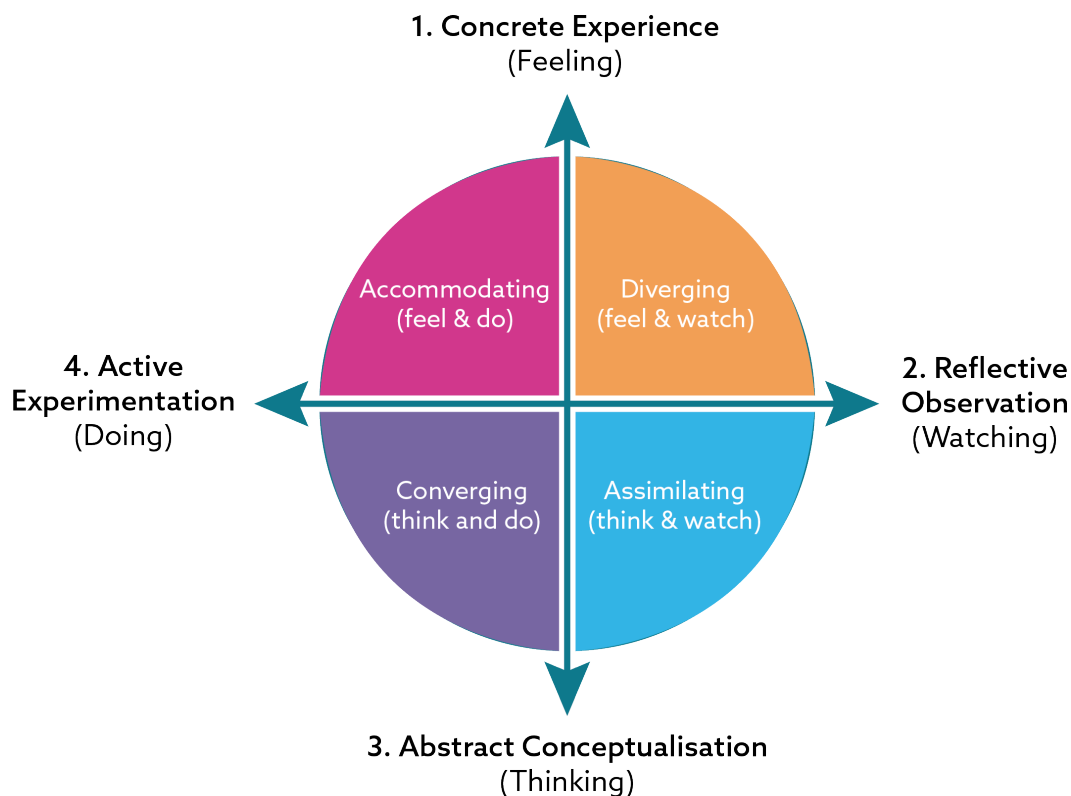
- The humanist approach has a reduced capacity for experimental research;
- Lack of methods for treating different mental health problems;
- Disagreement on the basic humanist assumption of inherent human goodness.



Experiential learning theory (Kolb)

David Kolb's experiential learning cycle (1985) drew on the work of earlier theorists including John Dewey, Kurt Lewin, Jean Piaget, and Carl Rogers. Dewey (1859-1952) had emphasised problem-solving and critical thinking as opposed to rote learning and memorisation: "There is an intimate and necessary relation between the processes of actual experience and education".⁶⁹

Kolb's learning cycle can start at any of these points in the diagram below, but usually starts with a concrete experience. It concerns helping people form their own conclusions from experience.



Critics of Kolb's theory suggest that:

- his learning cycle is **oversimplified** and ignores non-experiential ways of learning;
- his learning cycle pays insufficient attention to **goals, purposes, intentions**, choice, and decision-making, which are also a part of learning;
- the results of *learning style inventory* are based solely on the way learners rate themselves, which results in **questionable results**.

Activity: How can Kolb's experiential learning cycle be used within guidance?

⁶⁹ Dewey, J. 1938. *Experience and Education*. New York: The MacMillan Company, 1949. P7.



