The Approach to Guidance:

A Handbook for Staff

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Contents

Introduction

1. The CPJ

The Career Planning Journey has changed.

The Career Planning function have been working on amending and improving the existing CPJ, based on staff feedback and Tony Watt's recommendations at last year's 'Career Planning Exposition' event.

Three key points came out of Watt's subsequent '*Welding the Models'* paper:

- The CPJ was seen as too long and complicated by our staff and our customers.
- There should be a clear distinction between the CPC (for professional use) and the CPJ (for client use).
- We needed to present Career Planning conceptually to our clients in a distinctive manner from the CPC to aid understanding and ease of use.

What was needed was something comparatively simple which at the very least, introduced the notion of career planning as a 'journey' to our clients, but did not get bogged down with theory.

Working groups, focus groups and evaluations with staff and clients (young people, post-school, NEET, employed and unemployed adults), have been crucial in helping to take this work forward.

The result is a new CPJ (fig.1): customer friendly and dynamic, conceptual rather than self-diagnostic in nature.

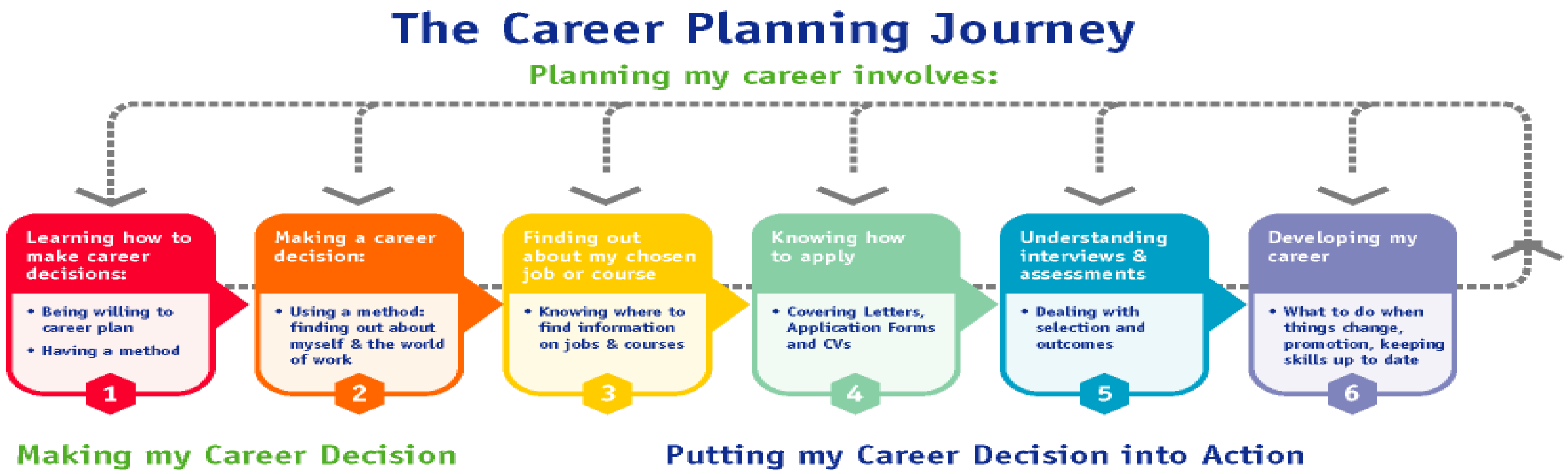
The new CPJ is our conceptual and methodological explanation of what career planning involves.

The new version of the CPJ features on our 'Contact Cards', 'Planning Your Career Booklets' and underscores learning in Career Box, Positive Steps and Career Planning for workers materials.

Careers Advisers will be able to use the CPJ with clients but understand how it is underpinned by the CPC. In this sense, the CPJ is a simplified version of the CPC; transparent and uncluttered.

The SMT have agreed the CPC as being the 'absolute foundation' for the Careers Scotland 'approach to guidance' i.e. the professional diagnostic tool employed by Careers Advisers to deliver individual and group guidance.

It is this model which we will base our observations of performance on and will be at the heart of the career plan of action (CPOA) process.


The Career Planning Journey
Planning my career involves:
Learning how to make career decisions:
• Being willing to career plan
• Having a method
1
Making a career decision:
• Using a method: finding out about myself & the world of work
2
Finding out about my chosen job or course
• Knowing where to find information on jobs & courses
3
Knowing how to apply
• Covering Letters, Application Forms and CVs
4
Understanding interviews & assessments
• Dealing with selection and outcomes
5
Developing my career
• What to do when things change, promotion, keeping skills up to date
6
Making my Career Decision
Putting my Career Decision into Action

The CPC

Careers Guidance is a real skill, both an art and a science, and one that is not acquired easily. Advisers have to work hard to explain the process to clients, to secure their active involvement, and to ensure that they develop the attitudes, knowledge and skills required to be effective career planners.

