Chapter Five

Assessing Readiness for Career Choice and Selecting Appropriate Assistance
Chapter Organization

• Two-Dimensional Model of Readiness for Career Choice
• Using Readiness Assessment to Make Preliminary Decisions About Career Interventions
• Relating Readiness for Career Choice to Decision Status Taxonomies
• Counseling Strategies for Enhancing Client Readiness for Career Choice
Two-Dimensional Readiness Model

• Readiness is the capability of an individual to make appropriate career choices taking into account the complexity of family, social, economic, and organizational factors that influence career development.
Capability

(low) ——— (high)
Capability

• The cognitive and affective capacity to engage in effective career choice behaviors

• How are my career choices influenced by the way I think and feel?
Capability

- Honest exploration of values, interests, and skills
- Motivated to learn about options
- Able to think clearly about career problems
- Confident of their decision-making ability
- Willing to assume responsibility for problem solving
- Aware of how thoughts and feelings influence behavior
- Able to monitor and regulate problem solving
Complexity

Complexity (high)

(low)
Complexity

• Contextual factors, originating in the family, society, the economy, or employing organizations, that make it more (or less) difficult to solve career problems and make career decisions

• How does the world around me influence my career choices?
Complexity

- Family factors
- Social factors
- Economic factors
- Organizational factors
Family Factors

- Few responsibilities and family support is positive
- **Deferral**, e.g. compromise career development to meet needs of spouse or children or parents is negative
- **Role overload**, e.g. roles of worker, parent, son/daughter, homemaker, student is negative
- **Dysfunctional family input**, e.g., over-functioning parents is negative
Social Factors

- **Social support**, e.g. modeling, networking, and caring is positive.
- **Discrimination**, e.g. age, disability, ethnicity, gender, immigration status, nationality, occupation, physical characteristics, poverty level, race, religion, sexual orientation, and social class.
- **Stereotyping**, lack of role models, bias in education, and harassment in education and employment is negative.
Economic Factors

- **General** factors, e.g. rate of change in the labor market influences stability of occupational knowledge – stable knowledge is positive, unstable knowledge is negative

- **Personal** factors, e.g. influence of poverty on housing, health care, and childcare – adequate resources is positive, inadequate resources is negative
Organizational Factors

- **Size**, e.g., size of internal employment market – small internal job market is less complicated and has a positive impact, large internal job market is more complicated and has a negative impact.

- **Organizational culture**, e.g., amount of support provided for career development – more support is positive, less support is negative.

- **Stability**, e.g., employment opportunities – more stability is positive, less stability is negative.
Two-Dimensional Readiness Model

Complexity (high)

Capability (low) (high)

(low)
Two-Dimensional Readiness Model

- Complexity (high)
- Capability (low)

Moderate readiness
Moderate to low degree of support needed
(Brief Staff-Assisted Services)
Two-Dimensional Readiness Model

Complexity (high)

Moderate readiness
Moderate to low degree of support needed
(Brief Staff-Assisted Services)

Capability (low)

(high)

(low)
Two-Dimensional Readiness Model

Complexity (high)

Low readiness
High degree of support needed
(Individual Case-Managed Services)

Capability (low) (high)

(low)
Two-Dimensional Readiness Model

- **Complexity (high)**
  - Low readiness
    - High degree of support needed
      - (Individual Case-Managed Services)
  - Moderate readiness
    - Moderate to low degree of support needed
      - (Brief Staff-Assisted Services)
  - High readiness
    - No support needed
      - (Self-Help mode)

- **Capability (low)**
  - Moderate readiness
    - Moderate to low degree of support needed
      - (Brief Staff-Assisted Services)
Screening & Selecting Options

Individual Choice
Screening & Selecting Options

Individual Choice

Independent Use of the Internet or Other Resources
Screening & Selecting Options

Individual Choice

Independent Use of the Internet or Other Resources

Self Referral

Brief Screening Career Center Reception
Screening & Selecting Options

Individual Choice

Brief Screening
Career Center Reception
Screening & Selecting Options

Individual Choice

Brief Screening
Career Center Reception

Self-Help Services
Screening & Selecting Options

- Individual Choice
  - Brief Screening
    - Career Center Reception
  - Comprehensive Screening
    - Career Center Library
- Self-Help Services

