

## Guidance on theories, concepts and sources of research for the Level 6 Unit on Career Guidance Theory

This guidance has been produced to provide External Verifiers and Centres with examples of the different theories, concepts and sources of research that candidates may cover when undertaking this unit. **The information given is neither prescriptive nor exhaustive and some centres may choose to cover theories and concepts not listed here.**

Further information on many of the theories and concepts is available on the National Guidance Forum Research website:  
<http://www.guidance-research.org/EG/imprac/ImpP2/>

<b>Unit:</b> Career guidance theory <b>Unit Ref:</b> F/601/5739 <b>Level:</b> 6 <b>Credit value:</b> 9	<b>Suggestions for theories, concepts and sources of research</b>
<b>Learning Outcome: 1</b> <b>Understand careers guidance theories</b>	
<b>Assessment Criteria</b>	
1.1 Critique careers guidance theories	Examples could be: <b>Differentialism</b> – individuals differ, differences can be measured = talent matching <b>Developmentalism</b> – vocational development is a process = increasing capacity to be self-aware, opportunity aware, increase in decision making capacity and transition skills <b>Structuralism</b> – occupational opportunities are structured by class/education etc. = enabling choice to be implemented <b>Opportunity Structure</b> – choosing jobs based on what is available <b>Social learning theory</b> – decision making is influenced by past learning experiences, genetic and environmental factors = help to overcome barriers <b>Community interaction theory</b> – family expectations and what people see job roles involving

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	<p>More recent theories on:  Needs of specific client groups  Multi-cultural counselling  Constructivist approaches  Life-is-career  Boundary-less careers  Social cognitive approaches</p>
1.2 Analyse theories of career choice, decision-making and avoidance	<p>F. Parsons - Career choice – based on skills, values, interests and personality.  J. Holland – based on personality types.  D. Super – Self-concept  K. Roberts – Opportunity Structure  A. Miller-Tiedman – Life is Career (Decision-making)  T. Arroba – Decision-making styles  M. Savickas – Career Construction Theory  W. Law – Community Interaction Theory  W. Patton and M. McMahon – Systems Theory Framework  J. Krumboltz – Happenstance Theory</p>
1.3 Analyse theories of career learning and career transition	<p>A. Bandura - Social Learning Theory. Bandura identified three major types of learning experiences:</p> <p>a) Instrumental:  Results from direct experience when an individual is positively reinforced or punished for some behaviour and its associated cognitive skills.</p> <p>b) Associative:  Results from direct experience together with reinforcement when an individual associates some previously affectively neutral event or stimulus with an emotionally laden stimulus.</p>

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	<p>c) Vicarious: When individuals learn new behaviours and skills by observing the behaviours of others or by gaining new information and ideas through media such as books, films and television.</p> <p>J. Krumboltz - developed the Learning Theory of Careers Choice and Counselling</p> <p>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.</p> <p>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 on-going basis.</p> <p>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.</p> <p>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.</p>

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	<p>C. Rogers - Humanistic Client Centred Approach</p> <p>K. Roberts - <b>Career Transition</b></p> <p>Traditional career theories relate to a world of more stability &amp; less complexity in the labour market.</p> <ul style="list-style-type: none"> <li>• Rather than 'career planning', people 'career improvise' adapting &amp; engaging in career relevant learning.</li> <li>• People seldom find their way into one 'right' career opportunity, they experiment, as they learn about themselves &amp; the world of work &amp; take up opportunities.</li> <li>• Need to accumulate 'career competencies'.</li> </ul> <p>N. Schlossberg - <b>Adult Career Development Transition Model</b></p> <p>Four stages: Approaching transition/Taking stock: situation/self/support/strategies/Taking charge/strengthening resources/Implications</p> <p>N. Nicholson and M. A. West - <b>Transition Cycle</b> of: Preparation, Encounter, Adjustment and Stabilisation</p> <p>B. Hopson and M. Scally – <b>Transitions</b></p>
1.4 Analyse theories of vocational behaviour in careers guidance	Range of theories. Centres will differ in the ones that they teach e.g. Developmentalism –Super's Stages of Vocational Maturity takes a developmental perspective on occupational choice and work adjustment. He elaborated important hypotheses about career maturity, salience, stages, patterns, and themes. Super's models and measures of these constructs remain as valuable today as when he first introduced them in the1950s.