Clients are generally *not* effective career planners, but that doesn't mean they are incapable of being so.

We have to give them the choice and the opportunity.

The Approach to Guidance model as recommended by Careers Scotland seeks to offer that choice and make real the opportunity.

The aim of this handbook is very simple: to prompt further thought on the Approach to Guidance model and offer tips and hints on how to use the career planning continuum during the course of a 1:1 in-depth interview.

Designed to be used as a prompt sheet or as part of a reflective practice group activity, the handbook attempts to support practitioner diagnosis, by breaking down each of the eight CPC stages, offering an aide-memoire of concepts, techniques and evidence. In addition, it provides a list of potential problems staff can come up against when using the continuum with a client and how to overcome these challenges.

We have also linked LMI to the stages of the CPC, with useful references to appropriate products and services.

Finally, a series of reflective practice questions toward the end of the handbook, suggest ways of taking forward discussion and sharing good practice with colleagues.

This handbook is very much a beginning – it is not exhaustive – feedback and comments can be fed to the ATG team through: www.careers-scotland.org.uk/reflectivepractice;

We look forward to hearing from you

Andrew Paine
June 20 2006

The Approach to Guidance Model: In a nutshell

The aim of the career planning interview is described as enabling clients to make well informed and realistic decisions about their future careers and to manage subsequent transitions.

The *unique* role of the career planning interview is to diagnose what the *actual* needs of our clients are *before* pursuing particular methods designed to resolve them. A diagnostic interview can enable clients to fully understand what is preventing them from making quality decisions, for example:

- What is affecting their motivation?
- Why they are struggling to decide?
- Why they feel ambivalent about the perceived options available?

These may be directly related to the Career Plan, for example, information needs, or the causes may be issues such as confidence, self-perception, adverse assumptions, values or influences.

Possessing clarity regarding their individual needs is one thing, being committed and positive about addressing them is another: as Career Adviser's we should aim not only to enable a client to understand these needs, but also identify the means of resolving them.

The unique role of the Career Guidance interview is to enable clients to become conscious of their *actual* career planning needs (as opposed to *wants* or *presenting needs*), not just those they initially present, and to provide the support required enabling them to own and address these needs. In doing so, Careers Scotland can really help our clients to become what they are capable of being.

The Careers Scotland 'Approach to Guidance' Model

The model described (fig.1) is designed to enable Career Advisers and their clients to identify and resolve actual career planning needs.

There are three phases, each consisting of three outcomes to be achieved. The emphasis is on achieving the outcomes rather than prescribing the means (tactics), one benefit being that it can be tailored to both client and context.

Approach to Guidance Model (Fig. 1)

PHASE 1: Establishes the proper pre-conditions for guidance

1. An effective communication pattern between interviewer and client is established, maintained and developed.

2. The relationship between the interviewer and client should be purposeful and professional.

3. There should be a negotiated agreement about the purpose of the interview.

PHASE 2: Establishes and agrees the client's career planning needs

4 A logical, sequenced appraisal of the client's career planning should be made.

5 A diagnostic judgement about the client's career planning needs should be made.

6 A diagnostic judgement about the client's career planning needs should be shared
by the adviser and understood and agreed by the client.

PHASE 3: Establishes and agrees strategies to resolve career planning needs

7. The client should understand why it is necessary to resolve the career planning needs which have been identified

8. The client should own realistic targets related to his /her planning needs.

9. The action to be taken to meet the client’s career planning targets should be identified, agreed and recorded.

Phase 1: Establishing the proper preconditions

Due to the diagnostic nature of this model, there is considerable emphasis on achieving the necessary preconditions for guidance to take place. The Adviser has to establish:

- Effective communication
- Negotiate an agreed way of working together
- Agree the purpose of the interview.

Phase 2: Diagnosing needs.

In this phase the Career Adviser explores how the client is career planning, establishing the quality of the client's career planning and identifying issues that affect the client's capacity to make and implement well-informed and realistic decisions. To arrive at these insights, the Adviser uses a diagnostic tool, the Career Planning Continuum:

1	2	3	4	5	6	7	8
Being **ready** and **willing**	Understanding and owning a rational **method** for decision making	**Deciding** – by using the decision making method to **gain and organise** sufficient insight about **self and opportunities**	**Locating** appropriate opportunities	**Approaching** opportunity providers effectively	Managing **selection process(es)**	Dealing with **Selection outcomes**	**Taking stock** of career planning in the light of consequent / subsequent transitions

←Stages 1-3 relate to **making** decisions → ← Stages 4-8 relate to **implementing** decisions→

The job of the Career Adviser is to seek evidence or indicators of effective planning at each stage and, where this is weak, probe to identify the causes, the factors that are having an adverse effect on the client's ability to plan. This is a systematic and evidence based approach. The Career Adviser always starts at the beginning of the continuum, checking levels of engagement and exploring the planning method.

Phase 3: Resolving Needs.