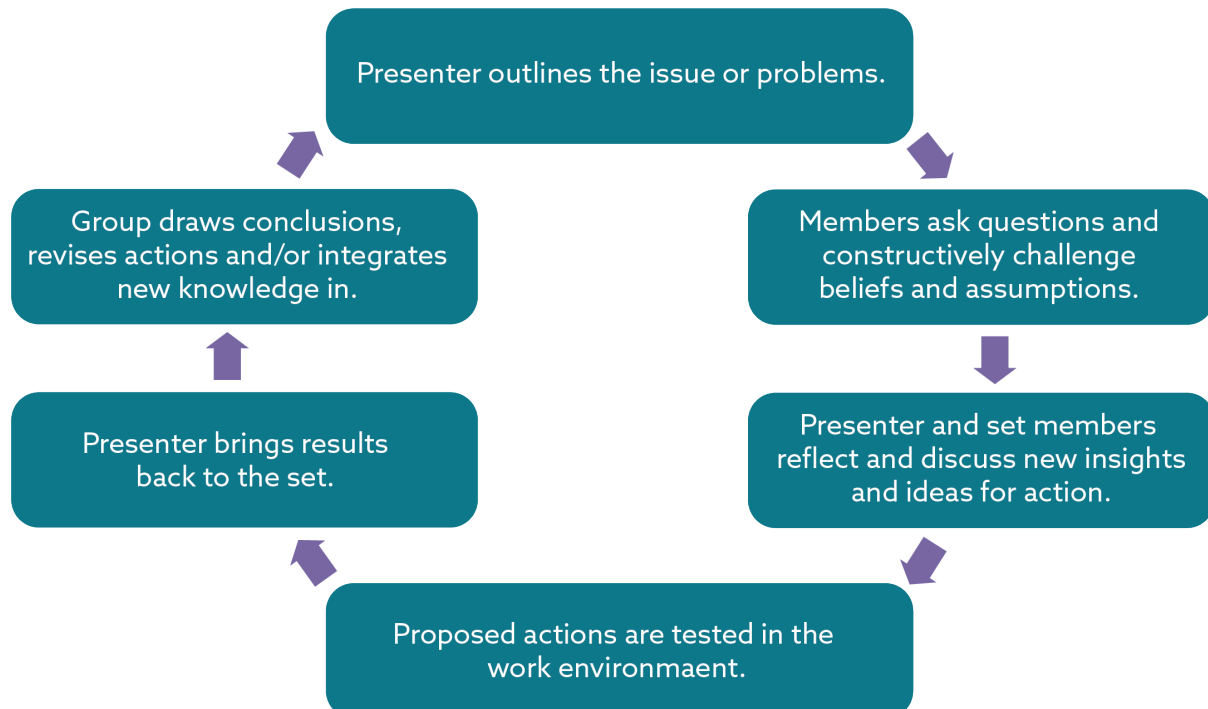
Action Learning (Reg Revans)

“An educational process by which a person studies his or her own actions and experience to improve performance”, developed by Reg Revans from 1940 to 1960.

Aim: “To empower people to learn from themselves and those around them. There isn’t a need for experts in every situation.”

Process:

- An “Action learning set” is formed, consisting of 5 to 8 members. They meet at regular intervals, with the leader acting as a facilitator.
- An individual presents an issue to a small group of peers. Peers ask constructive and challenging questions. This is followed by group reflection. Actions are identified by the individual. It is then tested in the workplace. Results are taken back to the group and conclusions are drawn, integrating new knowledge into practice. “Coaching Circles” mirror Action learning processes and principles.





Andragogy: (Malcolm Knowles)

Malcolm Knowles popularised the concept of andragogy in 1980. Andragogy is the “art and science of helping adults learn”. He wrote on Andragogy from 1967 to 1989. He stated: ““The idea that turned my life around I got from Carl Rogers in the early 1950's: that the mission of a leader (parent, manager, teacher) is to release human energy, not control it.”