<b>Learning Outcome: 2</b> <b>Understand theories of motivation and their application in careers guidance</b>	
<b>Assessment criteria</b>	
2.1 Critically analyse theories of motivation and their application in careers guidance	F. Herzberg – job enlargement, job enrichment and empowerment A. Maslow – hierarchy of needs F.W. Taylor – motivated by pay E. Mayo – money and social needs
2.2 Evaluate the application of motivational techniques in careers guidance	For example: Positive imagery, Team-building activities, Training, Enhanced communication, Targets, rewards and incentives, visioning, if you could have anything you wanted....what would it be and how could you get there?

<b>Learning Outcome: 3</b> <b>Understand concepts and models to support clients in career planning and development</b>	
<b>Assessment criteria</b>	
3.1 Analyse the concepts of supporting, enabling and empowerment of clients	<b>Supporting</b> – jointly helping a person to do something <b>Enabling</b> – helping a person to do something for themselves <b>Empowerment</b> – empowering a person to Consciously accept responsibility/build on the elements that will enable them to fulfil their responsibility/take responsibility for what they have done and its consequences/develop a positive sense of self that is separate from their actions.
3.2 Analyse theories of how people learn and their to application career planning and development	A. Bandura's Social Learning Theory – observation/modelling D. Kolb's – Experiential learning C. Rogers – theory of facilitative learning. The basic premise of this theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors. Action learning Adult learning

<b>Learning Outcome: 4</b> <b>Understand the role and purpose of research to inform career guidance theory and practice</b>	
<b>Assessment criteria</b>	
4.1 Analyse the role of research through evidence based practice in underpinning career guidance theories and practice	Sources of research. For example, National Guidance Research Forum, International Centre for Guidance Studies, Institute of Career Guidance, Association of Graduate Careers Advisory Services, National Association for Education and Guidance for Adults and Association for Careers Education and Guidance.
4.2 Critically evaluate the purpose of research to develop career guidance practice	How research has influenced career guidance practice.

<b>Learning Outcome: 5</b> <b>Understand theories of change management in career guidance</b>	
<b>Assessment criteria</b>	
5.1 Critically analyse theories of change management	<p>Examples could be :</p> <p>K. Lewins - Three step change model: unfreeze/movement/refreeze</p> <p>B. Lippitt - Seven stage model</p> <ol style="list-style-type: none"> <li>1. Diagnose the problem.</li> <li>2. Assess the motivation and capacity for change.</li> <li>3. Assess the resources and motivation of the change agent. This includes the change agent's commitment to change, power, and stamina.</li> <li>4. Choose progressive change objects. In this step, action plans are developed and strategies are established.</li> <li>5. The role of the change agents should be selected and clearly understood by all parties so that expectations are clear. Examples of roles are: cheerleader, facilitator, and expert.</li> <li>6. Maintain the change. Communication, feedback, and group coordination are essential elements in this step of the change process.</li> <li>7. Gradually terminate from the helping relationship. The change agent should gradually withdraw from their role over time.</li> </ol>

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	<b>J. O. Prochaska and C. C. DiClemente's Change Theory</b> Pre-contemplation, contemplation, preparation, action, and maintenance. Progression through the stages is cyclical, not linear. This is because initially many individuals relapse on their change efforts and do not successfully maintain their gains the first time around.
5.2 Evaluate how to support clients to take advantage of unplanned events	J. Krumboltz -Happenstance theory - the importance of engaging in a variety of interesting and beneficial activities, ascertaining reactions, remaining alert to alternative opportunities, and learning skills for succeeding in each new activity. Four propositions: <ol style="list-style-type: none"> <li>1. The goal of this is to help clients learn to take actions to achieve more satisfying career and personal lives—not to make a single career decision.</li> <li>2. Assessments are used to stimulate learning, not to match personal characteristics with occupational characteristics.</li> <li>3. Clients learn to engage in exploratory actions as a way of generating beneficial unplanned events.</li> <li>4. The success of this is assessed by what the client accomplishes in the real world outside the guidance session.</li> </ol>

<b>Learning Outcome: 6</b> <b>Understand the application of careers guidance theories, concepts and models to support own practice</b>	
<b>Assessment criteria</b>	
6.1 Evaluate application of theories, concepts and models to support own practice	Evaluation of how theories etc. have been put into practice in candidate's own career guidance and development interviews.
6.2 Analyse ways to update practice to reflect new career guidance theories	Analysis of the different ways of updating practice to reflect new career guidance theories