The Adviser and client identify the range of means available for addressing these needs, taking into account the preferred learning style and level of support required. Certain needs may be addressed within the interview, for example, the need for reassurance, challenging certain assumptions, providing a method for making decisions. Needs that cannot be immediately met are recorded in an action plan along with the means of addressing these. Any referral or advocacy should be agreed and supported where necessary.

Introducing the Career Planning Continuum: The Fine Detail

The Career Planning Continuum was developed at NTU (initially within a programme for careers adviser training) to describe, as an ideal, a rational approach to career planning.

The need for an 'ideal' approach to career planning arose from our intellectual and/or ethical reservations about historical and contemporary accounts of occupational choice and entry behaviour, and the use of these as a basis for the practice of career education and guidance. Essentially, such accounts seek to explain behaviour - how individuals *actually* proceed from point A, where they have no occupational or vocational ambitions and are not concerned about this, to point B, where they feel, with some rational justification, that they are appropriately settled.

Careers advisers learn such theories - and their inter-relationship with guidance practice - as part of their initial training and a very little work-based experience allows them to theorise further. They observe that individuals 'fall into' occupations; that they are swayed by their friends and their families; that they are delivered to occupational 'fates' rather than 'choices' by socio-economic structures; that key points of transition precipitate short-term plans rather than the acquisition of long-term planning skills; that appraisal-prescriptive interventions capture clients at a point in time and lack predictive validity. They learn to worry that their interventions lack impact, and are too little, too late.

As guidance practitioners, we may allow that occupational choice and entry theorists know what actually happens whilst - at the same time - concluding that what actually happens is not good enough. Concern for clients as individuals; a professional belief in the value (for both the individual and society) of a properly made and implemented well informed and realistic career decision; indignation at the injustice of unmediated structuralism; the need to target and manage finite resources; all this leads to a professional obligation to ensure that those interventions we make into clients' vocational journeys from point A to point B, are informed by a clear sense of what they *should* be doing and how we can help.

This clarity and purposefulness is the intention behind the Career Planning Continuum.

What does it do?

What the Continuum does is set out a step by step approach to making and implementing a well informed realistic decision - to getting from A-B in a rational and systematic fashion.

1	2	3	4	5	6	7	8
Being **ready** and **willing**	Understanding and owning a rational **method** for decision making	**Deciding** – by using the decision making method to **gain and organise** sufficient insight about **self and opportunities**	**Locating** appropriate opportunities	**Approaching** opportunity providers effectively	Managing **selection process(es)**	Dealing with **Selection outcomes**	**Taking stock** of career planning in the light of consequent / subsequent transitions

⟵Stages 1-3 relate to **making** decisions → ⟵ Stages 4-8 relate to **implementing** decisions→

If we accept the logic of the continuum, if its inherent features hold water intellectually, then the following benefits (most of which are also, arguably, *obligations*) derive from its application.

- It offers ‘conceptual coherence’.

- It describes an agreed vision of how career planning *ought* to operate and so gives us something clear to communicate and *promote* - to work seekers of all ages, to pupils, students and trainees (and their teachers) in learning organisations, to parents, and to all stakeholders involved in the guidance process.

- It empowers with a methodology those clients with whom it is shared. They are able to plot and plan their own progress and so reduce their dependence on practitioners.

- It allows us to draw clear conclusions about the difference between this ideal blend of knowledge, skills and attitudes, and that which we observe, or observe to be lacking, in our clients, and so we can use it as a diagnostic tool.

- Because it can be used diagnostically (to establish stage-reached and progress-made) it offers a framework to evaluate guidance interventions, including taught programmes.

Key to the application of the Continuum is its stress on the importance of making a well informed, realistic decision (the primacy of stages 1-3 - especially 1&2). The implication of this for any guidance organisation is that guidance interventions should be targeted where they are most needed and drawn away from the routine giving of information to support the implementation of plans irrespective of whether these have derived from sound planning.

This idea clearly resonated with deliberations within Careers Scotland about how to enable its clients to help themselves to become more effective career planners and to be less reliant on (and, arguably less demanding of) an interview with a professional adviser to 'sort them out'.

From these shared imperatives we were able to distil key messages for staff:

- Guidance interventions should be concerned with *planning* rather than merely a *plan*

- Helping people with the planning process means first establishing - to their satisfaction - the stage they have reached in that process - that is 'diagnosis'

- Diagnosis needs to be orderly and sequenced and there is a logic to the order, e.g. helping people make well informed, realistic decisions needs to precede helping them with the implementation of well informed, realistic decisions.

There followed an extensive programme of training to both share the Career Planning Continuum and to show how it can be applied as a diagnostic tool within a model of guidance interviewing.

The CPC was designed to facilitate practitioner diagnosis of client career planning needs within a guidance intervention. It is relatively easy to establish a range of questions that a practitioner can ask to determine whether an individual has reached each stage of the CPC. This is what routinely happens in the approach to guidance practice taught at NTU – and shared with Careers Scotland advisers. Because practitioners first establish whether an individual is motivated to career plan and then quickly determine whether or not he/she is aware of the rational formula for decision making (and if not teaches this), clients are rapidly co-opted as joint diagnosticians of their own planning needs.