Adult learners are different from children in many ways. Knowles’ six principles are:

- **Self-concept:** Adults are self-directed and want to take charge of their learning journey.
- **Experience:** Adults bring prior knowledge and experience that form a foundation for their learning.
- **Readiness to learn:** Adults want to know how learning will help them specifically.
- **Orientation:** Adults find the most relevance from task-oriented learning that aligns with their own realities.
- **Motivation:** Adults need internal motivation.
- **Need to know:** Adults need to know why they should learn something.

Activity: How can you use these principles when working with adults within guidance and group sessions?

Critique: In later years, Knowles would recognize that some points in his theory did not apply to all adults. In addition, some of what he wrote about education could also apply to children. He began to see learning on a spectrum between teacher-directed and student-directed. In his later work, he emphasized how each situation should be assessed on an individual basis to determine how much self-direction would be helpful for students.

Andragogy has received critique over the years, as some of its assumptions have not been empirically proven⁷⁰. However, many researchers believe that the self-directed approach to learning discussed by Knowles is applicable in a range of settings.

⁷⁰ [Andragogy - Adult Learning Theory \(Knowles\) - Learning Theories \(learning-theories.com\)](https://learning-theories.com/andragogy-adult-learning-theory-knowles/)



Heutagogy (Hase and Kenyon)

Stewart Hase and Chris Kenyon (2001) built on the work done by Knowles and others and championed heutagological approaches to learning.

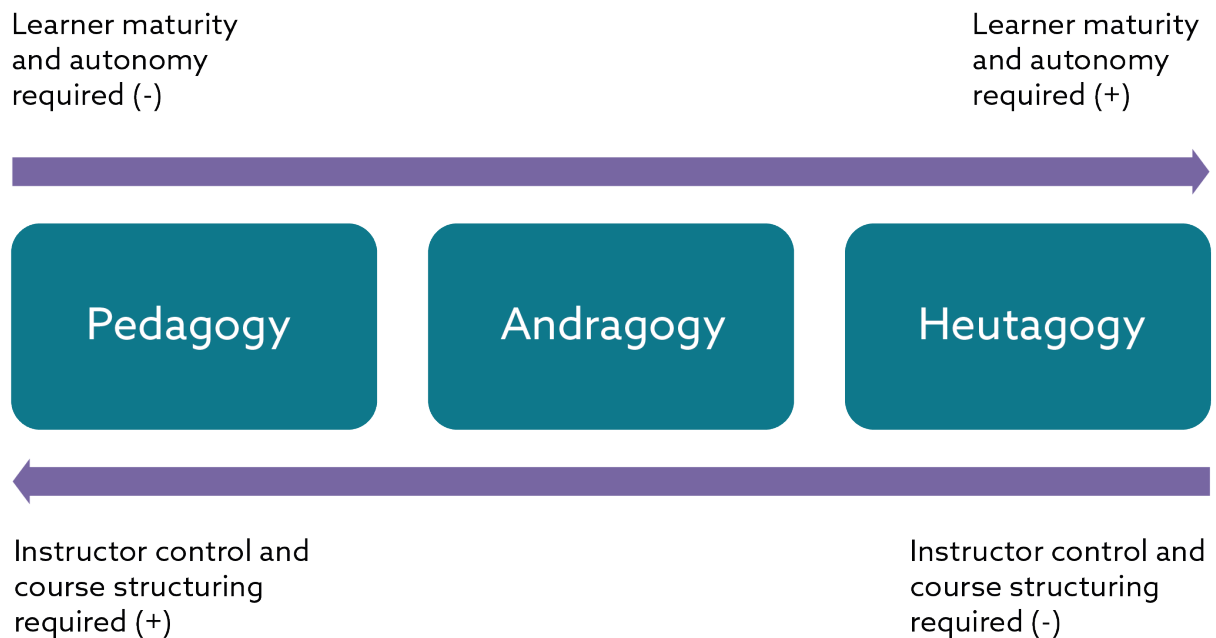
Whereas pedagogy is teacher-led learning and andragogy is self-directed learning, heutagogy takes an approach that's different from both. In pedagogical environments, teachers determine what students will learn and how they will learn it. Students rely on their teacher and learn topics in the order in which they are presented. In contrast, students in andragogical environments use the teacher as a mentor or guide but aim to find their own solutions to the tasks the teacher sets.