Self or Staff Referral
Screening & Selecting Options

- Individual Choice
  - Brief Screening
    - Career Center Reception
    - Comprehensive Screening
      - Career Center Library
    - Brief Staff-Assisted Services
Screening & Selecting Options

- Individual Choice
  - Brief Screening
    - Career Center Reception
  - Comprehensive Screening
    - Career Center Library
  - Individual Case-Managed Services
Screening & Selecting Options

Individual Choice

Brief Screening
Career Center Reception

Self or Staff Referral

Comprehensive Screening
Career Center Library

Self-Help Services

Brief Staff-Assisted Services

Individual Case-Managed Services
Screening & Selecting Options

- **Individual Choice**
  - Independent Use of the Internet or Other Resources
  - Brief Screening Career Center Reception
    - Self Referral
  - Comprehensive Screening Career Center Library
    - Self or Staff Referral
  - Self-Help Services
  - Brief Staff-Assisted Services
  - Individual Case-Managed Services
Assumptions

1) Services are offered in a counseling or career center

2) Individuals can seek assistance from self-help resources

3) If problems occur with self-help, readiness assessments and interviews can be used to make a judgment about services needed

4) Readiness assessment can occur in brief screening or brief and comprehensive screening

5) Clients or practitioners may collaboratively decide to move among levels of service delivery
Screening Process

- **Brief screening** occurs upon entry to a counseling or career center.
- If the individual presents a concrete request for information and no problem is apparent, self-help services are recommended.
- If the request for information is vague or problems are apparent, **comprehensive screening** using a readiness assessment measure and an interview is conducted.
- A practitioner recommendation is then made followed by a collaborative decision about an appropriate level of service delivery (brief staff-assisted, etc.).
Outcomes of Screening

• Screening avoids
  – Overserving high readiness individuals with costly individualized interventions and
  – Underserving low readiness clients with inadequate interventions from staff who are unaware of a substantial need for help

• Provides a better chance to meet client needs

• By better allocating staff resources
  – staff will be able to serve more clients or
  – spend more time with clients with substantial needs
Intervention Options

- Self-Help Services
- Brief Staff-Assisted Services
- Individual Case-Managed Services
How Interventions Vary

- Readiness of the user
- Assistance provided
- Who guides resource use
- Where services are provided
- Selection and sequencing of resources and services
- Record keeping
Self-Help Services

- For high decision-making readiness
- Little or no assistance provided
- Guided by the user
- Served in library-like or remote setting
- Selection and sequencing by resource guides
- Records kept - Aggregate data for program evaluation and accountability
Self-Help Services

- Self-help career services
Self-Help Services

• Little staff assistance is provided, although staff are available to respond to questions
• Resource guides suggest selected assessment, information, and instructional options for common career concerns
• Signage and indexes help individuals to select, locate, and use self-help resources
• Instructions for using resources are contained within the resources
Brief Staff-Assisted Services

- For moderate decision-making readiness
- Minimal assistance provided
- Guided by a practitioner
- Served in library-like, classroom, or group setting
- Selection and sequencing by ILP
- Records kept - Aggregate data for program evaluation and accountability
Brief Staff-Assisted Services

- Self-directed career decision making
- Career course (with large group interaction)
- Group counseling (short term)
- Workshop
Self-Directed Career Decision Making

- Practitioner-guided use of self-assessment, information, and instructional resources in a career resource room
- Practitioners complete scheduled periods of service delivery in the resource room with clients served on a first-come, first-served basis
- Continuity in service delivery results from teamwork and collaboratively-developed written individual learning plans (ILPs)
Self-Directed Career Decision Making