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Nottingham Trent University
February 2006

The CPC: Diagnostic Tool

STAGE 1: Ready and Willing

Concept	Evidence	Questions	Hints & tips
This stage is about the client's *attitude* to planning for the future and whether they can take responsibility for it. It is about questioning whether you think the client is taking charge of their own career planning. Having a *ready and willing* attitude to planning the future is known as being engaged.	**Evidence of Engagement**: <u>a) The client is motivated to plan</u> e.g. they: -believe that planning is worthwhile; -are concerned about making a 'good' decision; -chose to attend the careers interview; (but this alone is not sufficient evidence) -are keen to sort things out; <u>b) The client takes responsibility for planning or is capable of independent thought and action.</u> e.g. they: -have thought about what they want from the interview; -see it as their decision to make; -have done some voluntary research. **Evidence of disengagement:** e.g. they: -avoid making decisions; -regard planning as unimportant; - are defensive around the need to plan; -have done no or little independent research; -have been sent/called to the interview and cannot see the point of it; -have given little thought to the future.	The questions you ask should centre round the client's knowledge, skills and attitudes to planning so that you can establish how they are thinking, what they have been doing and how they feel about planning their future. How do you feel about having to make a career decision? What have you done so far? How long have you been thinking about this? Whose responsibility is it to get you a job / course/ make your career decision? How much effort are you prepared to put into this? <u>Depending on what the client says:</u> Why do you feel that way? What makes you say that?	This stage is a crucial first step of career planning. - Don't be fooled into thinking they are engaged *just* because they have a career idea. - Remember: we are checking career planning, not career knowledge. - Don't be fooled into thinking they are engaged *just because* they are engaged in the interview – it's about them being engaged in the planning process <u>not</u> the interview. **Causes of disengagement:** -Confused/ overwhelmed by decisions; -Fear of facing uncertainty; -Negative experiences e.g. of school, of careers guidance, having ideas 'crushed'. -Other issues causing stress e.g. family, housing, money. -Not knowing how to plan/ where to start. -Doesn't recognise the benefits of career planning. -Had been engaged but have given up when the process does not give instant answers.

STAGE 2: Method

Concept	Evidence	Questions	Hints & Tips
This stage is about establishing whether the client knows how to make a well-informed career decision, which is right for them. Time should be spent discussing how the client thinks career decisions should be made. Most clients will have some idea of how to make decisions. This stage is about finding out what these ideas are and improving them by describing a rational career planning method. This stage is about establishing whether the client can make the appropriate link between 'Self' & 'Opportunity.' Ideally, the client knows that the following questions need to be asked, understands the importance of them, and how they relate to each other (SA to OA): **<u>Self Awareness</u>** • The level of importance of work in their life. • What they need and want from work? Understands that these preferences should be ranked. • What they can offer to work? This should be externally referenced. **<u>Opportunity Awareness</u>** • Whether opportunities being considered are perceived or legitimate? • What work has to offer? • What work demands?	**The ideal: evidence of rational career planning in practice:** Client thinks decisions/ ideas should be informed by both accurate self and opportunity awareness. Influences/ assumptions/ values have been thought through and checked for validity. The client is conscious of other peoples' expectations and values but is able to work out their own preferences. **Evidence of/ causes of ineffective career planning (should this not be decision making/method?)**: Decisions made on impulse/ intuition; Choices based on familiarity/ safety; Influenced by other peoples' expectations/ values; Simplistic link between an interest and an opportunity; Constrained by external factors/ fatalistic; 'Falling' into opportunities (accident); Reacting against options rather than positively choosing others; Is able/ unable to make compromises; Is easily put off by difficulties/ negative aspects of the job; Is not linking self and opportunity e.g. is opportunity led Does not know how to career plan	*How* have you gone about making career decisions in the past? *How* are you going about making career decisions now? *How* will you go about making career decision in the future? *How would* you recommend somebody else should make a career decision? What's wrong with/what's missing from the method you have suggested? How would you go about deciding on a career? How have you made decisions in the past? How would you go about deciding between____ and _____ ? What made you think of ____ (how they have arrived at certain ideas)	Sign post this section i.e. Keep the client on track by explaining what this stage is about and why you are asking these questions. Always keep in mind that it's about the planning process – not the <u>plan</u> itself. Don't be tempted to explore the *why* of any current choice. It's about *how* they make decisions, not why. Method: This is about knowing the questions exist and why they are important– not about answering the questions. There is a temptation to start teaching the method before first collecting evidence of the client's method. Reveal the 6 questions as a way of summarising the discussions with the client. Relate his/her method (questions) to each of the 6.