Meanwhile, the heutagological approach encourages students to find their own problems and questions to answer. Instead of simply completing the tasks teachers assign, these students seek out areas of uncertainty and complexity in the subjects they study. Teachers help by providing context to students' learning and creating opportunities for them to explore subjects fully.

As the image below illustrates, heutagogy requires the most student maturity and the least instructor control. Pedagogy, on the other hand, is at the opposite end of the spectrum.



The Difference Between Pedagogy, Andragogy and Heutagogy



Recommended reading on Learning theories

FACILITATIVE LEARNING THEORY

<https://marcr.net/marcr-for-career-professionals/career-theory/career-theories-and-theorists/client-centred-theory-rogers/>

EXPERIENTIAL LEARNING THEORY

<https://marcr.net/marcr-for-career-professionals/career-theory/career-theories-and-theorists/experiential-learning-cycle-david-kolb/>

ACTION LEARNING

Action Learning Sets as used by the NHS. <https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2015/08/learning-handbook-action-learning-sets.pdf>

Reg Revans: Action Learning: <https://www.youtube.com/watch?v=2bJ9RXkYPSU&t=3s>

HEUTAGOGY

From Andragogy to Heutagogy: Stewart Hase and Chris Kenyon (2001)
https://merceru.instructure.com/files/151759/download?download_frd=1



Recent developments in career theory

Blustein's Psychology of Working

Blustein (2006) analysed the history of work and emphasised the importance of work to our lives and well-being, building on the work of earlier theorists. He proposed that the needs of society were very different in the past compared with the 21st century, and that traditional theories marginalised groups such as:

- Those on benefits
- Those with learning disabilities
- Those lacking the social or economic resources to get suitable training
- Those subject to discrimination on whatever grounds

For many people, making a choice about what path to follow is a fanciful luxury.

He suggested that work performs three functions:

1. Providing people with a means to survive
2. Providing social connection
3. Providing a means of self-determination

Intrinsic motivation can be improved by helping people develop their autonomy, competence, access to resources and self-awareness. Guidance practitioners can help empower clients through goal setting; help clients reflect, identify skills and resources to build skills; and provide advocacy and support to help clients see themselves as having a measure of choice and control.

[The Psychology of Working: A New Perspective for Career Development, Counseling, and Public Policy | Request PDF \(researchgate.net\)](#)

Job Crafting

Berg, Dutton and Wrzesniewski (2008) suggest that employees can often redesign the jobs they are in to improve their job satisfaction, engagement, well-being and resilience. Whilst job roles are designed by managers who write a job description, if allowed some autonomy, resourceful workers might customise their roles to suit their motives, strengths and passions. This can be done in three ways:

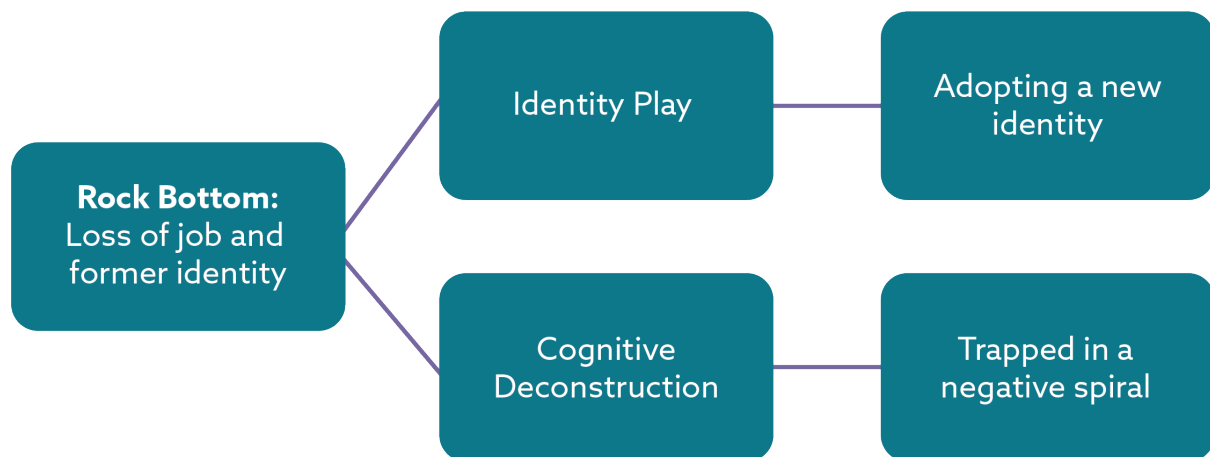
1. Changing the boundaries of the role by taking on more or fewer tasks, changing the scope or how tasks are performed;
2. Changing work relationships e.g. by changing the nature or extent of their interactions with others;
3. Changing the way they perceive their role, or seeing their role within a broader and important context.