• Clients are not restricted to the available appointment times of any one practitioner
  – A client can decide to see the same staff member by returning the next time the staff member is on duty
  – Or, a client can return any time the center is open and see a staff member on duty
• Clients (with staff input) decide how much time is needed to use resources and to seek staff assistance
Self-Directed Career Decision Making

- Accommodates clients working together
- Responsive to periods of high and low demand by “staffing up” or “staffing down”
- Eliminates delays in appointment-based systems in times of peak demand
- High volume of clients can be served
- Lowers service delivery costs
Self-Directed Career Decision Making

• Requires staff to
  – Establish relationships quickly
  – Clarify client progress in completing their ILP
  – Revise the ILP if new needs become apparent
  – Serve multiple clients during one period of time
  – Participate in common staff training

• Provides clients with relatively immediate follow-up of resource use during the learning event
Individual Case-Managed Services

• For low decision making readiness
• Substantial assistance provided
• Guided by a practitioner
• Served in an individual office, classroom, or group setting
• Selection and sequencing by ILP
• Individual records kept
Individual Case-Managed Services

- Individual counseling
- Career course (with small group interaction)
- Group counseling (long term)
Taxonomy of Decision States

- Decided
- Undecided
- Indecisive
Decided Individuals

- Can specify a choice
- But may need help to clarify or implement
Decided-Confirmation

- Able to specify a choice,
- But wish to confirm or clarify appropriateness
Decided-Implementation

• Able to specify a choice
• But need help with implementation
Decided-Conflict Avoidance

- Present as decided to *reduce conflict and stress*, when undecided or indecisive
Undecided Individuals

- Cannot specify a choice
- Need self, occupational, and decision-making information
Undecided - Deferred Choice

- Unable to choose
- But have no need to make a choice
Undecided - Developmental

- Need to choose
- Are unable to commit
- Lack self, occupational, and/or decision-making knowledge
- Rather than dysfunctional, these individuals do not have the knowledge or experience to make a choice
Undecided - Multipotential

- Characteristics of undecided
- Along with an overabundance of talents, interests, and opportunities
- Often overwhelmed with available options
- May experience pressure from significant others for high levels of achievement
Indecisive Individuals

• Cannot specify a choice
• Typically need information
• Also have a maladaptive approach to decision making in general
• Similar to undecided individuals with knowledge gaps
• Differ with more negative self-talk, attentional deficits, or confused thoughts
Indecisive Individuals

- Executive processing (negative self-talk) limits the development of decision-making skills, occupational knowledge, and self-knowledge
Taxonomy of Decision States

Decided Individuals
1) Confirmation
2) Implementation
3) Conflict Avoidance

Undecided Individuals
1) Deferred Choice
2) Developmental
3) Multipotential

Indecisive Individuals
Determining Decision-Making Status

- If the individual can identify a choice, they are likely decided.
- If they cannot specify a choice, they are likely either undecided or indecisive.
- A readiness screening measure and an interview is often needed to decide if a client is undecided or indecisive.
Matching Services to Decision Status

Decided and undecided clients are best served by self-help and brief staff-assisted services.

Indecisive clients are best served by individual case-managed services.
Counseling Strategies for Readiness

• Readiness for career choice is not static and can change over time

• Capability can be improved by helping clients to identify, challenge, and alter past negative career thoughts, increasing their motivation for career exploration

• Coping with complexity can be improved by helping clients acquire more adaptive coping strategies related to family, social, economic, and organizational factors

• Counseling skills described previously are essential
Summary

- A Two-Dimensional Model of Readiness for Career Choice
- Using Readiness Assessment to Make Preliminary Decisions About Career Interventions
- Relating Readiness for Career Choice to Decision Status Taxonomies
- Counseling Strategies for Enhancing Client Readiness for Career Choice
Getting the Most Benefit from Reading

• Describe the factors associated with capability and complexity

• Identify how capability and complexity influenced your own readiness for career choice

• Draw and label Figures 5-1 and 5-2

• Describe the three levels of service delivery, noting your own experience with career services

• Compare and contrast, decided, undecided, and indecisive individuals
For Additional Information

www.career.fsu.edu/techcenter/

Thank You