STAGE 3: Deciding

Concept	Evidence	Questions	Hints and Tips
This stage is about exploring and answering the six formula questions by using the decision making method to gain and organise sufficient insight about self and opportunities. It is about understanding the relationship between Self and Opportunities and having the skills / knowledge to rank and reference the answers. . Ensure the client understands the relevance and importance of the six formula questions before jumping into the 'Planning Your Career' booklet. The client's initial answers to the six questions will require further probing and challenges. This deciding stage is not just about the formula questions, but also the questions needed to test how robust the client's insights are. Probing and challenging will be useful in helping the client refine and define the well-informed career decision.	**Evidence of Self Awareness**. The client is able to: Identify their interests / needs and wants in relation to opportunities: refine these and explain what they mean in some detail. Prioritise/ express preferences; Identify the role work has in relation to other areas of life; Make reference to objective measures in relation to their knowledge, skills and attitudes (externally referenced); Identify and justify what they don't like/ their weaknesses as well as their strengths and interests. **Evidence of Opportunity awareness**: The client is: Aware of a range of opportunities that could potentially offer the satisfaction they want/ meet their needs; Aware of entry and training requirements and competences needed for these opportunities; Can relate the requirements to their own externally referenced knowledge, skills and attitudes; Is aware of relevant issues relating to competitiveness and availability of opportunities (realistic)	• Do you know how important work is in your life etc • You say you are ____, how could you prove that? • Why do you want to do _________? • What do you mean by ___________? • From what you have said, what is most important to you? • What subjects do you enjoy the most? • From your previous experience, what have you enjoyed the most? • What are you good at/ what are your skills etc? • What would you like to be doing and why? • What do you know about _________? • What jobs/ courses have you considered? • What related jobs/ courses have you considered? • What would you have to offer?	**Causes of inadequate self awareness** Never having given this much thought/ not having been encouraged to refine their thinking Dominant perceived strength or quality obscuring a consideration of others. Allowing others opinions to affect self-perception. The safety of maintaining a certain self-perception/ not wanting to consider evidence which challenges or broadens this Limited life experiences, opportunities to try out new things **Causes of inadequate opportunity awareness** Basing knowledge purely on what they have been exposed to through accident/ unplanned experience. Not having or experiencing difficulty accessing reliable information. Not appreciating the need to explore a range of opportunities. Client sees certain opportunities as not open to them.

STAGE 4: Locating

Concept	Evidence	Questions	Hints and Tips
Individuals will start with some sense of where and how opportunities in their chosen area are advertised if they are truly opportunity aware. This stage is about applying the insights gained from stage 3. The client can identify as wide a range as possible of potential opportunity providers. .	The client should be able to: Explain where they are going to look for vacancies. Select opportunities appropriate to choice. Research and understand the hidden job market. Make use of networking opportunities	Has the client found out about availability of opportunities? Where would you go to find appropriate resources? What resources will you source? How will you use the newspapers to research potential employers? Have you registered with that website and asked to be notified of new vacancies? What will you do with the information once you've found it? How can your research help the application process? Have you written to the appropriate professional body and asked for information, specific to recruitment procedure? What will you ask your contacts? How will you use your networking opportunities?	An opportunity the client is trying to access is not based on well informed information: refer the client back to stage 3 and work on areas of weakness. The client may have poor IT skills and require additional support in sourcing web based materials. The client may not have easy access to the website. Check that the client is capable of locating opportunities.

STAGE 5: Approaching Opportunity Providers Effectively

Concept	Evidence	Questions	Hints and Tips
Knowing how to apply for appropriate opportunities This can be a complicated and varied procedure for many of our clients: it will involve some form of self-promotion: for example, a CV, speculative letter, an introductory phone call, direct targeting and networking. The self-aware individual can 'marshall' an account of what he / she can offer or why he / she wants a particular job, much more readily because of the work already undertaken at stages 3 and 4.	The client is: Aware of content needed to successfully complete an application form or CV. Aware of the importance of linking skills to the requirements of the opportunity (links to stage 3) Aware of timescales / deadlines Able to give examples of ways to approach opportunity providers. The client has the ability to contact potential employers, providers, sources of help in an appropriate manner: covering letters, speculative letters, networking phone calls etc.	Are you confident you can express your skills and strengths in writing? What would the employer want to know about you at this stage? How would you evidence these skills in writing? How will you present this information in writing? How can your contacts help you with securing employment? How have you matched the employer's requirements to your skills and experience? What key words or phrases describe this evidence? How do you feel about approaching the employer, are you confident you could create a good first impression?	How aware are you of current recruitment selection procedure. If the client is using CV builder, which template option is best suited to the application being made? If the client has not made a WIRD then it could become difficult for them at this stage. There may have been an inappropriate diagnosis of client needs and have not yet made a well informed and realistic decision yet? Timescales of the selection process may not allow for in-depth decision making. What can you do to alleviate this problem? Client has been given wrong or inappropriate information by another professional such as a teacher.