<https://positiveorgs.bus.umich.edu/wp-content/uploads/What-is-Job-Crafting-and-Why-Does-it-Matter1.pdf>



Rock Bottom Model

Many people who are forced to leave a job due to circumstances outside their control will feel a sense of grief (see also the Kubler-Ross Change Curve) and the loss of work role can cause them to feel a loss of identity. Shepherd & Williams (2016) argued that individuals who hit rock bottom after losing their job may either recover by creating a new identity through experimenting with possibilities, or languish in a self-destructive downward spiral due to focusing on negatives and seeking to numb their pain.



By looking at the factors involved, we can help to “develop interventions that facilitate recovery from workidentity loss”. The more creative the client can be in their Identity Play, and the more they engage in “**thought trials**” to test ideas out, the better.

https://www.researchgate.net/publication/304494932_Hitting_Rock_Bottom_After_Job_Loss_Bouncing_Back_to_Create_a_New_Positive_Work_Identity



Assignment Brief

| | Section 1 | Section 2 | Section 3 |
|-----------------------------|--|---|---|
| Topics covered | <ul style="list-style-type: none"> • Career choice, learning and decision-making • Motivation, transition/change • Own career pathway | <ul style="list-style-type: none"> • Your role • Support, enablement and empowerment • Motivational techniques • Planned happenstance | <ul style="list-style-type: none"> • The value of theory and research • Updating practice |
| Word count (approx.) | 2700 words | 1300 words | 900 words |
| Assessment criteria | 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2, 3.3.2, 3.5.1 | 3.2.1, 3.2.2, 3.3.1, 3.6.1 | 3.4.1, 3.6.2 |

Section 1: Evaluating Theories of Career Choice and Motivation (2700 words)

- Provide an outline of the key theories of career choice, decision making and avoidance (trait and factor, developmentalism, structuralism, career/ social learning, community interaction, planned happenstance and transition theory). Your description of the theories should be succinct, referencing any sources and avoiding lengthy descriptions (you can put some of the detail in an appendix if you wish). Social/ career learning theory is a learning outcome in its own right so ensure you explain the process of how people learn and evaluate the practical implications of this theory (see handbook). The NGRF will provide a further critique.
- Evaluate the relative merits and limitations of these theories. Concentrate on the analysis – what are the relative strengths/ weaknesses of the theories (**reference your sources for any critical points made/ try to avoid personal opinion**). What are the implications for practice?
- Some people prefer to use sub-headings such as ‘rational matching’, ‘transition’, ‘the role of the unexpected’, ‘social and community learning’, addressing each theory in turn. Some of the theories overlap so one alternative is to use broad headings such as ‘post-modern’, or ‘recent developments in theory’.
- Reflect on your own career pathway to date and how it reflected the different theories (it is good to be aware of this as, if unrecognised, it can create a bias in terms of your preferred use of tools). You can do this as you go along, illustrating the theories (you don’t have to illustrate each one) or at the end.
 - To what extent did you use a logical step-by-step approach (trait and factor)?
 - To what extent did external factors affect your choice (structuralism)?



- To what extent did 'chance' play a part (planned happenstance)?
- How much did community play a part? What did you learn from other people (relate to community learning)?
- What were the key experiences along the way and how did these shape the way you viewed yourself and the opportunities available (social learning)
- When you faced key transitions, were they chosen, planned, unplanned, forced? How did this affect how you faced and managed change? (transition)
- How did your mindset affect how you engaged with change? did you avoid or embrace decisions? Were there times when you resisted change? How motivated or ambivalent were you? (Motivational interviewing)

Section 2: Your role (1300 words)

Demonstrate your ability to apply the theories to your own role:

- Consider your client group and the issues they bring (brief description). Identify which theories and methods would seem to be most applicable to them, and explain your reasons.
- Define the concepts of support, empowerment and enablement. Relate to your own role and how far they apply to a given situation.
- Identify theorists (e.g. Maslow, Herzberg, Taylor, Mayo or Pink) who proposed factors to motivate people in the working world. Critically analyse **at least two** of these theories, relating these to your work with clients.
- Consider how motivational techniques may be used to support clients' career development (e.g. motivational interviewing, solution focused, CBC etc). If not covered in section 1, discuss how to support clients to manage unplanned events (the practical implications of planned happenstance).

Section 3: the value of theory and research (900 words)

- Consider the value of theory and research in developing your practice, and assess any strengths and weaknesses (avoid regurgitating what is in the handbook and summarise in your own words but do reference the points to authors such as Thompson).
- Explain what is meant by impact measurement and how this applies to your work (how do you/ the company measure impact ... exactly what is measured?). Refer to Hughes and Gratton's work.
- **Critically analyse** the web sites and sources that you found most useful during this assignment/ that you will continue to use in order to keep up to date with developments – what makes a web site valid/ useful/ reliable? What other sources can you use to keep up to date?



General instructions/tips

- Follow the brief carefully. It is designed to enable you to meet all the necessary assessment criteria. Being concise will enable you to avoid doing too much.
- Make sure that you understand each of the key theories and the relative strengths/limitations, including the implications for practice. This handbook and the NGRF are good starting points but do supplement with other articles. The recommended reading lists will help you.
- It is advisable to tackle the theories in historical order i.e.. differentialism, developmentalism, opportunity structuralism, social/ career learning, (including constructivism) planned happenstance and community interaction (reflecting as far as is possible their historical development). You should also provide an overview of transition theory (this spans a number of decades). The rationale for this is that it will help you with your critique - each theory attempts to address the limitations of earlier theories. Use subheadings for each theory.
- Avoid too much description. Give a brief outline of the theory and concentrate on your analysis i.e. weighing up the strengths and limitations of the theories and considering how they can be applied in practice. The NGRF can be an excellent resource for this but should be supplemented by reading other articles, most of which can be downloaded (see recommended reading for each section).
- Always be careful to acknowledge your sources – use the Harvard referencing system (there are plenty of guidelines as to how to do this on the web). Only use recognised sources (whilst blogs and Wikipedia may be of interest, they are not regarded as valid sources). Only use academic articles, books (see google on-line for some free on-line materials) and professional websites, for example, those listed in this workbook. A list of references should be provided at the back. Remember to include website addresses and date accessed.
- Once you have written your first draft, refer to the assessment criteria to make sure you have addressed each one. For example, people often miss out the empowerment/ support/ enable learning outcome so make sure you address this.
- Check the word count (go to 'tools' in MS Word) and state at the start of each section the word count used. **The total word count should not be over 5000 words.** The figures given for each section are approximate as you may go higher in one section and cut back in another. Do not exceed the word count as your assignment may not be read (and be honest about the word count – your assessor will have a rough idea of how many pages there should be). If you find you are over the word count it is likely that you are providing too much detail of the theories (you can use an appendix for reproducing the detail of these) or not being succinct enough. Read back through your assignment and ask yourself: am I repeating myself here? Is what I've written absolutely necessary? Could I be more to the point? You can ask someone to help.
- Structure your assignment using the suggested section headings and use further sub-headings as required.
- Always proofread your work before submitting! You could make use of the Editor tool in Word, or a resource such as Grammarly, or seek support from someone who is used to essay writing if it's a long time since you've written anything.