STAGE 6: Managing the Selection Process

Concept	Evidence	Questions	Hints and Tips
The client is aware of and can manage a range of selection processes, as required. Employers / Training Providers use a variety of methods to make sure they choose the appropriate candidate: interviews, selection tests, presentations, group interviews, telephone interviews. This stage includes course application procedures.	The client is: Able to answer a series of career-related questions, using features, analysis and benefits to match skills with the chosen opportunity. Familiar with a series of selection tests and has where possible sourced examples as part of his / her on-going research. Rehearsed in interview etiquette. Knows the selection process for chosen opportunity. Confident in being able to manage the process. Able to highlight areas of concern Aware that there is an element of competition Critical of previous selection performance	Can you provide examples of questions you may be asked? How would you answer the following question…? Have you been to an interview before – if so, how did you prepare for it? Why is preparation so important? Have you found out about the organisation you are applying to? How would you convince the employer you are the right person for the job / opportunity? What questions will you ask the employer?	Lack of staff awareness regarding current selection procedure and process: how will you resolve this? Unclear selection processes Limited information about various selection process Client is only applying for opportunities because they are under pressure to apply due to benefit payments: how would you resolve this?

STAGE 7: Dealing with Selection Outcomes

Concept	Evidence	Questions	Hints and Tips
The client has the knowledge, skills and attitude to manage a range of possible selection outcomes as appropriate: for example, rejection, acceptance (involving starting a job / course and adapting to this) and the need for further choices demanded by the outcome(s) of multiple applications. This step is about working out whether or not the client needs help with the outcome.	The client can prioritise what to do next: for example, accept the job, contact personnel, and give notice. If the client has not been successful with his / her application, how confident are they in applying for other jobs / opportunities. The client is confident regarding next steps The client may need to refer to his / her original decision making formula to help deal with multiple successful outcomes. The client can identify why they did / did not get the job and can explain the reasons: for example, nerves etc	Is any follow-up necessary? Are you confident in starting your new role? How do you feel about getting / not getting the opportunity? Are you able to negotiate a salary, for example? Are you prepared to phone for feedback? If you have been unsuccessful in applications, do you still feel confident about applying for other opportunities? Do you know why you were unsuccessful?	Suggest the client seeks feedback from the interview, if unsuccessful. If the adviser has limited knowledge of the client, refer back to the appropriate stages of the CPC, resolving problems as they appear: for example, has the client made a realistic decision, how robust was the initial research into the chosen career and subsequent application, how did the client prepare for interview? When the client has had two interviews and has been accepted for the job they didn't want – how do you deal with sod's law?

STAGE 8: Taking Stock of Career Planning in Light of Consequent / Subsequent Transitions

Concept	Evidence	Questions	Hints and Tips
The client is empowered with the career planning process and able to dip back into the Career Planning Continuum to further refine career decisions. This will include: Helping people to manage change – can the person adapt to changing circumstances? Checking the client can re-plan in the light of selection outcomes, changes in personal circumstances and / or preferences Checking whether the client can career plan as and when necessary Helping clients recognise that something has changed	What is being presented by the individual? How did they career plan last time and how are they intending to career plan this time? Client is aware that career planning decisions need to be made throughout life, career decision making no longer seen as a one off activity.	How would you re-plan? How did you do things last time? What do you think the next step is?	Not checking Not remembering this is a diagnostic stage Not checking career planning to date Separating coping with change from career planning issues

Mapping LMI to the CPC

STAGE 1: Ready and Willing

Concept	Type of LMI	Examples of Products & Services
Is the individual sufficiently motivated and engaged to career plan?	This stage is about **taking charge of your own career planning**. It is about the individual's attitude to planning their future and whether they are willing to take responsibility for it. It is a crucial first step. LMI is often implicit at this stage: the individual's willingness or otherwise, to engage in career planning is partly based on their understanding or their 'take' on LMI. For example, the notion of jobs available / unavailable in any one area, the lack of skills and qualifications perceived in relation to occupation. A Career Adviser may incorporate anecdotal evidence at this stage – to help address and clarify LMI myths or entrenched forms of structuralism. This might include: 1. Discussion around personal skills and qualities in relation to work. 2. An introduction to the notion of career planning 3. Anecdotal – local information, opportunities, vacancies. 4. Enabling individuals to identify what positive attributes they have 5. Helping to identify barriers individuals face 6. Suggesting 'prompts' – looking through local papers, networking	1. Careers Box and other Careers Education materials include LMI: for example, school leaver destination specific to school, can be contrasted to local area, region and national perspective. This type of LMI is useful in engaging groups of young people into considering the options available to them and has led to requests for intervention. 2. NEET Group: Opportunities available (vacancies) in the local area can engage and motivate young people into discussing career planning. 3. Key Workers taking young people into employers as part of pre-engagement work. 4. College and university visits 5. Careers Scotland job fairs and career conventions 6. MiiS and EIE Activities 7. Worknet 8. Key Messages: Available on the CS website: Qualifications and Earnings, Recruitment from School, College and University: In Employment

STAGE 2: Method

Concept	Type of LMI	Examples of Products and Services
Does the individual have a conscious and rational method of decision making, which demonstrates an understanding of the relationship between knowledge / awareness of self and knowledge / awareness of opportunities?	At this stage, advisers are generally looking to discover: How an individual has gone about making career decisions in the past What things need to be taken into consideration in career planning? What are the barriers preventing individuals from making appropriate career decisions? LMI is generally implicit in the responses these questions raise. For example, one would expect responses to include: What the individual already knows and the opinions of others: parents, carers, friends, 'the bloke in the pub'. The need to know more about the jobs on offer and the opportunities available. The relationship of skills and qualities to the type of work available. As the Careers Adviser discusses the method – they are able to introduce the notion of self and opportunity awareness being linked and therefore the importance of good LMI in helping determine the well-informed realistic decision. This begins to help the practitioner determine what type of LMI is appropriate and available i.e. what work needs to be done and the availability of it at self-help or assisted level of service.	Career Box: Decision Making – How have you made decisions in the past. Career Box: Decision Making – The different and best ways of making decisions SING Tools (Career Line is particularly useful) Decision Making Readiness Tool (DMR) CS Website: How LMI can help your Career: CS Website: Planning your Career: Worknet **Your own suggestions:**

STAGE 3: Deciding

Concept	Types of LMI	Examples of Products & Services
Is the individual sufficiently self-aware to address the opportunity structure? Does the individual understand the importance / position of ‘work’ in his / her life? Does the individual know what he / she wants and needs from work? Is it prioritised? Does the individual know what he / she can offer to work and can it be proven? Is the individual sufficiently aware of opportunities and how these relate to his / her knowledge of self? Is the individual considering perceived or legitimate opportunities? Does the individual understand what ‘work’ offers? Does the individual understand what ‘work’ demands?	The Career Adviser identifies where the gaps in knowledge, skills and attitude might be around self and opportunity awareness and attempts to clarify how these gaps might be resolved in recognising the need for and understanding of the method for rational career planning. Interpreting what the client is giving us in order to identify the bigger need. In terms of LMI, this may include a need for: • Sector Information • Regional dimension • Occupations • Opportunities • Equal Opportunities • Education & Training • Research • Links and Sources • Sector Summary • Skills and Qualities The key is not in just providing the LM ‘information’, but in knowing where to access, how to interpret and where applicable, how to teach the client how to access and interpret it for themselves.	• FEATS • MAPS • Key Indicators – Link • Careers Match • CS Links to Recruitment Websites • Learning Direct • SING • Steps to Success: Skills • CS Website: Skills Audit • Kudos • Adult Directions • Local sector Skills Summary Sheets • LMI Web Handbook • Key Messages (see stage 1) • Wages Information: The wages report is in the wages section of the CS website. • Employment Projections – Future World of Work: currently on the CS website. • The Tomorrow Project: • Worknet

STAGE 4: Locating

Concept	Types of LMI	Examples of Products & Services
Can the individual identify as wide a range as possible of potential and appropriate opportunity providers?	This stage is about knowing how to apply for opportunities. It will include a general awareness and ability to do aspects of research around; speculating, networking, direct targeting of employers about specific pieces of work or learning. In addition, this stage includes finding information about companies, occupations, employment and training opportunities, recruitment, analysing job adverts etc	Careers Box Basix Steps to Success: Job Search Leaflets Careers Scotland Website Worknet LEF Profiles: Produced every six months and included in the Local Labour Market section of the website, which also has links to websites with local information for all parts of Scotland. Regional Reports for each Careers Scotland region: information on vacancies, skills and training issues in each of the 5 CS regions. **Your own suggestions:**

STAGE 5: Approaching Opportunity Providers Effectively

Concept	Types of LMI	Examples of Products & Services
Can the individual manage applications, for example, CV's, covering letters, letters of application, telephone contacts and application forms? Considering the needs of a specific company requires a certain skill and is linked to opportunity awareness at both stage 3 and stage 4. The more the individual understands about the specific needs, personality, image and goals of the company and hiring manager, the more accurate the matching will be.	In producing a CV or completing an application form, an individual has to understand the matching process: between their skills and knowledge to that of the employer's needs and demands. The individual also has to understand the process the employer uses. In order to do this successfully requires specific understanding and research about the employer / course / training provider. Understanding how to interpret this data is crucial in making strong applications. LMI can be gained from job descriptions, job adverts, company brochures, prospectuses. We need to be certain that we teach people how to 'read the signs'. Individuals need to know how the post / course they apply for fits into the bigger picture – this demonstration of knowledge can lead to interview. Other LMI processes at this stage include: Matching Directing to Company Websites Recruitment processes Professional Associations Interpreting Statistics	Steps to Success: CV's Careers Library / Resource Centre Careers match CV Builder Worknet **Your own suggestions:**

STAGE 6: Managing the Selection Process

Concept	Type of LMI	Examples of Products & Services
Can the individual manage a range of selection processes as required, for example, interviews, selection tests and self-presentation?	The ability to answer the more common questions in interview / selection process requires in-depth knowledge of Labour Market Intelligence and therefore links back to opportunity awareness: What do you know about our business / sector? What do you know about the job on offer? Why do you want the job? What makes you think you're the candidate we're looking for? The selection process will be determined by the individual being able to satisfy several questions in the mind of the employer.	Psychometric & assessment Tests Mock Interviews: Activate CS Leaflet on Selection Tools Careers Library / Resource Centres Worknet **Your own suggestions:**

STAGE 7: Dealing with Selection Outcomes

Concept	Type of LMI	Examples of Products & Services
Can the individual manage a range of possible selection outcomes as appropriate, for example, rejection, acceptance involving starting job or course and adapting to this, and the need for further choices demanded by the outcome(s) of multiple applications?	LMI has two key roles here: If a client has been unsuccessful – there will be a requirement to reassess self and opportunity awareness – a fine tuning or massive overhaul: the need to revisit appropriate LMI will remain. Could more research on sector, occupation, skill requirements have been made? Were the individual’s skills and qualifications marketed, appropriate to the job on offer? Does the individual need to evidence the link between employer demands and the skills offered? Revisiting the recruitment process – does the individual understand how to apply and in the right way? If the client has been successful – how confident does the individual feel about taking on a new position? What type of LMI can be utilised here to instill confidence about starting a new job / course? What can be done to find out more about the organisation?	Sign Post to company Websites CS Leaflet: Starting a New Job **Your own suggestions:**

STAGE 8: Taking Stock of Career Planning in Light of Consequent / Subsequent Transitions

Concept	Type of LMI	Examples of Products & Services
Can the individual re-plan in the light of selection outcomes, changes in personal circumstances / preferences, the need to update skills, promotional opportunities	Any change at this stage will undoubtedly require the individual to re-visit one or more stages of the Career Planning Journey and the appropriate level of LMI. For example, an individual facing redundancy, who wishes the remain in the same type of work, might start at stage 6 of the CPJ and re-engage with research around locating similar types of organisations who might offer similar types of positions. However, an individual wishing for a completely different career, will re-visit stages 3&4, in an attempt to look at what he/she wants from a job and what they might be able to offer. This will require considerable LMI.	Positive Steps on the Web Career Planning for Workers Materials Information for Parents: Changing World of Work Worknet **Your own suggestions:**

Reflective Practice Questions: For groups and Individuals

The following reflective practice questions have been included to help aid discussion and reflection with your colleagues. If after discussing these points you have further questions or indeed would simply like to discuss the approach with another CA/CPC trainer a discussion page has been set up at http://www.careers-scotland.org.uk/reflectivepractice

Preconditions

Effective communication

The following techniques can be used in establishing effective communication:

- Neutral Topics
- Open questions
- Listening & hearing
- Probing
- Listening and responding

Discuss how you have used these in your interview.

Working rules:

The following points could be discussed with the client at the stage of working rules:

- Two way communication
- Reflecting
- Confidentiality
- Freedom to disagree with ideas
- The need for realism
- Identification of problems/barriers to progression

Discuss how you might tackle these points with the client.

Agreement:

The following stages should be covered when discussing the purpose of the interview.

1. Signposting the stage of the interview.
2. Explore client expectations of interview and adviser.
3. Acknowledge client expectations.
4. Careers Adviser expectations of the interview.
5. Contracting.
6. Monitoring clients understanding of this stage

Discuss how you would do this.

What problems may arise and what would you do to overcome them?

Agreement:

Think of different ways of introducing the CPJ to clients.

Diagnosis

Stage 1 Ready and Willing:

1. Discuss what kinds of things a motivated/engaged client would be saying and doing.

2. Discuss questions that you have used to establish whether or not a client is engaged.

Stage 2 Method:

3. How might you bench mark this section of the interview so that the client understands what you are aiming to do by asking them questions around career planning method?

4. If from asking questions about the client's career planning you decided that their method could be considerably strengthened, how could you explain this to the client?

Stage 3 Deciding

5. Think of practical ways of helping the client to complete the self awareness questions.

6. Think of practical ways of helping the client to complete the opportunity awareness questions.

7. Think of ways of using the Planning Your Career Booklet in 1:1 interviews and group sessions. Share ideas and examples of good practice.

Resolving needs

8. Suggest ways of ensuring that the action/advice you offer is relevant to the client.

9. Discuss ways of ensuring the clients agrees and owns the targets and actions related to their needs.

10. Discuss how you currently identify and record actions – do you discuss this with the client? Do you offer options?

General

11. Does the ATG work or is it appropriate to all clients / can we use bits of the approach?

12. Discuss why Career Planning should still be our priority: how can the ATG model help with this?

13. How would you use Insight notes to record accurately and explicitly the diagnosis of career planning made?